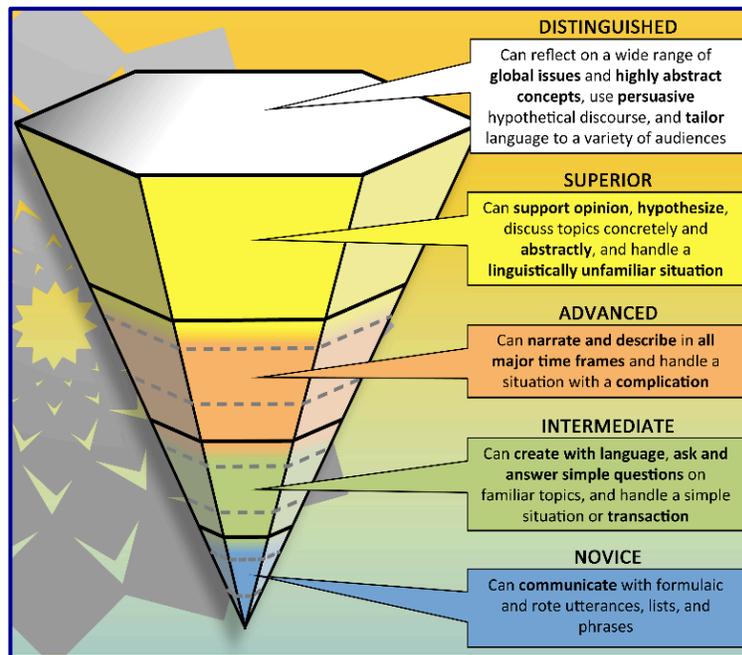


Timpview High School German Classes

(Yearlong classes, 1.0 credit per year, elective graduation credit)

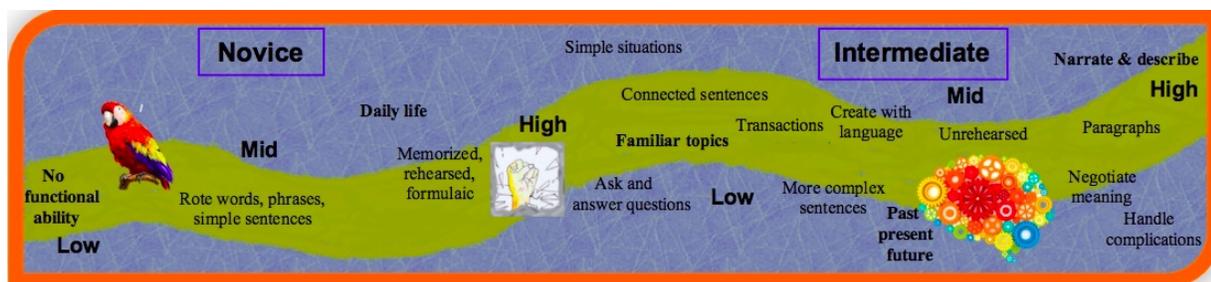
Welcome to a new year of acquiring **proficiency** in the German language and culture at Timpview High School, an **American Association of Teachers of German (AATG) Center of Excellence!** We have a lot to look forward to this year. I am excited to begin, and I hope you are too.

Your German class will not be like other classes you have experienced in your years of schooling. Expect the class to be different, exciting, challenging, and fun. **Everything** in our German class will focus on your **proficiency progress** in the German language and culture. Language **proficiency** refers to your ability to effectively use language to accomplish communicative tasks. **Proficiency** in a language does not increase linearly. As a result, we need to think of it differently. **Proficiency** progress can be metaphorically represented as an inverted pyramid:



Developing real **proficiency** in a language does not happen overnight. Real **proficiency** emerges as you engage in authentic communication about a variety of topics. This process can happen quickly or slowly depending on your opportunities and your commitment to engage in authentic communication. Additionally, it takes more engagement in authentic communication to move from the Intermediate Level to the Advanced Level than it does from the Novice Level to the Intermediate Level. Each **proficiency** level has a Low, Mid, and High sub level. Most university students who major in German as a second language achieve Advanced Low **proficiency** by the time they graduate with a bachelor's degree. Students at the Intermediate Mid and Intermediate High **proficiency** levels typically pass the AP German Exam. (The AP German Exam is intended for students who have had six years of German in grades 7-12.)

You **should** take German for all four years of high school in order to make as much **proficiency** progress as possible. This will help you to get into competitive universities, receive scholarships, and give you a valuable life skill. Students may progress from class to class as they achieve the appropriate **proficiency** level. It is possible for students to spend more than one year in the AP class and still earn credit toward graduation. I encourage you to take the AP Exam when you have reached Intermediate Mid **proficiency**. **It is critical that you develop an understanding of the proficiency pathway**, know where you are on that pathway, and know what you need to do to continue your progress along the pathway. You will receive timely and specific feedback about your **proficiency** progress during our communicative activities in class. Your own personal motivation has the greatest influence on your **proficiency** progress.



Our specific **proficiency** goals in our Timpview German classes are:

Ziele:

Deutsch 1	NH
Deutsch 2	IL
Deutsch 3	IL-IM
Deutsch 4	IM-IH

Vision:

Everyone is capable of acquiring authentic **proficiency** in German. If you engage in the process that leads to acquiring German **proficiency**, you will acquire German **proficiency**. In order to acquire German **proficiency**, you must take **personal responsibility** for your own progress. You will get exactly the amount out of this class that you put into it. Acquiring German **proficiency** will help you to acquire **proficiency** in a third language when you have the opportunity, and **you will have that opportunity**.

Process:

Acquiring **proficiency** in German results from meaningfully and authentically engaging in a specific process. **If you engage in the following behaviors, you will acquire German proficiency, you will have fun, and you will get an A in German.**

In-Class Behaviors:

- Come to class every day and be prepared to actively learn in class. **Be fully present in the moment.**
- Participate actively in all class activities.
- Always **maximize** the amount of German you produce in all activities.
- **Stay in German at least 90% of the time.**
- Listen and watch actively whenever new language is presented.
- Pay close attention to and respond to all feedback given to you and other class members.
- Use your *Deutschheft* to record new words, language structures, and cultural observations every class period.
- Remember what you have learned and integrate new language into what you already know.
- Monitor your own progress and know your own **proficiency** level.
- Expect to learn German. Expect to have fun.
- Use technology as a tool to enhance your German learning. Practice healthy cellphone habits.

I will focus on these core practices in class to support your proficiency progress:

CORE PRACTICES

For World Language Learning



The infographic consists of seven horizontal bars, each with a different color and icon, representing a core practice. Each bar includes a title, a brief description, and a small icon.

- Facilitate Target Language Comprehensibility** (Blue bar, speech bubbles icon): Students and teachers speak, listen, read, write, view, and create in the target language 90% or more during classroom time: comprehensible input, contexts, and interactions.
- Guide Learners through Interpreting Authentic Resources** (Orange bar, globe icon): Present interactive reading and listening comprehension tasks using authentic cultural texts with appropriate scaffolding while promoting interpretation.
- Design Oral Interpersonal Communication Tasks** (Green bar, notepad icon): Teachers design and carry out interpersonal communication tasks for pairs, small groups, and whole class instruction.
- Plan with Backward Design Model** (Purple bar, circular arrows icon): Instructors identify desired results THEN determine acceptable evidence THEN plan learning experiences and instruction.
- Teach Grammar as Concept and Use in Context** (Teal bar, lightbulb icon): Teach grammar as concept and use in context. Students focus on meaning BEFORE form.
- Provide Appropriate Oral Feedback** (Dark green bar, two people icon): Oral corrective feedback is a tool for mediating learning and language development.

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The classroom experiences associated with acquiring **proficiency** in a language are different than the experiences you might have had in other academic classes. In order to acquire **proficiency** in a language, you must process and create as much language as possible. You need to train both your mind and your muscles. You will make more progress if you participate in class as much as possible. Participating in class comes more naturally to some students than others. I recognize and respect this. I know that some students feel shy about participating. Others are worried that they might make a mistake and embarrass themselves. Don't worry! **There is no chance of failure when you participate.** I will help you to be able to participate regularly in class. I ask you to make participation in class a high priority and do your best to participate every day. Participation is not just raising your hand to give an answer in class—although that is an important part of participation. Full participation includes full engagement in all partner and team activities, completion of all class assignments, and on-task behavior while using a Chromebook.

Out-Of-Class Behaviors:

- Spend 20 minutes expanding your German experience.
- Practice and review the new vocabulary and new language structures you are learning in class.
- Spend some of your time on expansion activities such as reading in German, watching German videos, listening to German music, using German apps, or visiting German websites.
- Edit, improve, and polish the digital projects we work on in class. Save the digital projects in your ePortfolio.

Your primary homework assignment is to practice the vocabulary we are learning in class. I encourage you to do this in many different ways. Be creative in your practice. Use the computer, draw pictures, write sentences, write short dialogues, create mind maps, make flash cards, teach family members, or work with a friend from class. Always remember that you are trying to connect the new German word with the actual idea or object in your mind. Try to avoid translation. Say the words out loud to help you with pronunciation. Frequently write the words out to help you with spelling. I also encourage you to do a lot of personal exploration as a part of your homework. Some good ideas are listening to German music, watching a German video, reading a German book, writing to a German pen pal, or visiting German websites. You can also use your homework time to edit, improve, and complete digital examples of what you can do in German and then post them your German portfolio. Polishing your digital portfolio entries will be a continuation of a project you began in class.

Evidence:

Because our class focuses so intently on **proficiency**, the primary way we will measure your progress will be as we collect evidence of what you can do in German. You will save some of the evidence you create (videos, recordings, presentations, etc.) in digital format and keep it in a digital ePortfolio. Your digital evidence will help you to track your **proficiency** progress over time and give you the opportunity to demonstrate what you can do with German.

Grading:

Our focus in this class will be on acquiring **proficiency** in the German language and culture, **not on grades**. The grade you receive for this course will be an A if you authentically and purposefully engage in the process of learning German. I will put a weekly process grade in the Gradebook each week. This grade will synthesize all aspects of your engagement in the process of increasing your German **proficiency**. The grade will take participation, partner work, teamwork, and overall quality of work into account. Your grade should serve as a weekly barometer of your performance and help you to stay engaged or become more engaged in class. There are only two grades possible:

A



Excellent. Keep up the good work. Stay engaged and make more progress.

Even more is possible. I expect more of you. You need to expect more of yourself. Please come and talk to me during consultation time.

Assessments:

Every Friday, your class will engage in an assessment. The purpose of the assessment is for you to more accurately know where you are in your **proficiency** progress and to better understand what you need to do next to continue and improve your **proficiency** progress. We will not use the language of grades (A, B, C, D or minus 1, minus 2) as we engage in our assessments. Instead we will discuss **proficiency** levels and what the language we produce in authentic communicative activities should look like on those levels. The assessments should help you track your own **proficiency** progress and take personal responsibility for it.

In addition to these Friday assessments, **every communicative activity we do in class is a formative assessment**. As we engage in communicative activities in class, always ask yourself the question, **“Could I do this with a real German outside of class?”**

Mid-Year Checkup

Before the end of the second term, you will engage in a mid-year checkup. The checkup will consist of you passing off multiple language skills to three class members before you pass the skill off to Stefan. This will be a several day process.

Feedback:

The purpose of feedback is to provide you with guidance that can help you improve the quality and accuracy of the language you produce and direct your future progress. Feedback is best when it is immediate and specific. You will receive immediate, formative teacher feedback during the natural course of communicative activities in class. You will also give each other feedback during these activities. Every Friday, we will take time in class to review and give feedback on the digital evidence of language proficiency that you have created during the week. **You will also engage in frequent self-reflection and peer-to-peer synthesis to help guide your proficiency progress.** If you would like even more personal feedback, please visit me during Friday consultation time.

Vocabulary:

The best way to learn new words is to use them in authentic interpersonal communication. The second is to read a book in German that interests you. You will not have a vocabulary list where you memorize the German word and the English equivalent. Instead you will keep your own record of the new words we are using in your *Deutschheft*. In order to facilitate your **proficiency** progress, we will focus on passing off the core vocabulary of a Novice High German user. We will expand from this core base as we communicate in authentic German contexts.

Deutschheft (German Notebook):

You should buy a spiral notebook and bring it to class every day. In class, we will call your notebook *das Deutschheft*. Your *Deutschheft* will be one of the most important language-learning tools we use in our class. The diligence with which you use your *Deutschheft* is one of the best ways for you to gauge how well you are doing at taking personal responsibility for your own **proficiency** process. Because our class is held entirely in German, there are many things that you can learn in class each day. The beauty of an immersion classroom environment is that each student can progress at his/her own pace. There will be so much happening in each class, that you won't digest everything. In fact you won't necessarily be digesting exactly what the student next to you is digesting. **Your *Deutschheft* is your tool to help you digest as much German as possible and to help you focus on what you personally need in your German-proficiency process.**

Your *Deutschheft* is your own personal tool for progressing in your German **proficiency**. You should organize it by putting example that I use in class or write on the board on the left-hand page of your open notebook. You should then put your examples (sentences or phrase of you using what we are learning) on the right hand side. Anything that comes from me (*Vorbild*) will be on the left page. Anything that comes from you (*Beispiele*) will be on the right page.



Policies:

I will follow, and I expect you to follow the Timpview High School attendance, dress and grooming, integrity, and electronic devices policies. These policies are printed in the Timpview Student Handbook. I will also follow the Provo School District video use policy. In class, we may watch parts of or entire German films. The films will support our proficiency progress and help us to gain cultural competence. Films and TV shows produced in Germany follow different rating guidelines. I will make sure that any video we watch in class is appropriate. Students may opt out of any video experience for any reason.

I encourage students who have a smart phone to use it in class as a tool to expand their German learning. Please make a commitment to use your phone appropriately at all times during class. Use our class time to practice healthy cellphone habits.

Class time is extremely valuable; when you are in class, I expect you to stay in class and be fully present in the moment. Use the hall pass as needed, but don't make it a daily habit. Do not waste class time texting or playing games with a cell phone. Stay on task when you are working on your Chromebook.

I welcome input from parents. Students or parents may feel free to contact me via email: stephenv@provo.edu.

Required Materials:

1. Spiral notebook
2. Personal headphones/ear buds

