



## German 1

Frau Bernie Barron

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**Conference Period: 2<sup>nd</sup> period (10:05-10:55)**

**Tutoring Opportunities, by appointment only: Monday 4:30 – 5:00 and Thursday 8:30 – 9:00**

### Class Materials:

Textbook:

- online textbook: Mosaik 1
- link to online textbook and textbook assignments: Through SSO – go to VHL (Vista Higher Learning)

Required Materials:

- 1" binder
- 4<sup>th</sup> period only: 1 pink 2 pocket paper folder
- 7<sup>th</sup> period only: 1 black 2 pocket paper folder
- Notebook paper
- Pens/pencils
- Expo Dry Erase Markers (low odor, chisel tip preferred)
- Highlighter
- Earbuds to use with laptop
- 1 pack of lined index cards
- Box of tissues

Digital tools that will be used for student coursework

- Canvas
- VHL (Vista Higher Learning)

Access to Canvas and Office365 tools is available to students through our [Single Sign-on Portal \(SSO\)](#). Students receive their SSO login during enrollment.

### Course Description:

[EMS ISD Counseling Website](#)

This course is designed as an introduction to the basic structure and vocabulary of the German language. Pronunciation, speaking, and grammar are emphasized through oral and written exercises. Emphasis is placed on the development of basic vocabulary. German culture will also be introduced.

### Course Goals:

Students who complete this course successfully will be able to reach a Novice Mid-Novice High Proficiency level .

**Novice Mid students** express meaning in highly predictable contexts through the use of memorized and recalled words and phrases. They are best able to understand aural cognates, borrowed words, and high-frequency, highly contextualized words and phrases with repetition. Novice Mid students may be difficult to

understand by the most 2 sympathetic listeners and readers accustomed to dealing with language learners. Novice Mid students are inconsistently successful when performing Novice-level tasks.

**Novice High students** express meaning in simple, predictable contexts through the use of learned and recombined phrases and short sentences. They are best able to understand sentence-length information within highly contextualized situations and sources. Novice High students may generally be understood by sympathetic listeners and readers accustomed to dealing with language learners. Novice High students are consistently successful when performing Novice-level tasks. Novice High students show evidence of Intermediate Low proficiency but lack consistency.

### **Student Evaluation:**

The grading system for this course is as follows:

- Grade averaged 60% Major 40% Minor
- Major grades – tests (including District Common Assessments, projects, final essays, research papers, presentations); minimum three per six weeks
- Minor grades – quizzes, daily assignments, journals; minimum four per six weeks
- Each six weeks will count as 1/6 and the semester exam will count as 1/7 of the semester grade.
- A letter system (S, N, U) is used to report a student’s conduct based on proper/responsive conduct and citizenship
- Per Board Policy EIA (LOCAL), “The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a **failing** grade. This policy applies only to initial identified major grades and does not apply to daily assignments and quizzes. Upon reteach and retest, the new test, project, etc. recorded will be a high score of 70%.
- Official grades will be in Skyward only and can be accessed by student and parent through Family Access.

#### **Assignments, exams, expectations outside of the classroom:**

Students are expected to participate fully in classroom activities. Students should prepare for class by reviewing class notes, practicing and memorizing new vocabulary, and completing classwork/homework assignments. Assignments may be hard copy, posted in CANVAS, or assigned in Vista Higher Learning (VHL). Assignments can be teacher created, or textbook/workbook activities. CANVAS and VHL will be used as the digital tools to support the learning. If students are absent or missing assignments, they will be able to find information in CANVAS and VHL. Lessons may be provided by the teacher. Major Grades: Students should practice vocabulary and grammar, collaborate on projects, or research information to present.

### **Attendance/Tardy Policy/Make-Up Work:**

#### **Following District Policy**

Make-Up Work General Rules:

- Ask a friend for notes. The teacher will provide you with missed handouts if applicable.
- Check VHL and Canvas.
- Student has time equal to days absent plus one.
- Student is responsible for obtaining, completing and submitting work.
- Make-up work (includes tests) may be of alternate nature.

- Tests should be administered before or after school or at teacher's discretion during the school day.
- Work, including tests, assigned before an absence is due on the first day back.

### **Classroom Expectations:**

1. Follow the teacher's directions and procedures
2. Respect the people, equipment, and furnishings of the classroom
3. Do not interrupt instruction and stay on task
4. No food or drink except for bottled water
5. Electronics must be ...
  - silenced and put away
  - used for instructional purposes only (teacher determines appropriate time of use)

### **Preliminary Schedule of Topics, Readings, and Assignments**

- Greetings / Introductions/ Polite Expressions
- Classroom/ School
- Hobbies/ Pastimes
- Family/ Friends
- Describing people
- Food/ Restaurants

### **Academic Integrity: Update from GRH**

Academic integrity values the work of individuals regardless if it is another student's work, a researcher, or author. The pursuit of learning requires each student to be responsible for his or her academic work.

Academic dishonesty is not tolerated in our schools. Academic dishonesty, includes cheating, copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or other supervising professional employee and considers written materials, observation, or information from students. Students found to have engaged in academic dishonesty shall be subject to disciplinary and/or academic penalties. The teacher and campus administrator shall jointly determine such action.