



## IBMYP Language B German M3 Course Outline

### **I. Course description:**

Herzlich Willkommen! In the global society in which we live it is increasingly more important for us to prepare ourselves, both culturally and linguistically, to communicate with others. This course will help you not only to communicate in German, but also gain a better understanding of another culture and examine differences between aspects of American and German (European) culture. Cultural topics might include music, art, food, landscapes, cities, proper manners, weather, school, sports, and daily life/family. Students in the German M3 course will continue to learn to read, write, speak, and comprehend German at the intermediate level, in preparation for the 10<sup>th</sup> grade IBMYP Certificate. This course places an emphasis on communication, encouraging students to use the language in real world situations.

#### **MYP fundamental concepts:**

- Holistic learning attempts to link between, subjects, cultures and other areas of a student's experience. The course should enable student to develop a range of language and other skills that are transferable across other subjects. This leads to students seeing other subject groups from a Language B perspective.
- Intercultural awareness gives students the opportunity to become aware of other cultures. In doing so, students will be able to have a deeper understanding of their own culture.
- Communication skills provide students with the four macro skills of Speaking, Listening, Reading, and Writing. Students will develop their skills within a formal and informal setting and be able to apply them across the other subject areas and for use in real-world situations.

#### **The learner profile**

- The aim of the IBMYP Language B program is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-Minded, Caring, Risk-takers, Balanced, and Reflective.

### **II. AIMS and OBJECTIVES:**

The aims and objectives incorporate the foreign language national standards (communication, cultures, connections, comparisons, communities).

**AIMS:** Students should be able to use language effectively as a means of practical communication for future study, work and leisure. Students should be able to appreciate literary and non-literary texts. Students should be able to identify the cultural differences between their own culture and the target culture being studied. Students should develop a lifelong interest and enjoyment of foreign languages.

**OBJECTIVES:** Students will be able to communicate information, ideas and opinions. Students will be able to demonstrate understanding of information using oral and written language. Students will be able to identify main ideas of written and spoken texts. Students will be able to appropriately use vocabulary in oral and written language contexts. Students will be able to produce comprehensible pronunciation and intonation. Students will be able to relate the areas of interaction with the target language and to cultural and international issues.

**Objective 1 - Listening:** Upon completion of this course, the student will be able to comprehend the spoken language in the form of questions, structured conversations, narrative descriptions, directions, and commands.

**Objective 2 - Speaking:** Students will be able to participate in brief conversations over familiar topics in the basic level of oral proficiency as called for in ACTFL (American Council on the Teaching of Foreign Languages) guidelines.

**Objective 3 - Reading:** Students will be able to read various realia materials as well as short passages, conversations, paragraphs and directions over familiar topics.

**Objective 4 - Writing:** Students will be able to write increasingly difficult sentences and formulate direct and indirect questions and appropriate responses. Students will be able to summarize information based on the topics mentioned above and will be able to create paragraphs using proper grammatical structures and syntax.



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Objective 5 - Culture: Students will be able to demonstrate increasing awareness of other world areas and specific aspects of daily life in German speaking countries. They will also be able to understand the appropriate behavior and etiquette in a limited number of social situations.

### Course Content:

This year the students will be learning to (in addition to reviewing M1 & M2 content):

- Discuss articles of clothing - colors, sizes, shopping, asking/ telling how they look, prices
- Give and receive compliments
- Discuss likes and dislikes involving people, free-time activities, school subjects, food, etc.
- Talk about what they will do in the future and what they have done in the past
- Discuss schedules and telling time and talk about making plans for free time activities such as sports and hobbies
- Likes/dislikes/favorite movies, books, television shows, games, etc.
- Talk about their family/friends and describe personality and physical traits of people and animals
- Talk about what you have to/should/can/will do and tell for whom something is done (chores)
- Body parts and describing how they feel -explain a minor illness to a doctor
- Weather and the environment
- Landscape and city planning / architecture
- Discuss and describe places you go and transportation used to get there
- Read short stories

### **III. Role of the Areas of Interaction**

There are five areas of interaction:

- **Approaches to Learning** - (in all we do!) - development of thinking skills, strategies and attitudes and ability to reflect on one's own learning.
- **Community and Service** - development of community awareness and sense of responsibility.
- **Homo Faber / Human Ingenuity** - evolution, processes and products of human creativity and impact on society and on the mind
- **Environments** - interdependence of human beings and their environments
- **Health and Social Education** - mental and physical health and interactions between the student and the community.

These areas provide a means of broadening student experience, placing learning in context and helping students to develop attitudes and values based on knowledge and skills. These AOIs are used as "lenses" through which the curriculum is viewed.

### **IV. Texts and resources-**

Our German class focuses on communication - students quickly learn to use the language (not just learn the grammar! ☺) in the context of everyday situations. Students will use many resources including our new textbook, "Deutsch Aktuell," German newspapers/magazines, menus, video and audio tapes/CDs/DVDs, cultural readings, presentations and group work/projects, the Internet, Interactive CD-ROM Programs and our state of the art Language Lab to learn how to use German to meet very basic survival needs. The German Department has a classroom set of textbooks which will be used on a regular, but not daily basis. In addition to that students will also be provided handouts which might cover grammar or cultural topics. We will also be taking lots of notes in class and students are expected keep clear and concise notes.



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### **V. Methodology**

A variety of techniques will be implemented to assist the students in their learning such as question and answer, partner work, exercises in our state of the art language lab, lots of fun games, and some funny German films. Instructional Methods and/or Strategies include:

- Lecture / note taking
- Overhead /LCD projections
- Video clips / computer generated videos
- Reading / oral and auditory
- CD listening activities
- Computer generated games (fill-in, vocabulary building, verb practice)
- PowerPoint, Flash presentations for introducing ideas, themes
- Virtual computer aided visual, listening, speaking/discussion activities (Language Lab)
- Student taught portions of a lesson / group activities / projects
- Discussions / debates

### **VI. Methods of assessment**

#### Assessment of Student Work:

The student will be evaluated on:

- projects and presentations (oral presentations and written tasks)
- student portfolio (to demonstrate progress throughout the year)
- daily homework
- participation in student and teacher generated activities and presentations (written and oral)
- vocabulary and grammar quizzes and unit tests and Notebook quizzes (this requires the student to be organized and responsible!!!)
- production and performance of elementary skits/role-plays

*Note:* At the end of the year students will present a portfolio of their work. The Language B Portfolio will include a personal reflection and samples of work and projects. We will assemble much of this portfolio "as we go." We will need to think about how each project/assignment meets the IB guidelines and criteria.

After completing and presenting a project, for example, we will write a brief introductory paragraph about it and place the project (or a digital picture or disk, if necessary) in our individual files. This will make our job at the end of the year **MUCH** easier!

### **VII. Criterion Referenced Grading policy with MYP criteria**

#### Grades:

Grades are earned through specific course requirements listed above. The grades will be calculated in the following manner. (Rubrics for each item listed below can be found in the "Wichtige Papiere" section of the German binder.)

- Criteria A & B (Speaking) - 15%
- Criteria C & D (Writing) - 15%
- Criterion E (Reading) - 5%
- Approaches to Learning - 20% (including Homework, timeliness of projects, etc.)
- Engagement and Participation - 20% (In class participation, in class work, quality of projects, binder/notebook checks and quizzes)
- Tests and Quizzes - 25%



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## MYP – Language B Assessment Criteria Modified for Grade 8 (Middle School, level 3)

### Criterion A: Speaking – Message and Interaction

6-5	4-3	2-1
The student's speaking is comprehensible and responses are appropriate.	The student's speaking is sometimes comprehensible and responses are sometimes appropriate.	The student's speaking is barely comprehensible and responses are inappropriate.
Ideas are relevant, supported and generally creative and inventive.	Ideas are mostly relevant with some support and creativity.	A few ideas are relevant.
The student participates and sometimes takes the initiative in exchanges.	Student generally responds, but rarely takes initiative.	Student often needs prompting to encourage a response.
Conversation/dialog generally flows coherently.	There are some lapses in the flow of conversation.	Conversation/dialog does not flow.

### Criterion B: Speaking – Language

6-5	4-3	2-1
Student uses a range of vocabulary and shows awareness of idiom (expressions) and register (formal and informal) in context.	Student uses a basic range of vocabulary with occasional mistakes.	Student uses a limited range of vocabulary, sometimes used inappropriately.
Grammatical errors rarely interfere with the message.	Grammatical errors at times interfere with the message.	Grammatical errors frequently interfere with the message.
Pronunciation errors rarely interfere with the message.	Pronunciation errors at times interfere with the message.	Pronunciation errors frequently interfere with the message.

### Criterion C: Writing – Message and Organization

6-5	4-3	2-1
The student considers the topic from more than one perspective and includes some examples and illustrations.	The student considers the topic from more than one perspective.	The student considers the topic from only one point of view.
Ideas are relevant and usually supported.	The student's ideas are mostly relevant to the task.	The student's ideas are basic, often irrelevant to the task and lacking in detail; they tend to be repetitive.
The presentation is generally effective and clear and the structure contributes effectively to the development of ideas.	The structure is visible and clear and some ideas are developed and supported.	Some structure is visible but lacks clarity; ideas remain undeveloped.
The use and range of cohesive devices are appropriate.	Basic cohesive devices are generally used correctly.	There is limited use of cohesive devices, which are often incorrectly employed.

### Criterion D: Writing- Language

6-5	4-3	2-1
The student uses language effectively for communication with few mistakes.	The student uses language, which as a whole is comprehensible and rarely impairs communication although there may be some mistakes.	The student uses language which is not always comprehensible and this impairs communication.
There is a good variety of	The use of vocabulary and idiom	The range of vocabulary and idiom is



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vocabulary and idiom, and the use of register is correctly applied.	shows some variety and an awareness of register.	basic, with frequent repetition of common phrases.
A standard range and variety of appropriate grammatical structures are used with a good degree of accuracy.	Basic grammatical structures are usually correct but repeated errors are made when complex structures are attempted.	There are repeated errors in the use of simple grammatical structures.
Occasional mistakes in spelling/writing do not impede intelligibility.	Mistakes in spelling/writing seldom impede intelligibility.	Mistakes in spelling/writing often impede intelligibility.

### Criterion E: Reading Comprehension

8-7	6-5	4-3	2-1
The student demonstrates a good understanding of all parts of a text, where complex/abstract language may be used.	The student demonstrates the ability to locate specific factual information in a passage, where some ideas/language may be unfamiliar or abstract.	The student demonstrates some ability to locate specific information.	The student demonstrates limited ability to locate specific factual information in a passage where the ideas and/or the language are familiar.
The student can identify the main idea and supporting details, and recognize the logical and/or sequential order of the text.	The student can identify the main idea and supporting details, and recognize the logical and/or sequential order of the text.	The main idea of the text and some supporting details are identified.	The general nature of the text and its basic components can be recognized.
The student can identify opinions and attitudes.			

The grades will then be converted in the following manner...

#### Grading Scale:

97- 100%	A+				
93-96.9%	A	77-79.9%	C+	60-62.9%	D-
90-92.9%	A-	73-76.9%	C	0-59.9%	F
87-89.9%	B+	70-72.9%	C-		
83-86.9%	B	67-69.9%	D+		
80-82.9%	B-	63-66.9%	D		

## Deutsch macht Spaß!!

### *Frau Paliotti's Four P's to success in Deutsch* | (Course Expectations)

1. Be Prepared: Please bring the following to class everyday:
  - Dein Notizheft (3-ring binder with 5 divider tabs)
  - Bleistifte und Kulis (good idea to have black, blue, red, green and purple)
  - Deine Hausaufgaben (with your name <German First Name and Real Last Name>, date, and period on it!!! ☺).

\*Do your homework!!! There will be a small homework assignment almost every time we have class. Please be sure to have it ready to check at the beginning of class.

\*\*\* Our Class Website will be an excellent resource!!! Just go to [www.guajome.net](http://www.guajome.net) and click on "Staff," and then "Melanie Paliotti." At the bottom you will see links for 6<sup>th</sup>-7<sup>th</sup>-8<sup>th</sup>. Once you are in the site for your level, you will find all sorts of helpful information - the homework will be posted each time we have class,



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downloads (including project assignment sheets, vocabulary lists, and other useful info!) There will also be a "Class links" section that has a variety of Internet sites that students can use to practice and study, play games, and get extra help.

### 2. Be Present - Sei hier!

- Attendance is necessary to learn a foreign language. When you are not in class you miss the opportunity to speak German, earn participation points, and to learn new material. If you are absent you will need to make arrangements with me to make up any missed assignments or tests - so schnell wie möglich! A student will have one school day for each excused day missed to make up all work due to an absence. When you return to class after an absence check the board and the website at [www.guajome.net](http://www.guajome.net) to find out what you missed. Then check the class file (and the download section of the website) for any handouts that might have been given. Frau Paliotti will also keep a binder that should always match what the students have in their binders. Please come and check the binder to make sure you are organized and have all your materials! Still have questions? Ask a neighbor. Still not sure? Never hesitate to ask Frau Paliotti for clarification or for extra help! Students may email questions to: [paliotttime@guajome.net](mailto:paliotttime@guajome.net). Remember, that it is your responsibility to find out about AND turn in items missed - I will not hunt you down and ask you for them!!! You can always arrange a time to meet with me during Tutorial or before or after school to make up work, get extra help, etc. I am always more than willing to help you! I want you to be a HUGE success!
- Please hand work in on time!
- Sei hier - pünktlich (Prompt)! Please be on time and prepared when the bell rings. Don't waste any time - begin the opening activity and have your materials out and ready immediately when you arrive! Tardies are recorded and will result in detention.
- \*\*\*\*\* Respect and trust one another - there is absolutely no room for ridicule!!!

### 3. Participation:

- In order to improve our German skills it is essential that we hear it, speak it, read it, write it - as much as possible! - Languages really follow that old saying: "The more you put in, the more you'll get out of them."
- There will be daily homework and occasional quizzes and unit tests which will require all four of these important skills as well as understanding of the culture. In addition, as an International Baccalaureate Middle Years Program school, the "Areas of Interaction" will be emphasized throughout the course through projects and assignments.
- Be polite! You should always maintain respect for our working environment and be willing to work cooperatively and share ideas with others.
- You should also be able to work independently, concentrate and remain on task!
- You should always demonstrate effort and strive to produce quality work.
- Listen actively and appropriately and follow verbal and written instructions.

### 4. Practice!!! "Übung macht den Meister!" - Everyday!

Some helpful hints to make progress...

- Make 3X5 flashcards of key words and phrases - Use pictures to illustrate words and expressions. One picture says more than a thousand words!
- Don't be afraid to make mistakes - learn from them!
- Learning is like eating - better to "eat" small amounts of German at frequent intervals than a gigantic meal at one sitting/cram session! Read your notes before bed and when you have a spare minute... the constant repetition will ensure that you retain more!
- Practice at home and complete ALL homework!!)
- Listen to German music! Watch German films! - The more senses you can involve the better!



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- Join the German Club/GAPP - meet other students, have fun, speak German, eat German food, host a German student, travel to Germany...

~~~~ The best way to contact me is through e-mail, which I check on a daily basis. My e-mail address is [paliotttime@guajome.net](mailto:paliotttime@guajome.net). I will always be available if you need any extra help or practice - don't hesitate to make arrangements to meet with me before/after school or during tutorial. Peer tutoring from the advanced German students might also be an option... ~~~~

\*\*\* Note: I do not tolerate cheating!!! (i.e. identical homework assignments, talking or looking at another's paper during a quiz/test or the use of a computer/internet translation site) The guilty party/parties will receive zeros and parents will be contacted. Do your best and take pride in your work!

### Class Website Info:

The class website is located at [www.guajome.net](http://www.guajome.net). To access the German class site, click on "Staff" and then "Melanie Paliotti." The opening page is for all of my classes. To find the actual class website, click on the student class level. Each class site contains a section for announcements. There is a calendar that includes the due dates of all assignments. When you click on the items in the calendar it gives you more details. Because there are multiple classes for one website, the due dates will usually be listed as due on two different days. The student's work is due on the day that they have class. The class website also has an area with class downloads. Downloads include project assignments, vocabulary lists, and other useful items. Lastly, there is a "Class Links" page that has a variety of Internet sites that students can use to study, practice, play games, etc.

### Das Notizheft:

When studying a foreign language it is VERY important to be organized. You need lists of vocabulary, class notes, homework, in-class work, partner activities, listening assignments, verb charts, etc. to study for quizzes and to work on projects. Therefore, it is important to save everything that you do. In order to help you keep organized, you will be required to have a three ring binder with five dividers for German class this year. (You may use this binder for other classes as well, as long as there are 5 dividers for German class.)

- The first divider tab should be labeled "**Vokabeln/Notizen**" (vocabulary/notes)  
In this section students will keep vocabulary notes, drawings, key phrases, etc. Nothing should be removed from this section throughout the year.
- Tab two should be labeled "**Grammatik**" (grammar)  
This section will hold any grammar notes taken in class. This includes any verb sheets. Nothing should be removed from this section.
- The third divider should be labeled "**Hausaufgaben/Projekte**" (homework/projects)  
All homework assignments, with the date and period at the top, will be in this section. This section can be cleaned out periodically throughout the year. (I will keep a folder for you in class to put items from your Notizheft at the end of various units. That way, your notebook will be lighter but all of the important information will still be saved in a safe place in case you need them again later!)
- Tab four should be labeled "**Klassenarbeit**" (in-class activities)  
This section will contain all of the work you do in class or in the language lab. You do not always need to start a new piece of paper for every activity but you need to write the date next to each activity. This section might include partner work, listening activities, internet/webquests, video notes, etc.
- The last divider should be labeled "**Wichtige Papiere**" (handouts)  
This section could include any important handouts you are given. You could also keep any quizzes or project scores (rubrics) that are handed back to you here. You could keep copies of your grade printouts here.



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### **Achtung!**

Please remember to write the date on your notes/work. You need to keep the notebook very organized! I will keep a notebook too! You can always check my notebook to make sure that your notebook matches mine! Periodically we will have a notebook quiz. I will ask you to take out your notebook and find specific items for me. When a student is absent they are required to make up all missed work within a reasonable amount of time. For this reason, absence is not an excuse for missing items when the notebooks are checked.

### **Tips for succeeding when learning German:**

1. **STUDY EVERY DAY.** A foreign language class is different from your other classes. Learning is cumulative, meaning you continually use what you have learned previously as you progress. In order to do this, 15 minutes of daily study is essential to memorizing new vocabulary and concepts. If you can't devote 15 minutes a day every day, at least study for 15 minutes on the days that you do not have German class. When you study, you should study new vocabulary and grammatical concepts as well as review old material. See your teacher's web site for online links to practice materials, and don't forget to review those flash cards you made for homework!
2. **ATTEND AND PARTICIPATE IN CLASS WITHOUT FAIL.** Class time is your primary opportunity for practice. Review the grammar and vocabulary outside of class in order to make the most of class time. Spend a few minutes "warming up" before each class by speaking or reading the language.
3. **STAY ORGANIZED.** It is especially important to keep your materials organized well. Without a textbook to bring home, you still need access to vocabulary lists and notes to complete homework and projects. (So NEVER throw your notes into your backpack directly – make sure to file them in your binder under the appropriate heading!)
4. **USE YOUR AGENDA/Homework Folder.** It is important to write all deadlines into your agenda/onto your German homework calendar in your German Homework Folder before you leave class. It is also useful to do the assignment on the day it is assigned, which gives you extra time to ask your teacher for help if needed. The German Homework Calendar is the place we will record the assignments, mark them when they are completed and shown to Frau Paliotti. It is also a great way for parents to stay informed. When assignments are incomplete on the due date, I will stamp the agenda for a parent signature.
5. **DO ALL HOMEWORK AND PROJECTS.** The assigned homework and projects are meant to help you memorize, practice and learn the new material. (You should do 2-3 assignments on a normal week.)
6. **PRACTICE FOR TESTS** by doing what you will have to do on the test. If the test will require you to write, then study by writing — including spelling and accents. If you will be asked to listen, then practice listening. If you must speak, then speak with a family member or friend.
7. **DEVELOP A GOOD ATTITUDE.** Have a clear personal reason for taking the class. Set personal goals for what you want to learn. Leave perfectionism at the door; give yourself permission to make mistakes and learn from them.
8. **USE YOUR TEACHER'S WEBSITE.** They can be found at: [www.guajome.net](http://www.guajome.net) Then click on "lily pads" and then click on Melanie Paliotti.
9. **GET HELP IF YOU NEED IT.** Talk with your teacher. Form study groups among class members. Don't wait!

### **Teacher contact information:**

The best way to contact me is through e-mail at [paliotttime@guajome.net](mailto:paliotttime@guajome.net). If you do not have Internet access, the best way to contact me is to send a note with your student (possibly in their agenda). You may also leave a message for me with the school at 631-8500.



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Student Name \_\_\_\_\_

I have read and understand the procedures for Frau Paliotti's German class.

Parent/Guardian signature \_\_\_\_\_

Student signature \_\_\_\_\_

Dear parent or guardian,

I am looking forward to working with your student this year! Please feel free to contact me for any reason through my e-mail address: [paliottime@guajome.net](mailto:paliottime@guajome.net) E-mail is the best way to contact me as I check it daily. There is also a class website. Please see the class syllabus for complete information. If you do not have access to the Internet, I can be reached through the school at 631-8500, or you may send a note with your child. The homework folder/agenda is also a great way to send notes. So that I may keep you informed about your student's progress this year, please fill in the following information and have your student return it to me tomorrow in class.

Thank you and Danke,

Frau Paliotti

Preferred phone numbers:

Between 7:45 a.m. – 3:05 p.m. ( ) \_\_\_\_\_ home/work

Name of person I will be contacting \_\_\_\_\_

Between 3:05 p.m. – 5:00 p.m. ( ) \_\_\_\_\_ home/work

Name of person I will be contacting \_\_\_\_\_

E-mail address: \_\_\_\_\_ Is this a reliable way to contact you? Y / N

Additional comments or anything you would like me to know about your student:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_