



SCHOLÉ ACADEMY
CLASSICAL ACADEMIC PRESS

German 1

Yearlong 2022/23



ELIGIBLE STUDENTS:

Grades: Upper School (9th – 12th) *This is an introductory course; no prior instruction in German is required.*

Please note: The student completing this course earns 1 high school foreign language credit.

Class Dates: Begins Tuesday, September 7th, 2022; Ends Thursday, May 26th, 2023.

Class Times:

- **Section 1: Tuesdays and Thursdays: 11:00am — 12:30pm (EST)**
- **Section 2: Tuesdays and Thursdays: 2:00pm – 3:15pm (EST)**

Instructor: Michael DeHaven

E-mail: mdehaven9342@gmail.com

SCHEDULE FOR GERMAN I:

CLASS SESSIONS DATES:

Classes will take place on **Tuesdays & Thursdays: 11:00am – 12:30pm (EST) for Section 1 and 2:00pm – 3:15pm (EST) for Section 2.** The class will meet for 32 weeks and 64 classes on the following dates* --

September 6, 8, 13, 15, 20, 22, 27, 29

October 4, 6, 11, 13, 18, 20, 25, 27

November 1, 3, 8, 10, 15, 17, [Thanksgiving Break], 29

December 1, 6, 8, 13, 15, [Christmas Break]

January [Christmas Break], 10, 12, 17, 19 [End 1st Semester], 24, 26, 31

February 2, 7, 9, 14, 16, [Winter Break], 28

March 2, 7, 9, 14, 16, 21, 23, 28, 30

April [Holy Week], 11, 13, 18, 20, 25, 27

May 2, 4, 9, 11, 16, 18, 23, 25 [End 2nd Semester]

**Please note the above dates and times are the anticipated class sessions for this course. However, all dates are subject to change as the instructor's circumstances might dictate (e.g. illness, family emergency). Any classes canceled by the instructor will be made up at an alternate time designated by the instructor.*

GERMAN I COURSE MAP:

QUARTER 1

- Greetings and goodbyes
- Formal vs. informal
- Alphabet and numbers
- Personal details
- Regular Verb Conjugation
- Word Order
- Forming questions

QUARTER 3

- Family
- Personal characteristics
- Pets
- Possessive determiners
- Prepositions

QUARTER 2

- School and office supplies
- Nouns
- Pronouns and pronoun agreement
- Negation
- Accusative Case
- der- Words

QUARTER 4

- Telling time
- Free-time activities
- Expressing likes and dislikes
- Clubs
- Verbs with stem-vowel changes
- Verbs with separable prefixes

OFFICE HOURS: In addition to scheduled class times, I will be available to meet individual students outside of class time as needed. During “Office Hours” students may raise questions, seek assistance, or review class material. If you would like to meet with me outside of class, please email me at the address above and we will find a time to meet. I will try to respond as quickly as possible but may not be able to respond after 7:00 PM Eastern.

REQUIRED COURSE TEXTS:

- There are no required texts for this course. All course materials will be provided by the instructor.
- Students will need to have a binder to keep class notes and a vocabulary log.

GERMAN I COURSE DESCRIPTION:

As the language of numerous influential poets, philosophers, theologians and authors, German has a significant place in the development of Western culture. In this course, we will begin our journey into the German language, learning its vocabulary and grammar, along with the cultures of the people who speak it. Our focus will be on acquiring vocabulary while discovering the grammar of German through comparison and contrast of language in various contexts.

I will be speaking in German for a significant portion of class and students are encouraged to use as much German as they can to communicate with me and their classmates. You will not always understand everything that is said, but we will work together to improve your comprehension.

Class time will typically consist of a presentation of vocabulary and grammar in context, a discussion of the topics presented, short conversations with the instructor and classmates, and learning and practicing chants and songs to facilitate learning.

Homework will consist primarily of listening and reading assignments, short written assignments, reflection in a learning journal on topics discussed during class time, and vocabulary practice using a vocabulary log and Quizlet. Student accounts for Quizlet are free and the instructor will provide links to the study sets.

Learning a new language well requires *humility*, recognizing that we are all learners and that mistakes are part of the learning process; *patience*, understanding that learning to comprehend and use a language requires time and consistent work; *constancy*, keeping our focus on mastering the subject; and *perseverance*, being willing to continue learning and striving for mastery, no matter how difficult the path may be. Hearing and reading the language often, trying it out for yourself as often as possible, and paying close attention to and accepting feedback will help you rapidly improve your proficiency in the language.

STUDENT EXPECTATIONS: EXECUTIVE FUNCTION SKILLS

Students enrolling in Scholé Academy's German Program will be expected to show development of Executive Function Skills throughout the year. Executive Function Skills speaks to a set of qualities and skill sets students can develop and hone to better approach the courses, lectures, readings and teachers they will face in their future academic coursework.

- 1. An Engaged Student:** One who is willing to step into the arena of class discussion, ask questions, supply answers, generate the internal dialogue necessary to determine if what's being discussed is important and necessary to himself.
- 2. Note Taking:** A student who during and after being engaged with the class has been trained to note important and relevant content in an organized fashion (Cornell Notes would be a great option). His notes would then be consulted, independently, for application in assignments and assessments.
- 3. Attention to Detail & Preparedness:** These students are ones who consistently adhere to deadlines, submission requirements, adhering to style guides and codes, confirm technology is working prior to the start of class, be responsible to determine how to proceed after an absence, be responsible for consulting his course syllabus and adjusting as the class proceeds, etc.
- 4. Employ Critiques:** These students are ones who receive feedback to one of their submissions, and then are sure to apply that feedback to future assignments rather than repeating mistakes. These students also glean information from the live class critiques of fellow students and note mistakes to avoid by learning from others.
- 5. Initiative/Maturity:** This student would hear the teacher comments and be able to assess whether or not the teacher was describing his work, and then take the initiative to schedule office hours with his teacher if necessary.

STUDENT EXPECTATIONS IN ACTION

The ultimate goal for the student will be to acquire a foundational knowledge of German grammar and vocabulary sufficient to communicate effectively at a basic level in a variety of everyday contexts and to understand basic spoken and written German in common situations. Students will also develop knowledge of and appreciation for the cultures of the countries where German is spoken. More importantly, the student will develop the virtues of love, humility, courage, temperance, constancy, diligence, and patience. Learning a foreign language is an excellent opportunity to learn and practice these virtues, as it is a long, difficult path and students will inevitably make mistakes. Students should never be afraid to make mistakes in class and have the courage to try out what they are learning.

As such, being respectful toward classmates and the instructor is imperative! This involves being attentive and not disrupting class; being helpful in a respectful, humble, and loving way when others are struggling or making mistakes and not laughing at, criticizing, or ridiculing them; speaking only when asked to and staying focused on the topic, not diverting from the conversation with unrelated topics.

In this class, students will be expected to listen attentively, participate actively in class discussions and practices. Students are expected to arrive to class on time and with all assigned material completed. The instructor will facilitate learning for the student, but the responsibility for staying up-to-date with classwork and assignments ultimately falls to the student.

Students will be expected to keep notes during class of any grammar or culture topics we discuss and new words or phrases that are introduced. Students will also be asked to submit bi-weekly entries for a learning journal that reflects on what they have learned, as well as pages of a vocabulary log in which they record words or phrases in context. They will also submit occasional short writing assignments in German that use the vocabulary and context learned up to that point.

All assignments will be due into the appropriate Schoology Assignment folder prior to the start of class each day. Students will submit written work by scanning their homework pages and uploading it into the Schoology assignment window.

STUDENT EVALUATION: GRADING

While pursuing German through Scholé Academy will be “restful” and fun, we also recognize the need to provide grades for students who will be using this course as part of their prepared college transcript. It’s a delicate balance to achieve both restful learning and excellent academic performance. Earning a specific grade should not overshadow achievement goals for mastery of this discipline. Mastery of German is its own reward, but as a teacher, I can assign the following grades to your student’s level of achievement: *magna cum laude* (with great praise); *cum laude* (with praise); *satis* (sufficient, satisfactory) and *non satis* (not sufficient).

Ideally, every average student working diligently should do praiseworthy work (*cum laude*). Those who excel beyond this expectation will be the *magna cum laude* students. Students who do adequate but not praiseworthy work be designated *satis*. *Non satis* means lacking sufficiency or adequacy.

Inasmuch as you might be fully on board with this grading method in theory, there will undoubtedly be the need to complete a college transcript with either a numeric or traditional letter grade. Traditional percentage grades will be provided and will be readily accessed on the *German I* Schoology page. Additionally, I will provide a transcript of that grade to the requesting parent at the end of the year.

STUDENT EVALUATION: MASTERY PORTRAIT

Mastery portrait: Students who participate actively and pay careful attention in class, review their notes and vocabulary regularly, and complete all assignments and exercises will achieve mastery of the material.

- At the completion of this course *cum laude* students will be able to...
 - Use vocabulary necessary to talk about themselves and their families, hobbies, and free-time activities,
 - Conjugate regular and irregular verbs in the present tense,
 - Use and recognize the nominative and accusative cases.
- Additionally, students will gain an appreciation for the need for well-ordered and properly formed language in order to communicate effectively and intelligently.

STUDENT EVALUATION: ASSIGNMENTS, TYPES & WEIGHTS

I will communicate with students regarding assignment feedback and grading through the free online grading system, Schoology. I will provide students with more detailed information and access to the *German I* course page.

Students' grades will be comprised of:

1. Oral Assessments: 30% of the grade
2. Written Quizzes: 25% of the grade
3. Assignments (homework, notes, logs): 25% of the grade
4. Class Participation: 20% of the grade

STUDENT EVALUATION: ACADEMIC DISHONESTY

Students will often take assessment tests and/or quizzes privately at home. Students are on their honor to abide by [Scholé Academy's Learning Philosophy](#) which assumes the personal cultivation of Student-Virtues described in the Student-Parent Handbook.

Additionally, plagiarism is a serious and punishable offense. Proper citation of all sources is essential to the academic endeavor. Remember to cite any source if the information is not common knowledge or is an opinion obtained through any source. A plagiarized assignment will result in a failing grade. Students should consult their chosen style manual (see Student Expectations above) for specific direction on obtaining, quoting and paraphrasing sources.

THE VIRTUAL CLASSROOM:

We will be using the free online “virtual classroom” software provided by Zoom, one of the leading companies that provides such software. The virtual classroom will provide students with interactive audio, text chat and an interactive whiteboard in which texts, diagrams, video and other media can be displayed and analyzed. We will provide students with a link (via email) that will enable students to join the virtual classroom.

Specific information regarding the technology used by Scholé Academy (including required technology) can be found by visiting the [Technology in the Classroom](#) section of the Student Parent Handbook.

Students will submit documents by scanning and uploading them to their personal computer, then submitting the files to the appropriate assignment on the *German I* Schoology page (access granted after enrollment is secured).

ABOUT THE INSTRUCTOR:

Michael DeHaven has taught German to university students and working adults since 2008. His fascination with languages started at a fairly early age when he came across his dad’s German-English dictionary. During his teenage years he took classes in Spanish and German, dabbled in Biblical Hebrew, and taught himself Russian. Shortly after High School, he spent three and a half years in Germany, stationed in Frankfurt with the Air Force. While there, he and his wife traveled to different places in Europe, enjoying various cultures. Later, he earned a BA in German from Washburn University, then an MA and PhD in Germanic Languages and Literatures from the University of Kansas. The focus of his dissertation research was on applying Second Language Acquisition research to the teaching of German grammar.

While still in graduate school, he was introduced to the concept of Poetic Knowledge through his friendship with Dr. James Taylor, and, seeing the wisdom in this way, slowly began to turn his attention toward Classical Education. After several years of teaching and administering language programs at public universities, he decided to leave modern education and seek opportunities to teach in an atmosphere that holds to a higher view of both education and students.

Michael serves as a Deacon at Saints Peter and Paul Orthodox Church in Topeka, KS. He has been married to his wife Sandra since 1991 and has two grown daughters. In his spare time, he enjoys studying languages, trying to improve his woodworking skills, and volunteering with the Civil Air Patrol.