

Pilot Course Proposal

Submitted by: Katie Rombauer Building: Hazen HS

Proposed Course Title: Eastern Washington University College in the High school German 103

Grade Level: Level 3 World Languages (9-12) Department: World Languages

PLEASE ATTACH THE FOLLOWING:

Description of course content and how this course will meet current needs not being met by other courses.
Description must also include the needs assessment data.

Specifically, what will the student know and be able to do as a result of this course?

- Accurately transcribe exactly what was heard, answering questions related to the information provided by native speakers.
- Ask and provide general information, reproducing proper intonation and adapting verbal communication to purpose and audience.
- Explain the main idea of what is read, accounting for the general tone of the writer and category of reading material, giving special attention to the target language punctuation, and deducing meaning about what is read by making educated guesses using cognates, context and previous learning to facilitate comprehension.
- Make inferences based on the text and discuss what is read.
- Correctly classify verbs' modes and tenses, distinguishing between regular and irregular verbs and different pronouns categories; show noun-verb and noun-adjective agreement; describe nouns, adjectives, pronouns, adverbs, conjunctions, and prepositions; recognize and apply correctly adverbs, conjunctions, prepositions, and pronouns.
- Identify basic cultural information introduced through theme-specific vocabulary, photographs, and authentic video material centered on the world of the target language.
- Explain in the first language both differences and similarities between the cultures of the first and target languages.

Upon completion of this course students will be able to meet the following Washington State World Language K-12 Learning Standards:

ACTFL Intermediate Low - Interpretive, Interpersonal, and Presentational Communication.

See page 2 for 5Cs Washington State World Language Standards

II. World Languages Learning Standards

The standards indicate what students should know and be able to do as they study and learn to communicate in a language other than English. There are eleven standards in five goal areas.

1.0 Communication

Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes

1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.



2.0 Cultures

Interact with cultural competence and understanding



2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

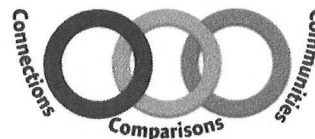
2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

3.0 Connections

Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations

3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.



4.0 Comparisons

Develop insight into the nature of language and culture in order to interact with cultural competence

4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

5.0 Communities

Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world

5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

- What are the assessments that will be used to determine student achievement of the goals of this course? (Attach to this proposal.)

See attachments

Describe how this course will address: See attachments.

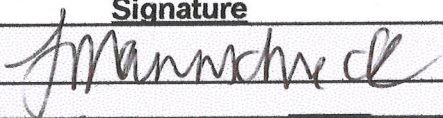
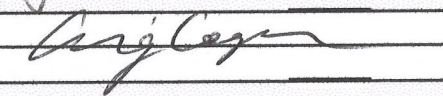
- o Alignment with Common Core State Standards (CCSS) and/or WA State Essential Academic Learning Requirements (EALRs)
 - o Integration of technology
 - o Infusion of diversity/multicultural perspectives
 - o Integration with other subject areas
 - o Provision of appropriate experiences for learners of varying abilities
 - o Development of higher level thinking and processing skills
 - o Articulation of scope and sequences across grades K-12. Will this course replace an existing curriculum? If so, which course?
- Current Scope and Sequence

- Statement of impact:

The EW College in the High School German 103 program will increase student proficiency, cultural competency, and prepare students for future academic and career opportunities. The program develops critical thinking, analytical skills, and intercultural communication, enabling students to engage with the German-speaking world and its cultural products through authentic materials and media. Evidence of student success may be in the form of scholarships, internships, or study abroad applications, demonstrating the program's value beyond the classroom.

- Instructional materials and cost (include titles, names of publishers and copyright).
Deutsch so Aktuell 3, Carnegie Learning

SIGN-OFF FOR PILOT COURSE RECOMMENDATION

	Signature	Date
1. Department Head (Secondary) Accepts ☒ Rejects ☐		12/5/2005
2. Principal Accepts ☒ Rejects ☐		12/5/25
3. District Content Facilitator Accepts ☐ Rejects ☐		
4. Curriculum Director Accepts ☐ Rejects ☐		

Return original to the Director of Curriculum and Instruction. Copies to Principal and Course Originator.

Ewu College In The High School — German 103 Program Guide

Eastern Washington University — College in the High School

GERM 103 (First-Year German III): Program Guide for High School Partners

This document describes how Eastern Washington University's College in the High School offering for GERM 103 (First-Year German III, 5 credits) aligns with state and national standards, integrates technology, promotes diversity, supports learners of varying abilities, and articulates scope and sequence across grades. It is written as a template and program description high schools can adapt when offering EWU credit for German 103.

Course title: GERM 103 — First-Year German III (5 EWU credits)

Course description: Continuation of beginning German that develops grammar, composition, conversation, and cultural competency. Pre-requisite: successful completion of GERM 102 (or equivalent proficiency). The course emphasizes developing accuracy in present and past narration, increasing conversational fluency, reading authentic short texts, and cultural understanding of German-speaking countries.

Alignment with Common Core State Standards (CCSS) and Washington State EALRs

Standards alignment summary

- While language standards are covered in the Washington State World Languages learning standards, GERM 103 intentionally supports CCSS literacy and communication expectations for grades 9–12 by requiring:
 - Reading complex informational and literary texts in the target language (supports CCSS.ELA-Literacy.RL and RI strands through adapted authentic texts).

- Writing arguments and informative/explanatory texts in German (CCSS.ELA-W.9-12 parallels) – short essays, cultural comparisons, and task-based writing.
- Listening and speaking standards: frequent oral proficiency tasks that mirror the communication and presentation standards in CCSS speaking/listening.
- Language and vocabulary acquisition: systematic grammar instruction tied to communicative tasks.

Washington EALRs / World Language Standards

- The course maps to WA State World Languages learning standards by addressing the three modes of communication (interpretive, interpersonal, presentational), cultural practices and products, and connections to other disciplines. Objectives and assessments are written to demonstrate proficiency progress consistent with state expectations.

Assessment & evidence

- Performance-based assessments (oral interviews, presentations, writing portfolios, interpretive reading/listening tasks) provide direct evidence for proficiency claims and CCSS/EALR alignment.
-

Integration of technology

Approach

- Uses the school LMS (Canvas/Google Classroom/Schoology) for content distribution, quizzes, and submission.
- Synchronous and asynchronous speaking practice via platforms such as Flipgrid or VoiceThread for oral proficiency artifacts.
- Digital formative tools: Quizlet for vocabulary, Google Forms for quick checks, and online grammar drills (self-paced practice).
- Authentic multimedia: short news clips, podcasts, and streaming video from German media (tagged by skill level) to strengthen interpretive listening.
- Collaborative tools: Google Docs/Slides for group projects, Padlet for cultural discussions, and LMS discussion boards for written interpersonal practice.

- Optional use of language labs or institutional subscriptions (e.g., News in Slow German, DW Learn German) to scaffold listening and cultural units.

Accessibility & data privacy

- All tools must comply with district privacy rules; provide alternative non-digital options when required. Closed captions, transcripts, and printable versions of multimedia are available to support learners with varying needs.

Diversity and Multicultural Societies: Goals

- Present German language in pluricultural contexts: Germany, Austria, Switzerland, and German-speaking communities worldwide.
- Integrate topics about migration, regional dialects, minority voices (e.g., Turkish-German experiences), LGBTQ+ perspectives in German literature and media, and global Germanophone cultural production.
- Use authentic texts that highlight diverse voices: contemporary short stories, podcasts, news articles, interviews, and films.

Instructional strategies

- Project-based learning where students research and present on a cultural community, festival, or contemporary issue in a German-speaking region.
- Critical media literacy tasks: compare media coverage from multiple German-speaking outlets on the same event and discuss perspectives.

Suggested cross-curricular links

- History/Social Studies: units on German reunification, European Union, migration history – joint projects or research papers.
- Art/Music: study of German composers, visual artists, film and its language/cultural ties; museum or virtual gallery projects.
- Science/Environmental Studies: German language readings about renewable energy policy, Alpine ecosystems, or German engineering innovations.
- Mathematics/Technology: data projects using German statistical sources, translated technical texts, or coding localization vocabulary.

Implementation options

- Co-taught units or shared rubrics for joint projects, culminating in presentations evaluated by both language and partner subject teachers.

Provision of appropriate experiences for learners of varying abilities

Differentiation strategies

- Tiered tasks: assign core communicative tasks at varying complexity (e.g., scaffolded sentence frames up to open production).
- Multiple means of representation: audio, visual, simplified texts, annotated readings.
- Flexible product options: students demonstrate learning via spoken dialog, written portfolio, multimedia presentation, or performance depending on strengths.
- Formative checks & feedback loops: frequent low-stakes speaking checks and targeted grammar mini-lessons based on diagnostics.
- IEP/504 accommodations: extended time, assistive tech, preferential seating, use of transcription tools for oral exams when required.

Assessment accommodations

- Rubrics emphasize communication and creativity while allowing accommodations for students with language processing, sensory, or physical disabilities.
-

Development of higher-level thinking and processing skills

Cognitive demands

- Tasks progress from recall and application to analysis, evaluation, and creation: text analysis, cultural argumentation, comparative essays, and original multimedia projects.
- Use problem-based tasks (e.g., plan a bilingual public service campaign for a local issue tailored to a German-speaking audience) to integrate research, audience analysis, and persuasive language use.

Assessment for higher-order thinking

- Rubrics target synthesis (compare two cultural perspectives), evaluation (critique of a media source), and production (design an original cultural exchange project) rather than only grammar accuracy.
-

Articulation of scope & sequence across grades K–12

Placement & progression

- GERM 101 → GERM 102 → GERM 103 corresponds to an on-ramp for students who have completed prior high school language sequences (e.g., HS German I & II) or equivalent experience. EWU guidance for placement suggests advising students who have significant time gaps or weak backgrounds to begin at lower levels.

K–12 articulation

- K–8: foundational exposure recommended (culture units, songs, greetings); courses are typically exploratory and focus on oral comprehension and cultural awareness to build interest.
- Grades 9–12: formal credit-bearing sequences begin; local district German I (often Year 1) maps to EWU GERM 101 placement after review; German II maps to GERM 102; a successful German II sequence in high school qualifies students to enter GERM 103 for EWU credit, pending assessment.

Will GERM 103 replace an existing curriculum?

- Common implementation model: EWU in the High School GERM 103 is generally offered ***in addition to or in place of the local high school's existing German III course when the school opts to offer dual credit. In many districts, the EWU-approved GERM 103 replaces the standard high school German III course (students receive both high school credit and the option for EWU collegiate credit upon meeting EWU course requirements).*** Local policy determines whether it fully replaces or runs alongside the existing course.
-

Current scope and sequence (model syllabus for a 1-semester high school schedule delivering EWU credit)

Course length: 1 semester (semestered HS) or yearlong depending on local scheduling; the model below assumes a 16-week semester with 5 EWU credits (course expectations aligned with college credit workload). Teachers will need to follow EWU's approved curriculum and assessment plan for College in the High School offerings.

Weeks 1–2 – Diagnostic & review

- Review present tense, separable verbs, basic modal verbs, review GERM 101–102 core vocabulary.
- Placement speaking diagnostic and writing sample.

Weeks 3–5 – Narrative past (Perfekt & Präteritum) and sequencing events

- Form and use of Perfekt; introduction to Präteritum for common verbs.
- Listening: short narrated stories; Speaking: retell past events; Writing: short personal narratives.

Weeks 6–8 – Complex sentences & subordinate clauses

- weil, obwohl, wenn, dass, relative clauses, word order practice.
- Reading authentic adapted texts with clause structures; grammar in context quizzes.

Weeks 9–10 – Reflexive verbs, dative/accusative review in context

- Focus on pronoun placement and object case in complex sentences.
- Interpretive reading unit: short news articles and cultural texts.

Weeks 11–12 – Modal verbs & subjunctive II overview for hypothetical situations

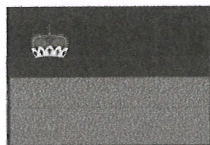
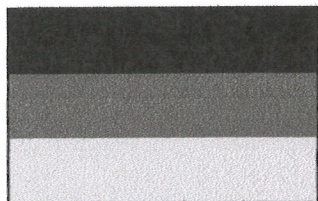
- Forming and using würde + infinitive; polite requests; wishes and hypotheticals.
- Cultural project introduction (research a topic in a German-speaking region).

Weeks 13–14 – Thematic cultural unit & interdisciplinary project

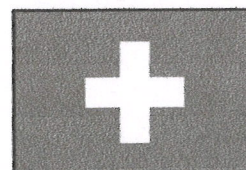
- Students work in groups on interdisciplinary projects (e.g., environmental policy in Germany, migration stories, a museum exhibit virtual tour).
- Use multimedia and present in German; incorporate research and sources.

Weeks 15–16 — Portfolio, final oral exam & summative assessment

- Submit a writing portfolio (3 pieces with teacher feedback cycles), final oral proficiency task (recorded or live), and a performance-based project presentation.



Deutsch 103 CHS



Contact Information



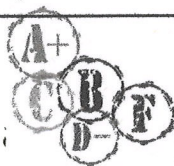
What will I be able to do at the end of German 103?

- ☐ I will be able to identify the main idea in extended conversations
- ☐ I will be able to participate in simple conversations on a variety of topics (giving commands, obtaining information, requesting assistance, describing past conditions, future plans, hypothetical situations)
- ☐ I will be able to read selected literature and identify the main idea in short, straightforward texts
- ☐ I will display knowledge of the culture of the D-A-CH-L countries (Germany, Austria, Switzerland and Liechtenstein)
- ☐ I will move from Novice High proficiency to Intermediate Low or Intermediate proficiency
- ☐ It is encouraged to use links in Canvas in order to practice and improve proficiency. Use apps like DuoLingo, Quizlet, Gimkit, Wordwall, and Blooket. Listening to German language music and watching videos are also great ways to increase exposure to the language.

Grading

We will work on
three modes of
communication:
Presentational, Inter-
personal
and Interpretive
Categories:

Formative = 40%
Summative = 60%



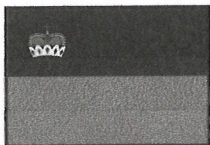
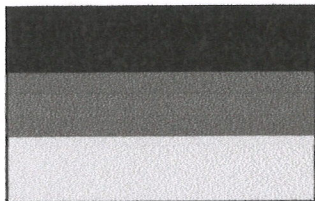
Academic Integrity

Academic Integrity is being honest and responsible with regard to your schoolwork. Most basically, it means that your work is your work, and anything that you have found somewhere else is credited to its source. Students will receive a non-negotiable "0" on any assignment in which academic integrity has been breached.

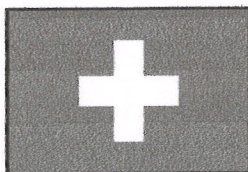
- You may not copy another student's work or allow someone to copy your work.
- You may not use online translators or AI content generators to write sentences or essays.
- You must cite any website, book, article, etc. from which you gather information.

Electronic translators may only be used as a dictionary to look up individual words.

Disciplinary action will be taken commensurate with any violations. Please refer to the Hazen handbook.



Deutsch 103



Required Materials for Class

- ✓ **Charged Computer**
- ✓ **8.5 x 11 Spiral Notebook (100 pages, note the size!)**
- ✓ **Pens and Pencils**
- ✓ **A positive attitude!**

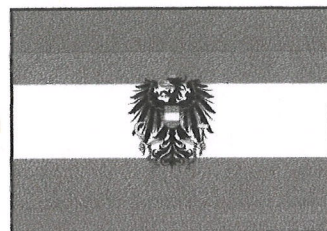
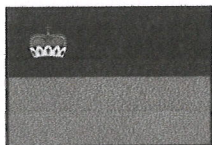
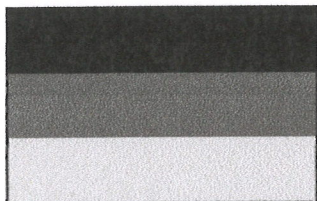
Recommended Supplemental Materials

- ✓ **Glue stick or liquid glue**
- ✓ **Colored markers and/or colored pencils**
- ✓ **Scissors**
- ✓ **the recommended materials are available to everyone in the classroom, but are shared items, so if you feel uncomfortable using shared items, I recommend that you get your own.*

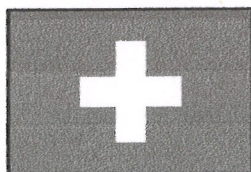
Enrichment Opportunities

Usually, there are numerous enrichment opportunities for German students during the school year. Please stay tuned for information on:

- ✓ **German Student Convention**
(November 15th @ Hazen HS, Renton)
- ✓ **Immersion Camp**
(March 2026, Camp Don Bosco)
- ✓ **German Club after school movie days**
- ✓ **Various contests through the Goethe-Institut**
- ✓ **The National German Exam**



Deutsch 103



This class is available for "College in the High School" credit through Eastern Washington University: "German 103"

- ✓ We will go through the application and registration process in September
- ✓ Pay attention to deadlines!



Kursfahrplan (subject to change)

August – September

Review perfect tense and *Präteritum*
Sommer Vokabeln
Migration in Deutschland
Erfurt / Thüringen (Landeskunde)
Short story, "*Ein Sommer mit Überraschungen*"

October

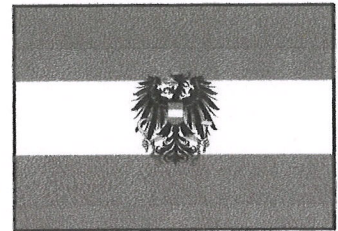
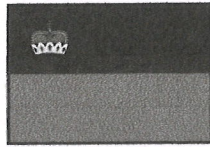
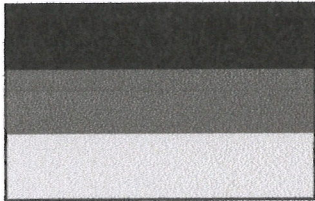
Book 2

Lektion 3B

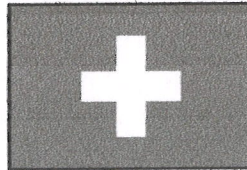
talk about travel, vacations, tourism
accommodations
transportation
comparatives and superlatives
future tense
describe a trip, ask and answer questions about a trip

November-December

Märchen (fairy tales)
Präteritum
write a story/fairy tale



Deutsch 3 + 4



Kursfahrplan (subject to change)

November-January

Olli aus Ossiland (short story)
History of East and West Germany, Reunification

February

Goodbye Lenin! (film)
create interviews
summarize a story in the past tense
compare and contrast "*Olli aus Ossiland*" and "*Goodbye Lenin!*"

March

Subjunctive Case
Subordinating Conjunctions
Word order
Animals
German Language Pop Music

April

Lektion 4A

Landscapes, Nature, Geography
outdoor activities
words related to being in nature
relative clauses

May-June

Lektion 4B

the environment
pollution, environmental problems + solutions
review future tense



EWU German 103 College Credit Specific Information

Attendance: Your attendance and participation will comprise a significant portion of your college grade. Missing more than 18 classes in the course of the year will seriously affect your grade, taking it down one percentage point for each day over 18. After 36 absences in the year (20% absence from class) your daily grade will revert to an F. Please keep this in mind if you decide to register for the college credit, as this is different than Hazen's attendance policy.

Assignments: All assignments are graded on a completion basis. If you have completed the assignment on time, you will receive full credit. If you have not completed the assignment, points will be deducted accordingly.

Quizzes, Tests, Assessments: Be prepared to participate in an assessment for each chapter. The form of the assessment will vary, but will cover all the language skills: reading, writing, listening, speaking and cultural competence. You will have ample notice and review prior to chapter assessments. There will be a written and oral final exam in June. The final exam will comprise 25% of your overall EWU grade.

Grades: Your EWU grade may be different from your Hazen HS grade, since the EWU grade takes into account that German 101-103 is a year-long course. See below:

50%	Quizzes, Tests, Assessments
25%	Daily Work (participation, homework, classwork, attendance)
25%	Final Exam (written)

Please also keep in mind that if you have an IEP, you may receive testing accommodations (such as more time) for a college course, but I will not change the content of an assessment.



EWU Grading Scale

Eastern Washington University recognizes that different partnering high schools may have different grading scales; however, the grade that an EWU in the High School student receives on their Eastern Washington University transcript is to follow Eastern Washington University Grading Policy.

Grades at Eastern Washington University are reported in letter grade format only beginning Fall 2018.

Course Grade	GPA	Course Grade	GPA
A	4.0	C	≥ 2.0
A-	≥ 3.7	C-	≥ 1.7
B+	≥ 3.3	D+	≥ 1.3
B	≥ 3.0	D	≥ 1.0
B-	≥ 2.7	D-	≥ 0.7
C+	≥ 2.3	F	0.0



Note on EWU Undergraduate Cumulative GPA:

The grades earned through the EWU in the High School Program are considered Eastern Washington University grades and will become part of the students' undergraduate GPA if the student enrolls at Eastern Washington University as a student after high school or transfers their Eastern Washington University grades to another institution of higher education.

Mixed Courses

The State of Washington as well as EWU in the High School recognizes the need for many high schools to run mixed courses due to school enrollment and instructor availability. This practice directs instructors to manage two class rosters and gradebooks. Currently, EWU in the high school courses are being taught concurrently with Advanced Placement, International Baccalaureate, and in classrooms with students taking the course for credit or choosing not to enroll in the college section. This policy allows instructors to award different grades for the EWU in the High School course and high school course, and the earned grades will be reflected on the academic transcripts.

Course Evaluation

At the end of the course, students are encouraged to complete a course evaluation that will be distributed via email from EWU in the High School.

Classroom Attendance Policy

Instructors determine to what extent class attendance will be monitored and what bearing attendance will have on grades.

Student Registration

Students must work with their class instructor to get registered for the Eastern Washington University college credit.



Students who attend a class session for which they are not registered will not receive credit for the course. Students may NOT participate in the course and register for the college credit at the conclusion of the course. Please check the EWU in the High School website for deadlines:

<https://www.ewu.edu/highschool/ewu-in-the-high-school/dates-deadlines/>.

Withdrawal Process

Students wishing to withdraw from a course must inform their high school instructor and counselor who will then complete a Course Drop Form and email the form to the EWU in the High School office.

Information Essential to Student Success in EWU Courses

Academic Integrity

Academic Integrity is the cornerstone of the university. Any student who attempts to gain an unfair advantage over other students by violating the Academic Integrity policy may be reported to the university and may receive a sanction up to and including XF for the course, suspension, or expulsion from the university. This policy is on the EWU web site. [Chapter 172-90 WAC: Student Academic Integrity – University Policy Administration](#)

ADA Statement:

Eastern Washington University is committed to providing support for students with disabilities. If you are a student with physical, learning, emotional, or psychological disabilities needing an accommodation, you are encouraged to stop by Student Accommodation and Support Services (SASS), HAR 015 or call 509-359-6871.

Equal Opportunity Statement:

Eastern Washington University does not discriminate in its programs and activities on the basis of race, color, creed, religion, national origin, sex, pregnancy, sexual orientation, gender identity/expression, genetic information, age, marital status, families with children, protected veteran or military status, HIV or hepatitis C, status as a mother breastfeeding her child, or the presence of any sensory, mental, or physical disability or the use of a trained guide dog or service animal by a person with a disability, as provided for and to the extent required by state and federal laws.

Religious Accommodation:

According to [Washington State statute](#) and [EWU Policy](#), students may request accommodation for reasons of faith or conscience, including observance of Religious Holidays. Students must request this accommodation using the following link, which includes more information about the policy and the process: [Holidays and Religious Accommodation form](#).



EWU in the High School Accreditation

EWU in the High School is accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP). NACEP accreditation distinguishes high-quality concurrent enrollment partnership that meets rigorous national standards in the areas of curriculum, faculty, students, assessment, and program evaluation. Programs earn accreditation after an extensive self-study and comprehensive peer-review and by the approval of the NACEP Accreditation Commission.