

SUBJECT OVERVIEW GERMAN LANGUAGE ACQUISITION MYP 3 Phase 3,4

Unit title and teaching hours	Key Concept	Related concepts	Global Context	Statement of inquiry	Objectives	ATL Skills	Brief description of content
<p>Was machst du in deiner Freizeit?</p> <p>(What do you do in your free time?)</p> <p>19 hours</p>	<p>Connections</p>	<p>Purpose</p> <p>Structure</p> <p>Conventions</p>	<p>Personal and cultural expression</p>	<p>Personal connections related to the free time in each country are created by establishing a clear purpose and a well structured message.</p>	<p>A</p> <p>B</p> <p>C</p> <p>D</p>	<p>- Communication: Interpret and use effectively modes of non-verbal communication. Use appropriate forms of writing for different purposes. Make effective summary notes for studying. Give and receive meaningful feedback. Organize and depict information logically. Use a variety of organizers for academic writing tasks.</p> <p>- Social: Use social media networks appropriately to build and develop relationships. Help others to succeed. Manage and resolve conflict, and work collaboratively in teams. Listen actively to other perspectives and ideas. Give and receive meaningful feedback.</p> <p>- Self-management: Organization: Use appropriate strategies for organizing complex information. Develop new skills, techniques and strategies for effective learning.</p>	<p>Make proposals to others to meet and go somewhere and express acceptance or rejection.</p> <p>Know how to describe daily activities.</p> <p>Express preferences and what can be done or not.</p> <p>Incorporate in their productions new lexicon (everyday activities, places of leisure, hobbies, temporal data, clothes) and learned structures (separable verbs, prepositions of place in accusative, negation with 'nicht' and 'kein', irregular verbs, the position of the verb in the sentence, enunciate activities in infinitive, the comparison of the adjective('gut'-'gern')).</p> <p>Value the playful sense of learning: sudoku, song, play in pairs.</p> <p>To express tastes, preferences and frequency of daily and free time activities.</p> <p>Know how to enter into a dialogue by buying clothes and express opinion and taste about clothes.</p> <p>To extract in a global and specific way information from texts and auditions.</p> <p>Writing simple texts from a given model: Steckbrief , E- Mails and dialogues</p> <p>Intonation in interrogative and negative sentences, and of doubt and pronunciation (accent on separable verbs, vowel-shift pronunciation in irregular verbs: ä, e-long and i-long)).</p>

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						<p>Reflection: Identify strengths and weaknesses of personal learning strategies (self-assessment). Consider content: ◦What did I learn about today? Consider content: ◦What don't I yet understand? Consider content: ◦What questions do I have now?</p> <p>Affective: Resilience: Practise "failing well".</p> <p>- Thinking: Creative thinking. Use brainstorming and visual diagrams to generate new ideas and inquiries.</p> <p>Transfer: Use effective learning strategies in subject groups and disciplines.</p> <p>- Research: Use memory techniques to develop long-term memory (mnemonic poster irregular verbs). Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media. Communicate information and ideas effectively to an audience. Collect, record</p>	

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<p>Herzlichen Glückwunsch, Bruder!</p> <p>(Happy birthday, brother!)</p> <p>16 hours</p>	<p>Identities</p>	<p>Conventions</p> <p>Patterns</p> <p>Structure</p>	<p>Identities and relationships</p>	<p>Through the conventions and patterns that we experience in our families and our culture of traditions and celebrations we develop a sense of identity and relationship with other persons.</p>	<p>A</p> <p>B</p> <p>C</p> <p>D</p>	<p>and verify data. Access information to be informed and inform others.</p> <p>- Communication: Give and receive meaningful feedback. Use a variety of speaking techniques to communicate with a variety of audiences. Use appropriate forms of writing for different purposes and audiences. Negotiate ideas and knowledge with peers and teachers. Organize and depict information logically.</p> <p>- Social: Practise empathy. Manage and resolve conflict, and work collaboratively in teams. Listen actively to other perspectives and ideas.</p> <p>- Self-management:</p> <p>Organization: Use appropriate strategies for organizing complex information.</p> <p>Reflection: Identify strengths and weaknesses of personal learning strategies (self-assessment). Consider content: ◦What did I learn about today?</p>	<p>Congratulations on your birthday. Accept or reject an invitation and make excuses. Describe the place and a position. Give orders. Express pleas. Understand oral texts with visual support: photo story. Ask for clarification. Read cards and read a text about the birthday. Make a written invitation. Reading family descriptions and describe the own family and their house (oral and written). Incorporate in their productions new structures (Obligation and permission. Modal verbs "müssen, dürfen, können". Präteritum de "sein" und "haben". Indications of place: rechts, links, vorne, hinten, in der Mitte. Possessive adjective in plural, in nominative and in accusativ. Imperative: informal forms "du, ihr" and formal forms "Sie". Use of the "doch", in forms of the imperative and of "doch", ja, nein, doch.) and vocabulary related to seasons of the year, months, dates, the family, place adverbs and position verbs, expressions frequently used in the classroom. Intonation in exclamations and in imperative phrases and pleas. Pronunciation and intonation (months of the year).</p>

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						Consider content: °What don't I yet understand? Consider content: °What questions do I have now? - Thinking: Creative thinking. Use brainstorming and visual diagrams to generate new ideas and inquiries. - Research: Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media. Communicate information and ideas effectively to an audience. Collect, record and verify data. Access information to be informed and inform others.	
Wo und wohin? (Where and to where?) 13 hours)	Communicating	Audience Word choice Purpose	Orientation in space and time	Our orientation in time and space (location) changes with personal displacement, this serves the purpose of communicating with different audiences and needs an appropriate word choice.	A B C D	- Communication: Use appropriate forms of writing for different purposes and audiences. Give and receive meaningful feedback. Organize and depict information logically. - Social: Use social media networks appropriately to build and develop	Ask where someone is or something: Wo ist...? Ich suche...? Indicate how to get to a place, position and address. Make proposals. Accept, reject them. Ask for food and drink in an Imbiss (snack bar). Read tourist and geographic information of German-speaking countries. Read a map, a

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						<p>relationships.. Manage and resolve conflict, and work collaboratively in teams. Listen actively to other perspectives and ideas. Give and receive meaningful feedback.</p> <p>- Self-management:</p> <p>Organization: Use appropriate strategies for organizing complex information.</p> <p>Reflection: Identify strengths and weaknesses of personal learning strategies (self-assessment). Consider content: °What did I learn about today? Consider content: °What don't I yet understand? Consider content: °What questions do I have now?</p> <p>- Thinking: Create original works and ideas (Group project: draw your perfect school).</p> <p>Critical-thinking: Gather and organize relevant information to formulate an argument</p> <p>Creative thinking. Use brainstorming and visual diagrams to generate new ideas and inquiries.</p>	<p>card (Jugendherbergeausweis), a letter and a menu.</p> <p>Reading from a relatively long story. Set the pronunciation of a reading by listening.</p> <p>Write a postcard from a holiday or excursion.</p> <p>Incorporate in their productions learned vocabulary (different places at the city and spaces of the school, meals and drinks, means of locomotion, travel destinations) and grammar (Indications of place with dative. Prepositions: in, auf, bei, neben, vor, hinter, unter, an, zwischen. Direction adverbs: hoch, runter. The verbs: stehen, liegen, hängen. Modalverben: wollen , mögen (möchten). Personal pronouns in Dative. Prepositions with Dative mit, and with accusative nach, an).</p> <p>Imitate oral communication models.</p> <p>Intonation in formal petitions: Höflichkeit.</p>

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						<p>Make guesses, ask “what if” questions and generate testable hypotheses.</p> <p>- Research: Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media: Collect and record data, access information to be informed and inform others and make connections between various sources of information.</p> <p>Communicate information and ideas effectively to a specific audience.</p>	