



**SUBJECT OVERVIEW GERMAN LANGUAGE ACQUISITION MYP YEAR 1**

Unit title and teaching hours	Key Concept	Related concepts	Global Context	Statement of inquiry	Objectives	ATL Skills	Brief description of content
<p><b>Hallo! Das bin ich</b> (Hallo! That's me)</p> <p>19 hours</p>	<p><b>Identity</b></p>	<p><b>Accent</b> <b>Message</b></p>	<p><b>Identities and relationships</b></p>	<p>Learning to interact in a foreign language with clear accent and message increases the formation of identity and social interactions and enables the students to build relationships.</p>	<p>A B C D</p>	<p>- Communication: Use intercultural understanding to interpret communication. Give and receive meaningful feedback. Organize and depict information logically. Use a variety of organizers for academic writing tasks.</p> <p>- Social: Give and receive meaningful feedback. Help others to succeed. Manage and resolve conflict, and work collaboratively in teams.</p> <p>- Self-management: Organization: Keep an organized and logical system of information files/notebooks. Bring necessary equipment and supplies to class.</p> <p>Reflection: Consider content: ◦What did I learn about today? Consider content: ◦What don't I yet understand? Consider content: ◦What questions do I have now? Identify strengths and weaknesses of personal learning strategies (self-assessment). Develop new skills, techniques and strategies for effective learning.</p> <p>- Thinking: Creative thinking. Use brainstorming and visual diagrams to generate new ideas and inquiries.</p>	<p>Knowing how to start and end a conversation (greet/farewell).</p> <p>Knowing how to spell in German (Alphabet), taking care of pronunciation and intonation.</p> <p>Know and use numbers from 0 to 20.</p> <p>Ask for and give general information about oneself and another (regular verbs and personal pronouns in the singular and interrogative pronouns).</p> <p>Listening to and understand in a global and specific way auditions about teenagers and a song.</p> <p>Reading and understanding information in different types of texts (email, song, dialogues).</p> <p>Learn and handle vocabulary necessary to inform about personal data, tastes, preferences, country names and international words; the gender of the nouns.</p> <p>Writing of simple texts from a given model.</p>

<p><b>Schule,...Schule,... Schule...</b> (School,...school... school...)</p> <p>16 hours</p>	<p><b>Communica- tion</b></p>	<p><b>Message Structure</b></p>	<p><b>Identities and relationships</b></p>	<p>Well-structured messages in the target language enables us to interact effectively in the school, where we initiate and maintain personal and social relationships, and in an increasing multicultural environment.</p>	<p>A B C D</p>	<p>- Communication: 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. - 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. - Self-management: Organization: Use appropriate strategies for organizing complex information. Develop new skills, techniques and strategies for effective learning. 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? Affective: Resilience: Practise "failing well". - Thinking: Creative thinking. Use brainstorming and visual diagrams to generate new ideas and inquiries.</p>	<p>To know how to ask and answer questions related to the school environment (specific vocabulary, subjects, timetable,...). To describe in a simple way the students schedule. Global and specific understand of simple listening. Global and specific reading and comprehension of written texts (narrative, dialogues, internet blog) about the school environment. To know and use the formation of the plural of the nouns and its different forms. To know and use the formation of the plural of regular verbs and of the pronouns. To say the time in an official and unofficial way. To use denial in oral and written productions. To know the formation of compound words. To know and use the numbers up to 100.</p>
<p><b>Was magst du?</b> (What do you preferer?)  13 hours)</p>	<p><b>Communication</b></p>	<p><b>Purpose Conventions</b></p>	<p><b>Identities and relationships</b></p>	<p>Peoples connections are made through their identity and through the purpose of their message and the social conventions.</p>	<p>A B C D</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. Collaborate with peers and experts using a variety of digital environments and media. Read a variety of</p>	<p>Make proposals to others to meet and go somewhere and express acceptance or rejection of proposals. Know how to describe daily activities and pets. Express preferences and what can be done or not.</p>



					<p>sources for information and for pleasure. Organize and depict information logically.</p> <p>- Social: Manage and resolve conflict, and work collaboratively in teams. Listen actively to other perspectives and ideas. Give and receive meaningful feedback. Practise empathy. Help others to succeed.</p> <p>- Self-management:</p> <p>Organization: Use appropriate strategies for organizing complex information. Develop new skills, techniques and strategies for effective learning.</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:</p> <p>Creative thinking. Use brainstorming and visual diagrams to generate new ideas and inquiries.</p> <p>- Research. Collect, record and verify data. Access information to be informed and inform others. Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media. Communicate information and ideas effectively to an audience.</p>	<p>Know how to ask and answer questions and give information about tastes and preferences. To extract in a global and specific way information from texts and auditions. Writing simple texts from a given model. Incorporate new lexicon (everyday activities, places of leisure, animal names, colours and adjectives) and learned structures (separable verbs, prepositions of place in accusative, accusative verbs, negation with 'nicht' and 'kein') in their productions. Value the playful sense of learning: sudoku, song, play in pairs.</p>
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