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| LOGO XV | **XV. GIMNAZIJA****International Baccalaureate Department****Middle Years Programme****Language acquisition- German****Course description** | Worldschool-small |

**WHAT IS THE COURSE ABOUT?**

Learning **German as Language B, as a foreign language** in the MYP programme helps students to discover, understand and accept multicultural diversity of German speaking countries and encourage them to use this language effectively with all aspects of practical communication. German is next to English the most spread language in Europe and has over 90 million of native speakers who consider German to be their first language.

When learning a foreign language the students always learn to accept a new culture. By doing it they develop tolerance, respect, and learn how to overcome differences through intercultural understanding and learning about Germany, Austria and Switzerland. During the language acquisition course we will discuss and compare languages, habits, all kinds of relationships and everyday life customs in different countries and we will put in comparison the culture of German speaking countries and respective cultures of the students.

A student working at phases (1-6 – the phases reflect the distinction of different stages of language acquisition – beginner, intermediate and advanced level) would show evidence of a greater cultural awareness as a result of exposure to, and appreciation of, more sophisticated forms of communication such as media and literature. Individual and group project work relate to the themes, leading to recorded, oral presentations, and further extended debates and discussions. The courses are flexible structured what allows the integration of interdisciplinary units where appropriate.

Selectively, we encourage greater complexity in expression through the use of different tenses (Präsens, Perfekt, Präteritum, Futur) and modes (Konditional).

Materials are chosen from appropriate text–books and from a number of authentic sources such as reference material from library, songs, shorts stories, magazines and cartoons, audio-visual materials designed for German native speakers, classic literature, radio, television, films and Internet.

At the end of the each Unit the students will have to fill in the self-reflection and self-evaluation sheet and sometimes the Language Portfolio self-assessment sheet.

**MYP 4: The school offers three lessons of French per week (Phases 2 and 3)**

**TEXTBOOK:**

**Ute Koithan, Nana Ochmann et al. Aspekte Mittelstufe (B1), Lehrbuch 1, Langenscheidt, München, 2013.**

**TOPICS :**

**MYP 4**

**UNIT 1: Ich und mein Umfeld**

**UNIT 2: Essen und Trinken als Teil der Kultur**

**UNIT 3: Aussehen und Kleidung**

**UNIT 4: Sport und Gesundheit**

**Aims:**

**The aims of the teaching and study of modern foreign German language are to:**

**•** gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage

• develop a respect for, and understanding of, diverse linguistic and cultural heritages

• develop the student’s communication skills necessary for further language learning, and for study, work and leisure in a range of authentic contexts and for a variety of audiences and purposes

• enable the student to develop multiliteracy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication

• enable the student to develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning

• enable the student to recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy

• enable the student to understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components

• offer insight into the cultural characteristics of the communities where the language is spoken

• encourage an awareness and understanding of the perspectives of people from own and other cultures, leading to involvement and action in own and other communities

• foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

**Objectives:**

The language acquisition subject group objectives represent some of the essential processes of language and have been organized under the same four communicative processes for each of the six phases in order to assist teachers with planning, teaching and assessing.

They are as follows:

A Comprehending spoken and visual text

B Comprehending written and visual text

C Communicating in response to spoken, written and visual text

D Using language in spoken and written form

Teaching and learning in French B is organized into **six phases:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Phase 1** | **Phase 2** | **Phase 3** | **Phase 4** | **Phase 5** | **Phase 6** |
| A very limitedrange ofinterpersonaland culturalcontexts | A limitedrange ofinterpersonaland culturalcontexts | A limitedrange ofinterpersonaland culturalcontexts | A range ofinterpersonaland culturalcontexts | A range ofinterpersonaland culturalcontexts | A wide range ofinterpersonaland culturalcontexts |
| Use basicvocabulary | Use basiclanguage | Use languageaccurately | Use languageaccurately | Use languageaccurately andeffectively | Use oratorytechnique |
| Simple shorttexts | Simple texts | A limited rangeof texts | A range of texts | A range of texts | A wide range oftexts |
| Interact insimple andrehearsedexchanges | Interact inbasic rehearsedand someunrehearsedexchanges | Interact inrehearsed andunrehearsedexchanges | Engage actively | Engage actively | Engage actively |
| Understandand respond | Understandand respond | Understandand respond | Understand,interpret andrespond | Understand,analyse andrespond | Understand,analyse,evaluate andrespond |
| Identify andrecognize | Recognize andunderstand | Understand | Constructmeaning/interpret | Constructmeaning/analyse | Evaluate |

ASSESSMENT STRATEGIES:

**Language acquisition: English B, French B, German B and Croatian B**

**Assessment components:**

Assessment for phases 1 to 6 of MYP language acquisition is criterion-related, based on four equally weighted assessment criteria.

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| **Criterion A** | Comprehending spoken and visual text | **Maximum 8 points** |
| **Criterion B** | Comprehending written and visual text | **Maximum 8 points** |
| **Criterion C** | Communicating in response to spoken, written and visual text | **Maximum 8 points** |
| **Criterion D** | Using language in spoken and written form | **Maximum 8 points** |

The language acquisition subject group objectives correspond to assessment criteria. Each criterion has nine possible achievement levels (0–8), divided into four bands that generally represent limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance. Each band has its own unique descriptor that teachers use to make “best-fit” judgments about students’ progress and achievement.

Each objective is elaborated by a number of strands; a strand is an aspect or indicator of the learning expectation.

**All** strands of **all** four assessment criteria are addressed **at least twice** in each year of the MYP Language acquisition.

**Comprehending spoken and visual text** and **Comprehending written and visual text** encompass aspects of listening or reading and viewing, and involve the student in interpreting and constructing meaning from spoken or written and visual text to understand how images presented with oral or written text interplay to convey ideas, values and attitudes.

**Communicating in response to spoken, written and visual text** is a category that gives students opportunities to develop their communication skills by interacting on a range of topics of personal, local and global interest and significance, and responding to spoken, written and visual text in the target language.

**Using language in spoken and written form** is a categorywhich relates to the correct and appropriate use of the spoken and written target language.

Throughout a Language acquisition course, teachers use **formative assessments** to determine students’ strengths and limitations in accessing the required content knowledge and skills, provide needed support in making progress and to allow for students to actively engage in and reflect on their educational experience in each class. While preparing students for the summative assessments, language teachers use a variety of formative assessments to scaffolding student development of content knowledge and skills.

At the end of each unit in grades 9 and 10, students spike or write **summative assessment task/tasks.**

Points are awarded in each criterion at the end of the school year, taking into account achievements in each individual task (formative and summative assessment).

Final grades are derived according to the grade boundaries provided by the IB:

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| --- | --- |
| **Grade** | **Language acquisition- all phases** |
| **Boundaries** |
| **1** | **0-5** |
| **2** | **6-9** |
| **3** | **10-14** |
| **4** | **15-18** |
| **5** | **19-23** |
| **6** | **24-27** |
| **7** | **28-32** |

**German teacher: Sandra Markota Sever, M.A.**