**MYP 4 Course overview 2019/2020**

**Language acquisition-German-Phase 1 and 2**  Teacher: Tonćika Mamić, M.A.

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| **Unit title** | **Key concept** | **Related concepts** | **Global context** | **Statement of inquiry** | **Objectives** | **ATL skills** | **Content** |
| **Unit 1**    **ERSTE KONTAKTE**  **September,**  **Oktober** | **Communication** | **Function** | **Personal and cultural expression** | **The linguistic diversity makes the communication more difficult and separate us, but their function is also to connect one community and keep the wealth of our personal and cultural expression.** | **Objective A:** Comprehending spoken and visual text  At the end of phase 1, the student should be able to:  i. identify basic facts, messages, main ideas and supporting details  ii. recognize basic conventions  iii. engage with the spoken and visual  **Objective B:** Comprehending written and visual text  i. identify basic facts, messages, main ideas and supporting details  ii. recognize basic aspects of format and style, and author’s purpose for writing  iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.  Objective C:  Communicating in response to spoken, written and visual text  i. respond appropriately to simple short phrases  ii. interact in simple and rehearsed exchanges, using verbal and non-verbal language  iii. use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics  iv. communicate with a sense of audience.  Objective D:  Using language in spoken and written form  i. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation  ii. organize basic information and use a range of basic cohesive devices  iii. use language to suit the context. | **Self Management**  **Organization:**  time management  —including using time effectively in class, keeping to deadlines  self-management  —including personal goal setting, organization of learning materials  **Reflection:**  Self evaluation of the acquired language skills and focus on how it can be further improved i.e. pronunciation & phonics can be improved by recognition and practice  The language tools - repetition and drilling  **Social**  **Collaboration:**  working in groups  — taking responsibility, adapting to roles, demonstrating teamwork  personal challenges  —including  **Communication**  -use and interpret a range of discipline specific terms | Kommunikation:  Etwas bennen, buchstabieren, etwas wissen, nicht wissen,Zustimmungen äußern, jemanden begrüßen, nach den Alter, Herkunft, Muttersprache nd fremdsprachen fragen, etwas/ jemanden beschreiben  Wortschatz:  Ländernamen, Sprachen, Zahlen , internationale Wörter, Alphabet, Angaben zur Person  Grammatik:  Personalpronomen; Verbkonjugation im Präsens;  Definiter und indefiniter Artikel im Nominativ Singular;Possessivartikel(mein/dein) im Nominativ;Verbkonjugation (sein); Aussage und Fragesatz |
| **Unit 2**  **November,**  **Dezember**  **WAS MACHST DU HEUTE** | **Communication** | **Function**  **Audience**  **Message** | **Identities and relationships Exploration: Personal efficacy and activity** | **Spending time with others in school and by free time activities helps to built relationships**  **and means becoming a life-long learner** | A, B,C,D | **Communication:**  *-*Through interaction  Use a variety of speaking technicques  (How to present the poster)  -through language  (finde and structure information for poster)  Read a variety of sources for information and for pleasure (collect infos about your favourite singer or band)  **Social:**  Practice empathy and listen actively to on others presentation  **Research:**  Collect, record and verify data  **Creative- thinking skills**  How to make a good poster | **Kommunikation:**  Zeitangaben machen  über Vorlieben sprechen , gefallen/ Missfallen ausdrücken,  Ratschläge geben, Fähigkeiten und Notwendigkeiten ausdrücken, begründen  **Wortschatz:**  Wochentage, Freizeitaktivitäten, Schulfächer , Tätigkeiten  **Grammatik:**  Possessivartikel, Verbkonjugation -Präsens(mögen , haben , müssen können)Zeitangaben (am/um), Inversion, Satzklammer |
| **Unit 3**  **FAMILIE and Co.**  **January,**  **February,**  **March** | **Connections** | **Context**  **Message** | **Identities and Relationships**  **Roles and role plays-students will explore human relationships-different kinds of families and life stiles in different societies and cultures** | **Through language we connect with others by creating messages to suit the context.** | A,B,C,D | **Communication**  - Informing others - convey messages in oral and written form to communicate    **Self Management**  **Organization:**  -*time management*— using time effectively in class, keeping to deadlines  -*self-management*—personal goal setting, organization of learning materials  **Reflection:**  Self evaluation of the acquired language skills and focus on how it can be further improved i.e. pronunciation & phonics can be improved by recognition and practice  **Social**  **Collaboration:**  -working in groups— taking responsibility, adapting to roles, demonstrating teamwork  -accepting others—including accepting others’ ideas, respecting others’ points of view  -personal challenges—including respecting cultural differences and limitations with peers and with teachers | **Kommunikation:**  Über eigene Familie sprechen, nach Alter und Beruf fragen, Über Vorlieben sprechen  Gefallen /Missfallen ausdrücken  **Wortschatz:**  Jahreszahlen, Familie, Verwandten, Berufe, Alter  **Grammatik:**  Possesssivartikel,  Kasusendung Nominativ, Syntax, Inversion,  Negation kein |
| **Unit 4**  **ESSEN UND TRINKEN**  **April ,**  **May, June** | **Culture** | **Purpose**  **Message** | **Orientation in space and time**  **Exploration: What is “normal” to eat considering heritage, place , and boundaries** | **Food choices are influenced by different aspects such and cultural background and advertising** | A,B,C,D | **Communication:**  -write for different purposes  -read critically and for comprehension  **Social:**  -give and receive meaningful feedback  -help other to succeed  ***Self management***  -bring necessary equipment and supplies to class  **Research**  Collect , record and verify data | **Kommunikation:**  Wünschen äußern, nach Wünschen fragen, Vorlieben ausdrücken, Preise nennen, Essen und Trinken beschreiben  **Wortschatz:**  Essen und Trinken  Essen bestellen und bezahlen  **Grammatik:**  Verben mit Vokalwechsel, *möchte,* Pronomen *man*, Akkusativ |

**DIFFERENTIATION**

**For students with:**

**Dyslexia and dysgraphia**

* Bigger font in Sarif, bigger space between rows
* Dividing text in tests, practice sheets and instruction papers in smaller sections
* More time for reading, checking if the text/questions are understood
* Tolerating writing mistakes
* Space for answers should be on the same page
* Allowing longer time for finishing a task if needed
* Working in a pair or a team with pears
* Check the ability of students to read primary and secondary sources and act according to results (more practice, allowing more time for group work)

**ADHD**

* Bigger font and space between rows
* Shorter paragraphs
* Avoid tables if needed
* Check which type of graphs/diagrams are suitable for the student
* Fewer questions on tests
* Frequent checking if a student is concentrated on the work
* Instead of complex questions with a, b, c..., create separate questions
* Questions and enough space for answers should be on the same page
* Work in pairs or small teams (up to four)
* Creating summary sheets if needed
* Encourage students to participate in class discussions
* Commend student on progress
* Regularly make notes about progress in e-dnevnik
* Allowing the student to leave the classroom for a short time during the lesson if needed

**Hearing disability**

* Face the student during a lesson as often as possible
* Using PPT more often than writing on the board
* Check understanding of the content
* Check the notes in student's notebook
* Providing summaries for a unit or parts of it if needed
* Pay attention that the student is not disturbed by a variety of sounds (other students, films, outside noise...)
* Work in pairs and small groups

**Speech Disorders**

* Directions should be short and to the point
* Content topics should be evaluated within small sections
* One on one consultation with student about understanding of assignment given
* Use of power point presentations in classroom more often

**MYP 5 Course overview 2019/2020**

**Language acquisition-German-Phase 2, 3 Teacher: Tonćika Mamić, M.A.**

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| **Unit title** | **Key concept** | **Related concepts** | **Global context** | **Statement of inquiry** | **Objectives** | **ATL skills** | **Content** |
| **Unit 1**    **GESUNDHEIT**  **September,**  **October** | **Connections** | **Function**  **Point of view** | **Identities and relationship**  **Exploration: Physical, spiritual, mental and social**  **health and well being lifestyles** | Our physical, mental, social and spiritual health is connected to each other and through function of language we can develop the right point of view how to keep each of them. | **Criterion A: Comprehending spoken and visual text**  Students should be able  -identify basic messages and specific information, in simple visual and spoken texts  - recognise basic conventions  -identify ideas, opinions and make a personal respons to the text  **Citerion B: Comprehending written and visual text**  Students should be able  -identify basic facts, messages, main ideas and supporting details  -identify basic aspects of format and style and autors purpose for writing  -identify most ideas, opinions and attitudes and make a personal response to the text  **Criterion C:**  **Communicating in responce to spoken and/or written and/or visual text**    i. respond appropriately to simple short phrases  ii. interact in simple and rehearsed exchanges, using verbal and non-verbal language  iii. use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics  iv. communicate with a sense of audience  **Criterion D: Using language in spoken and /or written form**  i. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation  ii. organize basic information and use a range of basic cohesive devices  iii. use language to suit the context | **Communication:**  Interaction  - use a variety of media to communicate with a range of audiences( phon, e-mail, SMS- appointments)  - collaborate with peers (role plays- dialogs)  **Research**:  Finding, interpreting, judging and creating information   * collect, record and verify data ( using different web sites research – what can help us to control the stress) * access information to be informed and inform others (report about the research)   **Thinking:**  Critical thinking skills  -gather and organize relevant information to formulate an argument to the topic | **Kommunikation:**  Schmerzen lokalisieren,Termine vereinbaren, Datum angeben, Ratschläge geben, Aufforderungen formulieren, Notwendigkeiten , Absichten ausdrücken, höfliche Fragen stellen  **Wortschatz:**  Körperteile, Monatsnamen, Jahreszeiten, Gefühlswörter  **Grammatik:**  Modalverben im Präsens, Imperativ, temporale Präpositionen *im, am um,* Adverb *deshalb,* Ordinalzahlen |
| **Unit 2**  **MEDIEN**  **November,**  **December,**  **January** | **Communication** | **Conventions** | **Scientific and technical innovation**  **Exploration : Good and bad of technological advances on community** | **The media is increasingly influencing our daily lives, conveying information,games, fun and art. Everything is accessible with one click, but we should stay critical and be careful not to become addicted.** | **Criterion A: Comprehending spoken and visual text**  **Citerion B: Comprehending written and visual text**  **CriterionC**  **Communicating in responce to spoken , written and visual text**    **Criterion D: Using language in spoken and written form** | COMMUNICATION  -participate in and contribute to digital social media networks  SOCIAL (collaboration skills)  -Use social media and network appropriately to build and develop relationships  REFLECTION SKILLS  -Identify strengths and weaknesses of personal learning strategies | **Kommunikation:**  -Alte und neue Medien  Zeitungen, Radio, Fernseher vs. Computer, Laptop, Smartphone  -Lieblingsmedium  -Lieblingskunst  Film und Musik früher und heute  Fernsehen  -Lieblingssendungen  Bist du handysüchtig?  **Wortschatz:**  Fernsehen, Fernsehsendungen,Computer, digitale Medien,  **Grammatik:**  Zusammengesetzte Verben,trennbar –untrennbar  Dativ – bestimmter Artikel, Possessivartikel  Personalpronomen im Dativ  Präteritum von war und hatte |
| **Unit 3**  **FREIZEIT**  **January,**  **February,**  **March** | Culture | Function, Purpose | Identities and relationship  Exploration:  Motivation, happeness and the good life | The purpose for communicating in the free time have the function to socialize, to motivate, to entertain and to make us happier | **Criterion A: Comprehending spoken and visual text**  **Criterion B: Comprehending written and visual text**  **CriterionC**  **Communicating in responce to spoken , written and visual text**    **Criterion D: Using language in spoken and written form** | COMMUNICATION  Share ideas with multiple audience using a variety of digital environments and media  Write for different purpose  SELF MANAGEMENT-ORGANISATION SKILLS  Plan short and long term assignments and meet deadlines  CREATIVE –THINKING SKILLS  -create original works and ideas, use existing works and ideas in new ways | **Kommuniktion:**  Über Freizeit und Freizeitaktivitäten sprechen  über Aktivitäten in der Vergangenheit sprechen  **Wortschatz:**  Sportarten, Kunstarten,Hobbys, Vorlieben  **Grammatik:**  Perfekt mit haben und sein ,Präteritum |
| **Unit 4**  **MEIN GLOBALES DORF**  **April, May, June** | **Connections** | **Form**  **Structure**  **Function** | **Globalisation and sustainability**  Exploration: | The language that promote different destinations in the world connect us with these placeses and has clear form , structure and function | **Criterion A: Comprehending spoken and visual text**  **Citerion B: Comprehending written and visual text**  **CriterionC**  **Communicating in responce to spoken , written and visual text**    **Criterion D: Using language in spoken and written form** | COMMUNICATION  -use a variety of speaking techniques to communicate with a variety of audience  REFLECTIONS SKILLS  -focus on the process of creating by imitating the work of others  CREATIVE THINKING SKILLS  .-apply existing knowledge to generate something new  TRANSFER SKILLS  -apply skills and knowledge in unfamiliar situations  -combine knowledge, understanding and skills to create products | **Kommunikation:**  Ortsangaben,machen, Entfernungen angeben, den Weg erklären, Verkehrsmittel, Orte und Gebäude in einer Stadt  **Wortschatz:**  Gegend , Stadt, Land,Himmelsrichtungen,Orte und Gebäude in einer Stadt  **Grammatik:**  Lokale Präpositionen, temporale Präpositionen |

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