Language acquisition MYP 5 - German phase 3 Course overview 2017/2018, Teacher Sandra Markota Sever

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| **Unit title** | **Key concept** | **Related concepts** | **Global context** | **Statement inquiry** | **Objectives** | **ATL skills** | **Content** |
| **Unit 1**  September - November 2019  Damals durfte man nicht | **Culture** | Conventions  Purpose | Scientific and technical innovation | The connection between scientific and technical innovation and human lives is very strong: the scientific innovation influence and can change the purpose and the way of human living and so contribute to the whole culture of community | A, B, C, D | **Communication:**  ***Communication: the students*** *will:*  Use a variety of speaking techniques to communicate with a variety of audiences A  Give and receive meaningful feedback T  **Research**  ***Information literacy*:** *the students will*  *Collect, record and verify data R*  **Thinking :**  ***Critical thinking T: the students*** *will:*  Draw reasonable conclusions and generalizations | **Topic:** die Zeitreise, gelebte Geschichte, Schwarzwaldhaus 1902,  Reality Shows,  Unterschiedliche Sendungen im Fernsehen  **Content**  Das Leben heute und früher zu vergleichen  Eigene Meinung zu Fernsehsendungen sagen  Aktivitäten im Haushalt, Freizeitaktivitäten  Präteritum von Modalverben und allen anderen Verben  Nebensätze  **Subject specific skills**  Engaging in conversation  Justifying opinion |
| **Unit 2**  November-December 2019  Filmkunst | **Creativity** | Context | Personal and cultural expression | The choices we make in the present time are connected and create the future life and express the values the person wants to achieve in the future. | A, B, C, D | **Social:**  ***Collaboration: the students will:***  Listen actively to other perspectives and ideas R  **Self Management**  ***Affective skills :the students*** *will:*  Practice analyzing and attributing causes for failure T  Practice positive thinking T  Practice dealing with change T | **Topic** : Film: Lola rennt  **Content**  Über Filme sprechen, über Wünsche anderer sprechen  Filmgenres, Berufe, Filmkritik  **Subject specific skills**  Expressing opinion  Drawing conclusions |
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| **Unit 3**  January - March 2020  Mein Vorbild, mein Idol | **Communication** | Message  Meaning | Identities and relationships | The lives of successful people give strong message about beliefs and values of the bigger community and communicate to young people how to establish the right meaning of life | A, B, C, D | **Social**  ***Collaboration : the students will:***  Give and receive meaningful feedback R  **Communication : *the students*** *will:*  read critically and for comprehension R | **Topic:** Herman Maiers Traum  Sophie Scholl, Weiße Rose, Was Fans so tun  **Content**  Von einem Unfall erzählen, über Vorbilder und Idole sprechen, Begriffe umschreiben  Wortschatz: Umfall, Krankheit  Präteritum  Konzessivsätze mit obwohl und trotzdem  **Subject specific skills**  Analyzing information  Quick responding to situations |
| **Unit 4**  April - June 2020  **Erwachsen werden** | **Connections** | Conventions | Orientation in space in time | There is a turning point in the life of every person, this is the time when the person can be considered to be grown up, but this moment depend very strong and is connected with the conventions in the society | A, B, C, D | **Reflection :**  *the students will*  try new approaches to learning and evaluate their effectiveness T  **Thinking**  ***Critical thinking***  gather and organize relevant information to formulate an argument  ***Transfer***  inquire in different contexts to gain a different perspective A | **Topic:** Wann bist du erwachsen, Extremsportarten, Base-Jumping, Sie lassen mich nicht fahren, Gute Ratschlage, Wetten, Mutproben, Partys  **Content:**  Über Feste und Feiern sprechen , über Sporte und Sportarten sprechen, Wetten,  Sportarten, Ortsadverbien  Reflexive Verben, Konjunktiv von Modalverben sollen,  das Verb lassen  Indefinitpronomen jemand /niemand  Indefinitpronomen im Nominativ und Akkusativ ein-/welch  **Subject specific skills**  Recognizing conventions  Interpreting facts  Expressing ideas and opinions |