

GERMAN B (Phases 1-6)**COURSE DESCRIPTION****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 – emergent, capable and proficient 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), modes (Konditional) and other grammar structures and syntax in overall.

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.

Language skills

The four skills which are fundamental to language learning: speaking, writing, listening and reading will be taught through the topics.

Listening – understand spoken language from various sources in a variety of topics, recognise some different types of discourse and main ideas and draw conclusions.

Reading - demonstrate comprehension of ideas in a variety of authentic material including literary and non-literary texts, identify important points, extract relevant information.



Speaking – acquire good pronunciation and intonation, take part in conversation and express personal feelings and opinions, use a variety of vocabulary with accuracy appropriate to the level, take part in formal and informal discussion on a variety of topics related to the areas of interaction and cultural issues.

Writing – express yourselves in an appropriate form with reasonable ease and accuracy

MYP 4 & 5: The school offers three lessons of German per week

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.

Topics

MYP 4 Phase 1-2	Myp 4 Phase 3-4
UNIT 1: Erste Kontakte	UNIT 1: Das muss ich haben!



UNIT 2: Was machst du heute	UNIT 2: Einmal um die Welt
UNIT 3: Familie & Co	UNIT 3: Kennst du ihn ?
UNIT 4: Essen und Trinken	UNIT 4: Was für eine Idee !
Myp 5 Phase 2-3	Myp 5 Phase 4-5
UNIT 1: Gesundheit	UNIT 1: Fernsehen- Rality Shows
UNIT 2: Medien und Kunst	UNIT 2: Unsere Verantwortung in der Zeit
UNIT 3: Freizeit	UNIT 3: Meine Vorbilder
UNIT 4: Mein globales Dorf	UNIT 4: Erwachsen sein

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 Listening

B Reading

C Speaking

D Writing

ASSESSMENT STRATEGIES:

Language acquisition: German B

Assessment components:

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

Criterion A	Listening	Maximum 8 points
Criterion B	Reading	Maximum 8 points
Criterion C	Speaking	Maximum 8 points
Criterion D	Writing	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.

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:

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

Tonćika Mamić, M.A.

Dubravka Matijašić, M.A.

