

MYP 4 Course overview 2022/2023

Language acquisition-German-Phase 1

Teacher: Tonćika Mamić, M.A.

Unit title	Key concept	Related concepts	Global context	Statement of inquiry	Objectives	ATL skills	Content
<p>Unit 1</p> <p>ERSTE KONTAKTE September, Oktober</p>	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.	<p>At the end of phase 1 (and 2) the student should be able to:</p> <p>Objective A: LISTENING</p> <ul style="list-style-type: none"> -identify explicit and implicit information - analyse conventions and analyse conventions in a wide variety of simple authentic texts <p>Objective B: READING</p> <ul style="list-style-type: none"> -identify explicit and implicit information - analyse conventions and analyse conventions in a wide variety of simple 	<p>Self Management</p> <p>Organization:</p> <p>time management —including using time effectively in class, keeping to deadlines</p> <p>self-management —including personal goal setting, organization of learning materials</p> <p>Reflection:</p> <p>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</p> <p>The language tools - repetition and drilling</p> <p>Social</p> <p>Collaboration:</p> <p>working in groups — taking responsibility, adapting to roles, demonstrating teamwork personal challenges —including</p> <p>Communication</p> <p>-use and interpret a range of discipline specific terms</p>	<p>Kommunikation:</p> <p>Etwas benennen, buchstabieren, etwas wissen, nicht wissen, Zustimmungen äußern, jemanden begrüßen, nach Alter, Herkunft, Adresse, Muttersprache und Fremdsprachen fragen</p> <p>Wortschatz:</p> <p>Ländernamen, Sprachen, Zahlen , internationale Wörter, Alphabet, Angaben zur Person</p> <p>Grammatik:</p> <p>Personalpronomen; Verbkonjugation im Präsens;</p> <p>Definitiver und indefinitiver Artikel im Nominativ Singular; Possessivartikel (mein/ dein) im Nominativ; Verbkonjugation (sein); Aussage und Fragesatz</p>

**authentic
texts**

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SPEAKING**

- use a wide range of vocabulary
- use a wide range of grammatical structures generally accurately
- use clear pronunciation and intonation in a comprehensible manner
- communicate al or almost all the required information clearly and effectively.

**Objective D:
WRITING**

- use a wide range of vocabulary
- use a wide range of grammatical structures generally accurately
- organize information effectively and coherently in an appropriate format using a wide range of simple cohesive devices

					- communicate al or almost all the required information clearly and effectively.		
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 techniques (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	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	Kommunikation: Über eigene Familie sprechen, nach Alter und Beruf fragen, Über Vorlieben sprechen Gefallen /Missfallen ausdrücken Wortschatz: Jahreszahlen, Familie, Verwandten, Berufe, Alter Grammatik: Possessivartikel, Kasusendung Nominativ,

			relations hips- different kinds of families and life stiles in different societies and cultures			effectively in class, keeping to deadlines - <i>self-management</i> —personal goal setting, organization of learning materials <u>Reflection:</u> 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 <u>Social</u> <u>Collaboration:</u> -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	Syntax, Inversion, Negation kein
Unit 4 ESSEN UND TRINKEN April , May, June	Culture	Purpose Message	Orientati on in space and time Explorati on: What is “normal” to eat consideri	Food choices are influenced by different aspects such and cultural background and advertising	A,B,C,D	<u>Communication:</u> -write for different purposes -read critically and for comprehension <u>Social:</u> -give and receive meaningful feedback	<u>Kommunikation:</u> Wünschen äußern, nach Wünschen fragen, Vorlieben ausdrücken, Preise nennen, Essen und Trinken beschreiben <u>Wortschatz:</u> Essen und Trinken Essen bestellen und bezahlen

			ng heritage, place , and boundari es			-help other to succeed <u>Self management</u> -bring necessary equipment and supplies to class <u>Research</u> Collect , record and verify data	Grammatik: Verben mit Vokalwechsel, <i>möchte</i> , Pronomen <i>man</i> , Akkusativ
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MYP 5 Course overview 2022/2023

Language acquisition-German-Phase 2

Teacher: Tonćika Mamić, M.A.

Unit title	Key concept	Related concepts	Global context	Statement of inquiry	Objectives	ATL skills	Content
<p>Unit 1</p> <p>GESUNDHEIT</p> <p>September, October</p>	Connections	<p>Function</p> <p>Point of view</p>	<p>Identities and relationship</p> <p>Exploration:</p> <p>Physical, spiritual, mental and social</p> <p>health and well being lifestyles</p>	<p>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.</p>	<p>Students should be able:</p> <p>Objective A: LISTENING</p> <ul style="list-style-type: none"> -identify explicit and implicit information - analyse conventions and analyse conventions in a wide variety of simple authentic texts <p>Objective B: READING</p> <ul style="list-style-type: none"> -identify explicit and implicit information - analyse conventions and analyse conventions in a wide variety of simple authentic texts <p>Objective C: SPEAKING</p>	<p>Communication:</p> <p>Interaction</p> <ul style="list-style-type: none"> - use a variety of media to communicate with a range of audiences(phon, e-mail, SMS-appointments) - collaborate with peers (role plays- dialogs) <p>Research:</p> <p>Finding, interpreting, judging and creating information</p> <ul style="list-style-type: none"> - collect, record and verify data (using different web sites research – what can 	<p>Kommunikation:</p> <p>Schmerzen lokalisieren, Termine vereinbaren, Datum angeben, Ratschläge geben, Aufforderungen formulieren, Notwendigkeiten , Absichten ausdrücken, höfliche Fragen stellen</p> <p>Wortschatz:</p> <p>Körperteile, Monatsnamen, Jahreszeiten, Gefühlswörter</p> <p>Grammatik:</p> <p>Modalverben im Präsens, Imperativ, temporale Präpositionen <i>im, am um</i>, Adverb <i>deshalb</i>, Ordinalzahlen</p>

					<ul style="list-style-type: none"> -use a wide range of vocabulary - use a wide range of grammatical structures generally accurately - use clear pronunciation and intonation in a comprehensible manner -communicate al or almost all the required information clearly and effectively. Objective D: WRITING -use a wide range of vocabulary -use a wide range of grammatical structures generally accurately - organize information effectively and coherently in an appropriate format using a wide range of simple cohesive devices - communicate al or almost all the required information clearly and effectively. 	<p>help us to control the stress)</p> <ul style="list-style-type: none"> -access information to be informed and inform others (report about the research) <p>Thinking:</p> <p>Critical thinking skills</p> <ul style="list-style-type: none"> -gather and organize relevant information to formulate an argument to the topic 	
<p>Unit 2</p> <p>MEDIEN UND KUNST</p> <p>November, December, January</p>	<p>Communication</p>	<p>Conventions</p>	<p>Scientific and technical innovation</p> <p>Exploration : Good and bad of technological advances on community</p>	<p>The media is increasingly influencing our daily lives, conveying information,games, fun and art. Everything is accessible with one click,</p>	<p>A, B, C,D</p>	<p>COMMUNICATION</p> <ul style="list-style-type: none"> -participate in and contribute to digital social media networks <p>SOCIAL (collaboration skills)</p> <ul style="list-style-type: none"> -Use social media and network appropriately 	<p>Kommunikation:</p> <ul style="list-style-type: none"> -Alte und neue Medien Zeitungen, Radio, Fernseher vs. Computer, Laptop, Smartphone -Lieblingsmedium -Lieblingskunst Film und Musik früher

				<p>but we should stay critical and be careful not to become addicted.</p>		<p>to build and develop relationships</p> <p>REFLECTION SKILLS</p> <p>-Identify strengths and weaknesses of personal learning strategies</p>	<p>und heute</p> <p>Fernsehen</p> <p>-Lieblingssendungen</p> <p>Bist du handysüchtig?</p> <p>Wortschatz:</p> <p>Fernsehen, Fernsehsendungen, Computer, digitale Medien,</p> <p>Grammatik:</p> <p>Zusammengesetzte Verben, trennbar – untrennbar</p> <p>Dativ – bestimmter Artikel, Possessivartikel</p> <p>Personalpronomen im Dativ</p> <p>Präteritum von war und hatte</p>
<p>Unit 3</p> <p>FREIZEIT</p> <p>January, February, March</p>	<p>Culture</p>	<p>Function, Purpose</p>	<p>Identities and relationship</p> <p>Exploration: Motivation, happiness and the good life</p>	<p>The purpose for communicating in the free time have the function to socialize, to motivate, to entertain and to make us happier</p>	<p>A,B,C,D</p>	<p>COMMUNICATION</p> <p>Share ideas with multiple audience using a variety of digital environments and media</p> <p>Write for different purpose</p> <p>SELF MANAGEMENT- ORGANISATION SKILLS</p> <p>Plan short and long term assignments and</p>	<p>Kommuniktion:</p> <p>Über Freizeit und Freizeitaktivitäten sprechen</p> <p>über Aktivitäten in der Vergangenheit sprechen</p> <p>Wortschatz:</p> <p>Sportarten, Kunstarten, Hobbys, Vorlieben</p> <p>Grammatik:</p> <p>Perfekt mit haben und sein ,Präteritum</p>

						<p>meet deadlines</p> <p>CREATIVE –THINKING SKILLS</p> <p>-create original works and ideas, use existing works and ideas in new ways</p>	
<p>Unit 4</p> <p>MEIN GLOBALES DORF</p> <p>April, May, June</p>	<p>Connections</p>	<p>Form Structure Function</p>	<p>Globalisation and sustainability</p> <p>Exploration:</p>	<p>The language that promote different destinations in the world connect us with these places and has clear form , structure and function</p>	<p>A,B,C,D</p>	<p>COMMUNICATION</p> <p>-use a variety of speaking techniques to communicate with a variety of audience</p> <p>REFLECTIONS SKILLS</p> <p>-focus on the process of creating by imitating the work of others</p> <p>CREATIVE THINKING SKILLS</p> <p>.-apply existing knowledge to generate something new</p> <p>TRANSFER SKILLS</p> <p>-apply skills and knowledge in unfamiliar situations</p> <p>-combine knowledge, understanding and skills to create products</p>	<p>Kommunikation:</p> <p>Ortsangaben,machen, Entfernungen angeben, den Weg erklären, Verkehrsmittel, Orte und Gebäude in einer Stadt</p> <p>Wortschatz:</p> <p>Gegend , Stadt, Land,Himmelsrichtungen, Orte und Gebäude in einer Stadt</p> <p>Grammatik:</p> <p>Lokale Präpositionen, temporale Präpositionen</p>

DIFFERENTIATION

For students with

dyslexia and dysgraphia

- Bigger font in Sarif, bigger space between rows
- Dividing text in tests, practise sheets and instruction papers in smaller sections
- More time for reading, checking if the text/questions are understood
- Tolerating writing mistakes
- 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 peers
- Check the ability of students to read maps and act according to that (more practise, allowing more time for map 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 in 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

Hodgkins

- Prolonging deadlines if needed
- Providing summaries if needed