

## Subject Group Overview

### German (MYP 2)

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP 2 German Unit 1: Me and my surroundings	Identity	<i>Phase 1</i> - Meaning, Word choice	Personal and cultural expression	It's important to determine which surroundings work best for you, and then build that environment to suit your needs.	<p><i>Phase</i></p> <p><b>A Listening</b></p> <p>Emergent level (phase 1 and 2)</p> <p>i. identify explicit and implicit information (facts, opinions, messages and supporting details)</p> <p>ii. analyse conventions</p> <p>iii. analyse connections</p> <p><b>B Reading</b></p> <p>Emergent level (phase 1 and 2)</p> <p>i. identify explicit and implicit information (facts, opinions, messages and supporting details)</p> <p>ii. analyse conventions</p> <p>iii. analyse connections</p> <p><b>C Speaking</b></p> <p>Emergent level (phase 1 and 2)</p> <p>i. use a wide range of vocabulary</p> <p>ii. use a wide range of grammatical structures generally accurately</p> <p>iii. use clear pronunciation and intonation in comprehensible manner</p> <p>iv. communicate all the required information clearly and effectively</p> <p><b>D Writing</b></p> <p>Emergent level (phase 1 and 2)</p> <p>i. use a wide range of vocabulary</p>	<p>Description</p> <p><b>Learning Experiences:</b></p> <p><b>Communication:</b></p> <p>Social media: whatsapp</p> <p>Multi media: video, interactive web sites</p> <p>Role Plays</p> <p>Think-pair-share group works and exercises</p> <p><b>Social:</b></p> <p>Working in group: taking responsibility, adapting to roles, demonstrating teamwork</p> <p>Accepting others: including accepting others' ideas, respecting others' points of view</p> <p>Help others to succeed and find their skills - produce common work that involves students independently</p> <p><b>Self-management:</b></p> <p>Self evaluation of the acquired skills and focus on how it can be further improved</p> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>I. Communication</li> </ul>	<p>Grammar: modal and separable verbs, comparative and superlative, connectors and sentence construction, accusative and dative, local prepositions</p> <p>Vocabulary: orientation in space, house, garden, park and play yard, city and transport, the human body, sports, food, seasons, clothes</p> <p>Communication: orientation, compare things, telling about an event, describing a person physically, clothes preferences, food preferences</p> <p>Connections with unit 2 and 3</p>

## Subject Group Overview

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP 2 German Unit 2: Cultural identities, regional and cultural geography	Culture	<p><i>Phase 1</i> - Context, Conventions</p> <p><i>Phase 2</i> - Conventions, Context</p> <p><b>Other:</b> Students will explore beliefs and values as well as cultural differences in the German speaking countries.</p>	<p>Identities and relationships</p> <p>Human nature and human dignity, Moral reasoning and ethical judgment, Consciousness and mind</p>	Celebrations reflect culture and heritage, in the family, in the community and nationwide. They are a part of individual and national identity and may differ from country to country. There are also commonalities which demonstrate intercultural connections and common values.	<p>ii.use a wide range of grammatical structures generally accurately</p> <p>iii.organize information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices</p> <p><i>Phase A Listening</i> Emergent level (phase 1 and 2)</p> <p>i. identify explicit and implicit information (facts, opinions, messages and supporting details)</p> <p>ii. analyse conventions</p> <p>iii. analyse connections</p> <p><b>B Reading</b> Emergent level (phase 1 and 2)</p> <p>i.identify explicit and implicit information (facts, opinions, messages and supporting details)</p> <p>ii.analyse conventions</p>	<p>skills</p> <ul style="list-style-type: none"> <li>Exchanging thoughts, messages and information effectively through interaction</li> <li>Give and receive meaningful feedback</li> <li>Reading, writing and using language to gather and communicate information</li> <li>Make inferences and draw conclusions</li> <li>Organize and depict information logically</li> </ul> <p><b>Social</b></p> <ul style="list-style-type: none"> <li>II. Collaboration skills</li> <li>Working effectively with others</li> <li>Help others to succeed</li> </ul> <p><b>Learning Experiences:</b></p> <p><b>Communication:</b> Informing others - convey messages in oral and written form to communicate</p> <p><b>Social:</b> Working in group: taking responsibility, adapting to roles, demonstrating teamwork</p> <p>Accepting others: including accepting</p>	<p>History and custom of Christmas traditions: Der Adventskranz, der Nikolaus, das Christkind, die Sternsinger; christmas song and wishes; Carneval: Der Kölner Fasching; Eastern, a celebration between religion and astronomy; Ostsee, Nordsee and Wattenmeer: islands, wildlife, national parks</p> <p>Bionik: Naturwissenschaften und Technik</p> <p>Lautstark - Junge Musik aus Deutschland</p>

iii.analyse connections  
**C Speaking**  
Emergent level (phase 1 and 2)

i.use a wide range of vocabulary  
iii.use clear pronunciation and intonation in comprehensible manner

**D Writing**  
Emergent level (phase 1 and 2)

i.use a wide range of vocabulary  
ii.use a wide range of grammatical structures generally accurately  
iii.organize information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices  
iv.communicate all the required information with a clear sense of audience and purpose to suit the context

others' ideas, respecting others' points of view

**Self-management:**

Students will further develop planning and organizational skills required for the timely completion of research assignments and homework.

**Research:**

Internet research on German web sites

Academic honesty

**Communication**

- I. Communication skills
- Exchanging thoughts, messages and information effectively through interaction
- Use intercultural understanding to interpret communication
- Reading, writing and using language to gather and communicate information
- Read critically and for comprehension
- Read a variety of sources for information and for pleasure
- Structure information in summaries, essays and reports

## Subject Group Overview

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Social Self-management Research Approaches to Learning	Content
MYP 2 German Unit 3: Being a guest - hospitality, vacations and travelling	Identity	<p><i>Phase 1</i> - Context, Purpose</p> <p><i>Phase 2</i> - Purpose, Context</p> <p><b>Other:</b> Creativity</p>	<p>Fairness and development</p> <p>Imagining a hopeful future, Rights, Law, Civic responsibility and the public sphere</p>	Being a culturally interested guest or host	<p><i>Phase</i></p> <p><b>A Listening</b> Emergent level (phase 1 and 2)</p> <p>i. identify explicit and implicit information (facts, opinions, messages and supporting details)</p> <p>ii. analyse conventions</p> <p>iii. analyse connections</p> <p><b>B Reading</b> Emergent level (phase 1 and 2)</p> <p>i. identify explicit and implicit information (facts, opinions, messages and supporting details)</p> <p>ii. analyse conventions</p> <p>iii. analyse connections</p> <p><b>C Speaking</b> Emergent level (phase 1 and 2)</p> <p>i. use a wide range of vocabulary</p> <p>ii. use a wide range of grammatical structures generally accurately</p> <p>iii. use clear pronunciation and intonation in comprehensible manner</p> <p>iv. communicate all the required information clearly and effectively</p> <p><b>D Writing</b> Emergent level (phase 1 and 2)</p> <p>i. use a wide range of</p>	<p>Description</p> <p><b>Learning Experiences:</b></p> <p><b>Communication:</b> Preliminary discussion: Introduction &amp; evaluation of students prior knowledge Rubrics Visuals Oral explanations Role play Teacher-student question answer Brain storming</p> <p><b>Social:</b> Work with social media: whatsapp, youtube</p> <p>Working in group: taking responsibility, adapting to roles, demonstrating teamwork</p> <p>Accepting others: including accepting others' ideas, respecting others' points of view</p> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>I. Communication skills</li> <li>Exchanging thoughts, messages and information effectively through interaction</li> </ul>	<p>Grammar: imperative mood, telling an opinion: sentences with <i>Ich glaube/ich denke</i>, dative: interrogative pronouns and prepositions, sentences with <i>trotzdem</i> and <i>deshalb</i></p> <p>Communication: express preferences and opinions, orders and requests in a restaurant, inviting someone, meeting friends, shopping</p> <p>Vocabulary: meals, cities and their surroundings, travelling, hobbies, plans/dreams, playing instruments</p>

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vocabulary  
 ii. use a wide range of grammatical structures generally accurately  
 iii. organize information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices  
 iv. communicate all the required information with a clear sense of audience and purpose to suit the context

- Give and receive meaningful feedback
  - Use intercultural understanding to interpret communication
  - Use a variety of media to communicate with a range of audiences
  - Interpret and use effectively modes of non-verbal communication
- Social**
- II. Collaboration skills
  - Working effectively with others
  - Use social media networks appropriately to build and develop relationships

### German (MYP 3)

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP 3 German Unit 1: Out of school: My freetime	Communities	<i>Phase 2</i> - Context, Meaning	Personal and cultural expression  Metacognition and abstract thinking, Social constructions of reality	The personality and the personal interests will be shown through the choice of how to pass the free time and the holidays	<i>Phase</i> <b>A Listening</b> Emergent level (phase 1 and 2) i. identify explicit and implicit information (facts, opinions, messages and supporting details) ii. analyse conventions iii. analyse connections <b>B Reading</b> Emergent level (phase 1 and 2) i. identify explicit and implicit information (facts, opinions, messages and	Description  <b>Learning Experiences:</b>  <b>Communication:</b>  The students will read different text types and get informations. They will also listening to different text types like radio or interviews and they have to understand the informations. They will also listen to German popsongs and	<b>Grammar:</b> Possessivar tikel, Dativ, Perfekt, separable and inseparable verbs , sub ordinates sentences with <i>dass</i> , Modalverbs Praeteritum, personal pronouns Akkusativ + Dativ, verbs with Akkusativ and Dativ, comparativ  <b>Vocabulary:</b> holidays and travel, wether, sport and free time, jobs, friendship

supporting details)  
 ii.analyse conventions  
 iii.analyse connections  
**C Speaking**  
 Emergent level (phase 1 and 2)  
 i.use a wide range of vocabulary  
 ii.use a wide range of grammatical structures generally accurately  
 iii.use clear pronunciation and intonation in comprehensible manner  
 iv.communicate all the required information clearly and effectively  
**D Writing**  
 Emergent level (phase 1 and 2)  
 i.use a wide range of vocabulary  
 ii.use a wide range of grammatical structures generally accurately  
 iii.organize information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices  
 iv.communicate all the required information with a clear sense of audience and purpose to suit the context

try to understand them. A formative test will be done where they have to find informations in different text types and show that they understand

Social:  
 Make fair and equatable decisions:  
 During the oral summative tasks, the rest of the class assesses using the task criteria the other students. So they get the role of the teacher and have to decide the grade.

**Communication**

- I. Communication skills
- Reading, writing and using language to gather and communicate information
- Read critically and for comprehension

**Social**

**Text-types:** blog, description of a person, interview, presentation, email, diary, short story, forum

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP 3 German Unit 2: friendship and conflict	Identity	Phase 2 - Word choice, Meaning  <b>Other:</b>	Identities and relationships	Problems are best solved - and perhaps can only be	Phase <b>A Listening</b> Emergent level (phase 1 and 2)	Description  <b>Learning</b>	<b>Grammar:</b> verbs with Akkusativ and Dativ, Comparativ, Modalverbs

Students learn to have an active role within a community in matter of tolerance, respect and verbal problem solving.

Competition and cooperation, Consciousness and mind, Identity formation, Roles and role models

solved — proactively.

- i. identify explicit and implicit information (facts, opinions, messages and supporting details)
- ii. analyse conventions
- iii. analyse connections

**B Reading**

Emergent level (phase 1 and 2)

- i. identify explicit and implicit information (facts, opinions, messages and supporting details)
- ii. analyse conventions
- iii. analyse connections

**C Speaking**

Emergent level (phase 1 and 2)

- i. use a wide range of vocabulary
- ii. use a wide range of grammatical structures generally accurately
- iii. use clear pronunciation and intonation in comprehensible manner
- iv. communicate all the required information clearly and effectively

**D Writing**

Emergent level (phase 1 and 2)

- i. use a wide range of vocabulary
- ii. use a wide range of grammatical structures generally accurately
- iii. organize information effectively and coherently in an appropriate format using a wide range of

**Experiences:**

**Communication:**

Organize and depict information logically. DACHL which they will present to their classmates. The research will be used for their "Esame di Terza Media" in which they have to know different arguments of landeskunde

The students will listen to an oral and give a vote. They will distinguish what is important in an oral exam ( intonation, speaking fluently and clearly) In base of this they will prepare their own exam and also evaluate the oral exams of thier classmates.

**Communication**

- I. Communication skills
- Exchanging thoughts, messages and information effectively through interaction
- Give and receive meaningful feedback
- Reading, writing and using language to gather and communicate

sollen and duerfen, conditional clauses with wenn, reflexive verbs

**Vocabulary:** friendship, emotions conflicts, school life, personal belongings, feelings, modal adjectives and adverbs, tv programs

**Text types:** dialogs, short story, forum, role play, interview, article, email informel

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Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP 3 German Unit 3: Me and myself	Connections	<i>Phase 2</i> - Meaning, Word choice	<p>Personal and cultural expression</p> <p>Social constructions of reality</p>	The expression of ourselves is related to word choice and self reflection	<p>simple and some complex cohesive devices</p> <p>iv. communicate all the required information with a clear sense of audience and purpose to suit the context</p> <p><i>Phase A Listening</i> Demonstrate understanding of explicit and implicit spoken information in multimodal texts What is the content of the text? What details in the spoken language relate to the big ideas and explicit features of the multimodal text? (message: literal (explicit) and implicit) Demonstrate understanding of conventions What language conventions can be heard? For example, form of address, greetings. What behavioural conventions can be seen? For example, dress code, gestures—shaking hands, bowing. Demonstrate understanding of relationships between the various components of the multimodal text What are the</p>	<p>information</p> <ul style="list-style-type: none"> <li>Find information for disciplinary and interdisciplinary inquiries, using a variety of media</li> </ul> <p>Description</p> <p><b>Learning Experiences:</b></p> <p><b>Communication:</b> Students learn how to talk about plans, passions and desires, they learn to express believing and expectations, assumptions and connections, personal viewpoint and considerations</p> <p><b>Research</b></p> <ul style="list-style-type: none"> <li>VI. Information literacy skills</li> <li>Finding, interpreting, judging and creating information</li> <li>Make connections between various sources of information</li> </ul>	<p><b>Grammar:</b> adjectives and adjectives ending, ordinal numbers and their declination, future</p> <p><b>Vocabulary:</b> describe persons, clothes, date, school life, famous persons, dreams, jobs</p> <p><b>Text types:</b> dialog, statistics, biography, music - songs, extracts from literary works</p>



relationships between the various components of the multimodal text?

Do they share the same context?

Does the text link to the student's personal world?

Emergent level (phase 1 and 2)

i. identify explicit and implicit information (facts, opinions, messages and supporting details)

ii. analyse conventions

iii. analyse connections

### **B Reading**

Demonstrate

understanding of explicit and implicit written information in multimodal texts

What is the text type?

What is the content?

What details in the written language relate to the big ideas and explicit features of the multimodal text?

(message: literal/ explicit, implicit)

Demonstrate understanding of conventions

What are the language conventions used in the multimodal text? For example, formal and informal language, punctuation, word choice.

What is the communicative purpose of the text?

Who is the intended audience?  
What text conventions are used in the multimodal text? For example, use of colour, structure, format—layout and physical organization of the text.  
Demonstrate understanding of relationships between the various components of the multimodal text  
Do they share the same context?  
Does the text link to the student's personal world?  
Emergent level (phase 1 and 2)  
i. identify explicit and implicit information (facts, opinions, messages and supporting details)  
ii. analyse conventions  
iii. analyse connections

**C Speaking**  
Use spoken language to communicate and interact with others  
What is the role of the student/speaker?  
What is the context?  
Who is the audience?  
What is the purpose of the interaction?  
What is the message?  
Demonstrate accuracy and fluency in speaking  
How accurately is the language used?  
To what extent is the

language conversation  
intelligible?

Communicate clearly  
and effectively

How well does the  
student communicate  
information?

How accurately and  
fluently are the relevant  
information and ideas  
communicated?

Emergent level (phase 1  
and 2)

i. use a wide range of  
vocabulary

ii. use a wide range of  
grammatical structures  
generally accurately

iii. use clear  
pronunciation and  
intonation in  
comprehensible manner

iv. communicate all the  
required information  
clearly and effectively

### **D Writing**

Use written language to  
communicate with  
others

What is the role of the  
student/writer?

Who is the audience?

What is the purpose of  
the written text?

What is the message?

Demonstrate accurate  
use of language  
conventions

How accurately is the  
language used?

To what extent is the  
language  
comprehensible?

Organize information in  
writing

Does the student use an appropriate format?  
 To what extent are the cohesive devices used in the organization of the text?  
 Communicate information with a sense of audience and purpose.  
 How are the relevant information and ideas communicated?  
 How well does the student communicate such that the text makes sense to the reader?  
 Emergent level (phase 1 and 2)  
 i. use a wide range of vocabulary  
 ii. use a wide range of grammatical structures generally accurately  
 iii. organize information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices  
 iv. communicate all the required information with a clear sense of audience and purpose to suit the context

**German (MYP 4)**

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP 4: German Unit 1 fase 3 :Spass in der Schule	Communities	Phase 2 - Patterns, Meaning	Personal and cultural expression	The way of learning changes in continuous	Phase <b>A Listening</b> Demonstrate	Description  <b>Learning</b>	In the first months, there will be a short

Phase 3 - Meaning,  
 Point of view

in our modern world because of the new technologies but there are also the different point of views and meanings in the various cultures and their habitudes

understanding of explicit and implicit spoken information in multimodal texts  
 What is the content of the text? What details in the spoken language relate to the big ideas and explicit features of the multimodal text?  
 (message: literal (explicit) and implicit)  
 Emergent level (phase 1 and 2)  
 i. identify explicit and implicit information (facts, opinions, messages and supporting details)  
 ii. analyse conventions  
 iii. analyse connections

**B Reading**

Demonstrate understanding of explicit and implicit written information in multimodal texts  
 What is the text type? What is the content? What details in the written language relate to the big ideas and explicit features of the multimodal text?  
 (message: literal/ explicit, implicit)  
 Emergent level (phase 1 and 2)  
 i. identify explicit and implicit information (facts, opinions, messages and supporting details)  
 ii. analyse conventions  
 iii. analyse connections

**Experiences:**

students learn to know the different school systems in different cultures in Germany

students will read literary textes, articles, hear interviews and see a film related to the argument. The summary tests will be based on this text-types.

The students learn how to select informations in a spoken and a written text and how to use this informations.

The students will be informed about the Berlin Wall and they will make research by their own to be informed. At the end they will see a documentary film about the fall of the wall and than write an reflektion about this.

**Research:**

the students will do a research for different arguments collected to german food culture and Christmas abitudes. The research is in pair-work in class and at home. They will get some basic informations about food

**grammar repetition** of the last year:  
 Praeteritum, Akkusativ, indirect speech, questions, prepositions, Imperativ,

**Grammar:** indication of time and place, indication of place Akkusativ + Dativ, indirect question, Praeteritum, Plusquamperfekt, subordinate clause *nachdem*, Infinitiv with *zu*

**Text types:** argumentation, Email formell and informell

Project: Intercultural Eating: research and presentation of German, Swiss and austrian food tradition for the other students of the other languages, typical lunch all together. ATL task for research and presentation

### **C Speaking**

Use spoken language to communicate and interact with others

What is the role of the student/speaker?

What is the context?

Who is the audience?

What is the purpose of the interaction?

What is the message?

Demonstrate accuracy and fluency in speaking

How accurately is the language used?

To what extent is the language conversation intelligible?

Communicate clearly and effectively

How well does the student communicate information?

How accurately and fluently are the relevant information and ideas communicated?

Emergent level (phase 1 and 2)

i. use a wide range of vocabulary

ii. use a wide range of grammatical structures generally accurately

iii. use clear

pronunciation and intonation in

comprehensible manner

iv. communicate all the required information

clearly and effectively

### **D Writing**

Use written language to communicate with others

in Germany and then they will do their research on their own.

They will present a presentation for the whole MYP 4 class in the project

"Interculturale Eating".

For this presentation they will get a formative grade.

### **Communication**

- I. Communication skills
- Exchanging thoughts, messages and information effectively through interaction
- Use a variety of media to communicate with a range of audiences

### **Research**

- VI. Information literacy skills
- Finding, interpreting, judging and creating information
- Access information to be informed and inform others

What is the role of the student/writer?  
Who is the audience?  
What is the purpose of the written text?  
What is the message?  
Demonstrate accurate use of language conventions  
How accurately is the language used?  
To what extent is the language comprehensible?  
Organize information in writing  
Does the student use an appropriate format?  
To what extent are the cohesive devices used in the organization of the text?  
Communicate information with a sense of audience and purpose.  
How are the relevant information and ideas communicated?  
How well does the student communicate such that the text makes sense to the reader?  
Emergent level (phase 1 and 2)  
i. use a wide range of vocabulary  
ii. use a wide range of grammatical structures generally accurately  
iii. organize information effectively and coherently in an appropriate format

## Subject Group Overview

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP 4 German Unit 2, fase 3: Kreativ sein in Alltag und Beruf	Creativity	Phase 3 - Word choice, Audience	Identities and relationships  Competition and cooperation, Roles and role models	Roles and role models use creative word choices for their audience to influence our personal choices	<p>using a wide range of simple and some complex cohesive devices</p> <p>iv.communicate all the required information with a clear sense of audience and purpose to suit the context</p> <p>Phase <b>A Listening</b> Demonstrate understanding of explicit and implicit spoken information in multimodal texts What is the content of the text? What details in the spoken language relate to the big ideas and explicit features of the multimodal text? (message: literal (explicit) and implicit) Demonstrate understanding of conventions What language conventions can be heard? For example, form of address, greetings. What behavioural conventions can be seen? For example, dress code, gestures—shaking hands, bowing. Demonstrate understanding of relationships between the various components of the multimodal text</p>	<p>Description</p> <p><b>Learning Experiences:</b> <b>Communication:</b> grammatische Strukturen mit einer ähnlichen Funktion sammeln und vergleichen</p> <p>Woerter in Gruppen lernen</p> <p>Refelxvipronomen miteinander vergleichen</p> <p><b>Social:</b> The students will discuss about Graffiti and if this damage the property of other persons and the responsibilty of the graffiti artists for this work</p> <p>The students will write a reflection about their behaviour during the oiprojection of a film and reflect how to</p>	<p>Grammar: Passiv</p> <p>main clauses with <i>deshalb</i> and <i>trotzdem</i></p> <p>secondary clause with <i>obwohl</i></p> <p>Konjunktiv II Present and Past</p> <p>Futur I (werden + Infinitiv)</p> <p>Genitiv</p> <p>Communication: article</p> <p>express ideas and requests</p> <p>express the own point of view</p> <p>arguments and purpose</p> <p>presentation</p> <p>discussion</p>



What are the relationships between the various components of the multimodal text?	behave in a public space	problems	explain
Do they share the same context?	<b>Communication</b>	Vocabulary: work and school	
Does the text link to the student's personal world?	<b>Social</b>	literature	Art and
Capable level (phase 3 and 4)	<ul style="list-style-type: none"> <li>• II. Collaboration skills</li> <li>• Working effectively with others</li> <li>• Take responsibility for one's own actions</li> </ul>	protection	animal
ii.analyse conventions			
<b>B Reading</b>			German
Demonstrate understanding of explicit and implicit written information in multimodal texts		Popmusic	
What is the text type?			
What is the content?			
What details in the written language relate to the big ideas and explicit features of the multimodal text?			
(message: literal/ explicit, implicit)			
Demonstrate understanding of conventions			
What are the language conventions used in the multimodal text? For example, formal and informal language, punctuation, word choice.			
What is the communicative purpose of the text?			
Who is the intended audience?			
What text conventions are used in the multimodal text? For			

example, use of colour, structure, format—layout and physical organization of the text.

Demonstrate understanding of relationships between the various components of the multimodal text  
Do they share the same context?

Does the text link to the student's personal world?

Capable level (phase 3 and 4)

i. identify explicit and implicit information (facts, opinions, messages and supporting details)

ii. analyse conventions

iii. analyse connections

### **C Speaking**

Use spoken language to communicate and interact with others

What is the role of the student/speaker?

What is the context?

Who is the audience?

What is the purpose of the interaction?

What is the message?

Demonstrate accuracy and fluency in speaking

How accurately is the language used?

To what extent is the language conversation intelligible?

Communicate clearly and effectively

How well does the

student communicate information?

How accurately and fluently are the relevant information and ideas communicated?

Capable level (phase 3 and 4)

i. use a wide range of vocabulary

ii. use a wide range of grammatical structures generally accurately

iii. use clear

pronunciation and

intonation in a

comprehensible manner

iv. communicate all the

required information

clearly and effectively

### **D Writing**

Use written language to communicate with others

What is the role of the student/writer?

Who is the audience?

What is the purpose of the written text?

What is the message?

Communicate

information with a sense of audience and purpose.

How are the relevant information and ideas communicated?

How well does the student communicate such that the text makes sense to the reader?

Capable level (phase 3 and 4)

i. use a wide range of

## Subject Group Overview

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP 4 German, Unit 3 Fase 3: Zusammenleben heute und morgen	Connections	Phase 3 - Conventions, Empathy	Identities and relationships  Personal efficacy and agency, Happiness and the good life, Attitudes, Motivation, Independence	The connection between the image that a person want to give based on conventions and the real person is often different and it needs empathy to develop a proper attitude and identity	vocabulary iv.communicate all the required information with a clear sense of audience and purpose to suit the context  <i>Phase</i> <b>A Listening</b> Demonstrate understanding of explicit and implicit spoken information in multimodal texts What is the content of the text? What details in the spoken language relate to the big ideas and explicit features of the multimodal text? (message: literal (explicit) and implicit) Demonstrate understanding of conventions What language conventions can be heard? For example, form of address, greetings. What behavioural conventions can be seen? For example, dress code, gestures – shaking hands, bowing. Demonstrate understanding of relationships between the various components of the multimodal text What are the relationships between the various components	Description  <b>Learning Experiences:</b> <b>Communication:</b> Vocabulary: crossword puzzle, word search, interactive games  Grammar: exercise sheets, grammar sheets, grammar guidelines sheet  Listening: videos (TV, radio and online)  Reading: Text analysis, answering questions about different texts using simple answers, true or false activities, filling the blanks  Writing: Write short compositions  Speaking: Oral presentations, interviews, role plays  Visual interpretation: Reacting to various visual stimuli, such as pictures with captions,	Grammar: past tenses (Plusquamperfekt, Perfekt, Praeteritum)  future times: Futur I and II  verbs with prepositions  questions with prepositions (Wo + preposition)  Genitiv  main sentences with zwar....aber  relative sentences  Vocabulary: Family, living together and relationship with others, idols, my future  text types: e-mail, letter, argumentation , blog, discussion, presentation

of the multimodal text?  
Do they share the same context?  
Does the text link to the student's personal world?  
Capable level (phase 3 and 4)  
i. identify explicit and implicit information (facts, opinions, messages and supporting details)  
ii. analyse conventions  
iii. analyse connections

**B Reading**  
Demonstrate understanding of explicit and implicit written information in multimodal texts  
What is the content?  
What details in the written language relate to the big ideas and explicit features of the multimodal text? (message: literal/explicit, implicit)  
Demonstrate understanding of conventions  
What are the language conventions used in the multimodal text? For example, formal and informal language, punctuation, word choice.  
What is the communicative purpose of the text?  
Who is the intended audience?  
What text conventions

movies, video clips,  
picture + oral text, etc.

**Research:**  
presentation of intercultural eating: inform the other classmates who re studying other languages about cultural and culinary habitudes in DACH

**Learning Experiences:**  
**Communication:**  
Vorwissen aktivieren  
Schlusselinformationen suchen

**Research**

- VI. Information literacy skills
- Finding, interpreting, judging and creating information
- Access information to be informed and inform others

are used in the multimodal text? For example, use of colour, structure, format—layout and physical organization of the text.

Capable level (phase 3 and 4)

i. identify explicit and implicit information (facts, opinions, messages and supporting details)

ii. analyse conventions

iii. analyse connections

### **C Speaking**

Use spoken language to communicate and interact with others

What is the context?

What is the purpose of the interaction?

What is the message?

Demonstrate accuracy and fluency in speaking

How accurately is the language used?

To what extent is the language conversation intelligible?

Communicate clearly and effectively

How well does the student communicate information?

How accurately and fluently are the relevant information and ideas communicated?

Capable level (phase 3 and 4)

i. use a wide range of vocabulary

ii. use a wide range of

grammatical structures  
generally accurately  
iii.use clear  
pronunciation and  
intonation in a  
comprehensible manner  
iv.communicate all the  
required information  
clearly and effectively

### **D Writing**

Use written language to  
communicate with  
others

What is the purpose of  
the written text?

What is the message?

Demonstrate accurate  
use of language  
conventions

How accurately is the  
language used?

To what extent is the  
language  
comprehensible?

Organize information in  
writing

Does the student use an  
appropriate format?

To what extent are the  
cohesive devices used  
in the organization of  
the text?

Communicate  
information with a sense  
of audience and  
purpose.

How are the relevant  
information and ideas  
communicated?

How well does the  
student communicate  
such that the text  
makes sense to the  
reader?

Capable level (phase 3)

and 4)  
 i.use a wide range of vocabulary  
 ii.use a wide range of grammatical structures generally accurately  
 iii.organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices  
 iv.communicate all the required information with a clear sense of audience and purpose to suit the context

**German (MYP 5)**

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP 5 German 2020/21 Unit 1: Wohnraum - Wohntraum	Communities	<p><i>Phase 3</i> - Point of view, Purpose</p> <p><i>Phase 4</i> - Point of view, Purpose</p>	<p>Identities and relationships</p> <p>Identity formation</p>	The community in which we live determine our identity and point of view towards the world around us	<p><i>Phase A Listening</i>                      Demonstrate understanding of explicit and implicit spoken information in multimodal texts                      What is the content of the text? What details in the spoken language relate to the big ideas and explicit features of the multimodal text?                      (message: literal (explicit) and implicit)                      Capable level (phase 3 and 4)                      i.identify explicit and implicit information (facts, opinions, messages and supporting details)                      ii.analyse conventions</p>	<p>Description</p> <p><b>Learning Experiences:</b>  <b>Communication:</b>                      for homework, the students write an argumentative text about modern technique and how to use them. The students write an advertisement for old furnishing. And the end they prepare a presentation of a typical German product. The students have to prepare a presentation to convince their public to change their way to consume. They have to</p>	<p><b>Grammar:</b> Genitive, causal relationships, concessive relationships, questions with prepositions, questions with <i>Wo</i> + preposition, relative pronoun, final sentences, relative pronoun</p> <p><b>Vocabulary;</b> living, family, relations, conflicts, money and consume</p> <p><b>Communication:</b> discussion, describe a graphic, explain and defend an opinion, presentation, describe a home, interview, article</p>



iii.analyse connections

### **B Reading**

Demonstrate

understanding of

explicit and implicit

written information in  
multimodal texts

What is the text type?

Capable level (phase 3  
and 4)

i.identify explicit and  
implicit information  
(facts, opinions,  
messages and  
supporting details)

ii.analyse conventions

iii.analyse connections

### **C Speaking**

Use spoken language to  
communicate and  
interact with others

What is the role of the  
student/speaker?

What is the context?

Who is the audience?

What is the purpose of  
the interaction?

What is the message?

Demonstrate accuracy  
and fluency in speaking

How accurately is the  
language used?

To what extent is the  
language conversation  
intelligible?

Communicate clearly  
and effectively

How well does the  
student communicate  
information?

How accurately and  
fluently are the relevant  
information and ideas  
communicated?

Capable level (phase 3

use different text types to  
convince their audience  
of their opinion

### **Research:**

Was wusste ich bereits?  
Was will ich an meinem  
Konsumverhalten  
ändern?

### **Communication**

- I. Communication skills
- Exchanging thoughts, messages and information effectively through interaction
- Use appropriate forms of writing for different purposes and audiences

**Text types:** radio  
interview, personal  
description, article,  
interview, discussion,  
quiz, graphic and  
statistics, role play,  
curriculum,

and 4)

i. use a wide range of vocabulary

ii. use a wide range of grammatical structures generally accurately

iii. use clear pronunciation and intonation in a comprehensible manner

iv. communicate all the required information clearly and effectively

### **D Writing**

Use written language to communicate with others

What is the role of the student/writer?

Who is the audience?

What is the purpose of the written text?

What is the message?

Demonstrate accurate use of language

conventions

How accurately is the language used?

To what extent is the language

comprehensible?

Organize information in writing

Does the student use an appropriate format?

To what extent are the cohesive devices used in the organization of the text?

Communicate information with a sense of audience and purpose.

How are the relevant information and ideas

## Subject Group Overview

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP 5 German 2020/21 Unit 2: Fuer das Leben lernen	Connections	<i>Phase 3</i> - Idiom, Structure  <i>Phase 4</i> - Idiom, Structure	Personal and cultural expression  Philosophies and ways of life	The consciousness of the connection between the school and learning for the further life is important for structuring the mind of the student and how to learn.	<i>Phase</i> <b>A Listening</b> Demonstrate understanding of explicit and implicit spoken information in multimodal texts What is the content of the text? What details in the spoken language relate to the big ideas and explicit features of the multimodal text? (message: literal (explicit) and implicit) Demonstrate understanding of conventions	Description  <b>Learning Experiences:</b>  <b>Social:</b> Take responsibility for one's own actions  <b>Because of the quarantine for covid19 the students are most of the time in distance learning at home. Form week to week they are less</b>	<b>Grammar:</b> modal conjunctions <i>indem</i> , <i>ohne, anstatt</i>  local prepositions  <i>Konjunktiv II</i> present and past tense  Passiv present and past tense  two-part conjunctions <i>sowohl..</i> <i>als auch, weder...noch</i>

What language conventions can be heard? For example, form of address, greetings.  
What behavioural conventions can be seen? For example, dress code, gestures—shaking hands, bowing.  
Demonstrate understanding of relationships between the various components of the multimodal text  
What are the relationships between the various components of the multimodal text?  
Do they share the same context?  
Does the text link to the student's personal world?

Capable level (phase 3 and 4)  
i. identify explicit and implicit information (facts, opinions, messages and supporting details)  
ii. analyse conventions  
iii. analyse connections

### **B Reading**

Demonstrate understanding of conventions  
What are the language conventions used in the multimodal text? For example, formal and informal language, punctuation, word choice.

**motivated and active in the lessons. So I asked them to propose strategies how the online lessons could be more involving. In this way, the students are not longer passive and responsible for their attitude during the lessons.**

### **Social**

- II. Collaboration skills
- Working effectively with others
- Take responsibility for one's own actions

**Vocabulary:** school, professions

**Communication:** communicate the own opinion

giving and accepting advice

suggestions for improvement

hold a presentation

**Text types:** homepage, timetable, article, blog, interview, formal letter, forum, formal email, advertisement, extract from a novel

What is the communicative purpose of the text?

Who is the intended audience?

What text conventions are used in the multimodal text? For example, use of colour, structure, format—layout and physical organization of the text.

Capable level (phase 3 and 4)

i. identify explicit and implicit information (facts, opinions, messages and supporting details)

ii. analyse conventions

iii. analyse connections

### **C Speaking**

Demonstrate accuracy and fluency in speaking

How accurately is the language used?

To what extent is the language conversation intelligible?

Communicate clearly and effectively

How well does the student communicate information?

How accurately and fluently are the relevant information and ideas communicated?

Capable level (phase 3 and 4)

i. use a wide range of vocabulary

ii. use a wide range of grammatical structures

generally accurately  
 iii.use clear  
 pronunciation and  
 intonation in a  
 comprehensible manner  
 iv.communicate all the  
 required information  
 clearly and effectively

**D Writing**

Demonstrate accurate  
 use of language  
 conventions

How accurately is the  
 language used?

To what extent is the  
 language  
 comprehensible?

Organize information in  
 writing

Does the student use an  
 appropriate format?

To what extent are the  
 cohesive devices used  
 in the organization of  
 the text?

Capable level (phase 3  
 and 4)

i.use a wide range of  
 vocabulary

ii.use a wide range of  
 grammatical structures  
 generally accurately

iii.organize information  
 effectively and  
 coherently in an  
 appropriate format

using a wide range of  
 simple and complex  
 cohesive devices

iv.communicate all the  
 required information  
 with a clear sense of  
 audience and purpose  
 to suit the context

Unit Title	Key Concepts	Related Concepts	Global Context &	Statement of Inquiry	Objectives	Approaches to	Content
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		Explorations			Learning		
MYP 5 German 2020/21 , Unit 3: Immer in Bewegung	Creativity	Phase 3 - Context, Empathy  Phase 4 - Empathy, Context	Identities and relationships  Happiness and the good life	My free.time is the moment when I develop my creativity to relax from the stress of the every day life.	Phase <b>A Listening</b> Demonstrate understanding of relationships between the various components of the multimodal text What are the relationships between the various components of the multimodal text? Do they share the same context? Does the text link to the student’s personal world? Capable level (phase 3 and 4) i.identify explicit and implicit information (facts, opinions, messages and supporting details) ii.analyse conventions iii.analyse connections <b>B Reading</b> Demonstrate understanding of relationships between the various components of the multimodal text Do they share the same context? Does the text link to the student’s personal world? Capable level (phase 3 and 4) i.identify explicit and implicit information (facts, opinions, messages and supporting details) ii.analyse conventions	Description  <b>Learning Experiences:</b>  <b>Thinking:</b> The students used different sources to provide information like articles, websides, short videos and than they have to formulate theri point of view about an argument  <b>Thinking</b> • VIII. Critical thinking skills • Analysing and evaluating issues and ideas • Gather and organize relevant information to formulate an argument	<b>Grammar:</b> consecutive subordinate with <i>sodass, so..dass</i> , two- part conjunctions <i>je...desto, entweder... oder, zwar...</i> <i>aber</i> , comparative and superlative of the adjective, comparison, declination of the adjective, Futur I, temporal prepositions, separable and inseparable verbs  <b>Vocabulary:</b> Sport, E- Sport, arts, holidays and travelling  <b>Communication:</b> describe a graphic, propose alternatives, tell somebody about themselves, talk about personal experiences, present a film, present a book, present an artwork  <b>Texttypes:</b> article, email formel and informel, radio- interview, statistic, letter to the editor, presentation, blog, chat, shortstory, extract from a novel, novel

iii.analyse connections

### **C Speaking**

Communicate clearly  
and effectively

How well does the  
student communicate  
information?

How accurately and  
fluently are the relevant  
information and ideas  
communicated?

Capable level (phase 3  
and 4)

i.use a wide range of  
vocabulary

ii.use a wide range of  
grammatical structures  
generally accurately

iii.use clear  
pronunciation and  
intonation in a  
comprehensible manner

iv.communicate all the  
required information  
clearly and effectively

### **D Writing**

Demonstrate accurate  
use of language  
conventions

How accurately is the  
language used?

To what extent is the  
language  
comprehensible?

Organize information in  
writing

Does the student use an  
appropriate format?

To what extent are the  
cohesive devices used  
in the organization of  
the text?

Communicate  
information with a sense  
of audience and



## Subject Group Overview

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP 5 German 2020/21 unit 4: Umbeweltbewusstsein und Umweltschutz im Alltag	Communication	<p><i>Phase 3</i> - Point of view, Empathy</p> <p><i>Phase 4</i> - Empathy, Point of view</p>	<p>Globalization and sustainability</p> <p>Human impact on the environment</p>	Ruecksicht auf unsere Umwelt und unsere Umgebung zu nehmen erfordert ein starkes Nachdenken und Infragestellen unseres Alltags und unserer Gewohnheiten. Indem wir die unterschiedlichen Umweltprobleme aus verschiedenen Sichtweisen beleuchten, werden die Schueler sich ihres eigenen	<p>purpose. How are the relevant information and ideas communicated? How well does the student communicate such that the text makes sense to the reader? Capable level (phase 3 and 4) i.use a wide range of vocabulary ii.use a wide range of grammatical structures generally accurately iii.organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices iv.communicate all the required information with a clear sense of audience and purpose to suit the context</p> <p><i>Phase B Reading</i> Demonstrate understanding of explicit and implicit written information in multimodal texts What is the text type? What is the content? What details in the written language relate to the big ideas and explicit features of the multimodal text? (message: literal/</p>	<p>Description</p> <p><b>Learning Experiences:</b></p> <p><b>Research:</b></p> <p>The students will do a research about the different environmental problems and the possible solutions. They have to choose between the different sources and explain</p>	<p><b>Grammar:</b> Adverbien</p> <p>Satzverbindungen (Konzessivsaeetze)</p> <p>indirekte Rede</p> <p><b>Textsorten:</b> formeller Brief</p> <p>Email</p> <p>Debatte/</p>

<p>Verhalten bewusster. (To take account of our environment and our environment requires a strong reflection and questioning of our everyday life and our habits. By shedding light on different environmental issues from different perspectives, students become more aware of their own behavior.)</p>	<p>explicit, implicit)                  Demonstrate understanding of conventions                  What are the language conventions used in the multimodal text? For example, formal and informal language, punctuation, word choice.                  What is the communicative purpose of the text?                  Who is the intended audience?                  What text conventions are used in the multimodal text? For example, use of colour, structure, format—layout and physical organization of the text.                  Demonstrate understanding of relationships between the various components of the multimodal text                  Do they share the same context?                  Does the text link to the student's personal world?                  Capable level (phase 3 and 4)                  i. identify explicit and implicit information (facts, opinions, messages and supporting details)                  ii. analyse conventions                  iii. analyse connections  <b>D Writing</b>                  Use written language to</p>	<p>their choice. After that they have to present their issues in class.  <b>Research</b>                  • VI. Information literacy skills                  • Finding, interpreting, judging and creating information                  • Make connections between various sources of information</p>	<p>Diskussion  <b>Inhalt:</b> Fair Trade - Der Mensch als Konsument                  Der Mensch in der Natur                  Der Mensch braucht Energie!? Ist ein Atomausstieg moeglich?</p>
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communicate with others  
What is the role of the student/writer?  
Who is the audience?  
What is the purpose of the written text?  
What is the message?  
Demonstrate accurate use of language conventions  
How accurately is the language used?  
To what extent is the language comprehensible?  
Organize information in writing  
Does the student use an appropriate format?  
To what extent are the cohesive devices used in the organization of the text?  
Communicate information with a sense of audience and purpose.  
How are the relevant information and ideas communicated?  
How well does the student communicate such that the text makes sense to the reader?  
Capable level (phase 3 and 4)  
i. use a wide range of vocabulary  
ii. use a wide range of grammatical structures generally accurately  
iii. organize information effectively and

coherently in an appropriate format using a wide range of simple and complex cohesive devices  
iv. communicate all the required information with a clear sense of audience and purpose to suit the context