

**DELEDDA INTERNATIONAL SCHOOL**

**SUBJECT GROUP REVIEW**

| Unit Title  | Key Concepts/ specified concept (BETA) | Related Concepts   | Global Context and Explorations | Statement of Inquiry  | Content   | Objectives   | ATL Beta   |
|---|--|--------------------|---------------------------------|---|---|--|--|
| <b>German (MYP1)</b><br>MYP 1 - LA German 2025/26 Unit 1: Greetings and first introductions | Communication                          | Conventions, Form. | Identities and relationships    | Greetings are words or signs of welcome or recognition. Their importance lies in the action of giving a sign of welcome and an expression of goodwill.  | Vocabulary: greetings subjects in the class colours school material<br>Grammar: present haben/sein and regular verbs<br>Genus of substantiv (der, die, das) structure fo the phrase | A Listening<br>Emergent level (phase 1 and 2)<br>i. identify explicit and implicit information (facts and/or opinions, messages and supporting details)<br>B Reading<br>Emergent level (phase 1 and 2)<br>i. identify explicit and implicit information (facts and/or opinions, messages and supporting details)<br>C Speaking<br>Emergent level (phase 1 and 2)<br>i. use a wide range of vocabulary<br>ii. use a wide range of grammatical structures generally accurately<br>iii. use clear pronunciation and intonation in comprehensible manner<br>iv. during interaction, communicate all or almost all the required information clearly and effectively   | Social - Use group roles to clarify and organise individual responsibilities |
| MYP 1 - LA German 2025/26 Unit 2: My school - my world                                      | Identity                               | Form, Message.     | Identities and relationships    | School is the place where we gain our knowledge, but there are different ways to achieve that goal. Students learn about school systems, habits and school communities, ATL in German-speaking countries. | Grammar: questions : w-questions and ja/nein-questions present of the regular verbs Akkusativ<br>Vocabulary: school and school life   | A Listening<br>Emergent level (phase 1 and 2)<br>i. identify explicit and implicit information (facts and/or opinions, messages and supporting details)<br>ii. analyse conventions<br>iii. analyse connections<br>B Reading<br>Emergent level (phase 1 and 2)<br>i. identify explicit and implicit information (facts and/or opinions, messages and supporting details)<br>ii. analyse conventions<br>iii. analyse connections<br>C Speaking<br>Emergent level (phase 1 and 2)<br>i. use a wide range of vocabulary<br>ii. use a wide range of grammatical structures generally accurately<br>iii. use clear pronunciation and intonation in comprehensible manner<br>iv. during interaction, communicate all or almost all the required information clearly and effectively<br>D Writing<br>Emergent level (phase 1 and 2)<br>i. use a wide range of vocabulary<br>ii. use a wide range of grammatical structures generally accurately<br>iii. organize information effectively and coherently in an appropriate format using a wide range of simple and some | Communication  |

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| MYP 1 - LA German<br>2025/26 Unit 3: Family<br>and relationships                        | Connections   | Meaning,<br>Word<br>choice. | Identities and<br>relationships        | Every family is an<br>expression of their own<br>meanings and<br>understandings and the<br>definition in every culture<br>is different. | Grammar: articles and gender, personal pronouns, possessive articles, genitive<br>s, revision: modal verbs können, möchten, separable verbs, irregular verbs<br>Phonetics: endings -e and -er<br>Vocabulary: revision units 1-2, family members, jobs, adverbs of place  | <p>A Listening<br/>Emergent level (phase 1 and 2)<br/>i. identify explicit and implicit information (facts and/or opinions, messages and supporting details)<br/>ii. analyse conventions<br/>iii. analyse connections</p> <p>B Reading<br/>Emergent level (phase 1 and 2)<br/>i. identify explicit and implicit information (facts and/or opinions, messages and supporting details)<br/>ii. analyse conventions<br/>iii. analyse connections</p> <p>C Speaking<br/>Emergent level (phase 1 and 2)<br/>i. use a wide range of vocabulary<br/>ii. use a wide range of grammatical structures generally accurately<br/>iii. use clear pronunciation and intonation in comprehensible manner<br/>iv. during interaction, communicate all or almost all the required information clearly and effectively</p> <p>D Writing<br/>Emergent level (phase 1 and 2)<br/>i. use a wide range of vocabulary<br/>ii. use a wide range of grammatical structures generally accurately<br/>iii. organize information effectively and coherently in an appropriate format using a wide range of simple and some</p> | Social - Help<br>others<br>participate,<br>contribute and<br>succeed |
| <b>German (MYP2)</b><br>MYP 2 - LA German<br>2025/26 Unit 1 - Me<br>and my surroundings | Communication | Meaning,<br>Word<br>choice. | Personal and<br>cultural<br>expression | It's important to determine<br>which surroundings work<br>best for you, and then<br>build that environment to<br>suit your needs.       | <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> | <p>A Listening<br/>Emergent level (phase 1 and 2)<br/>i. identify explicit and implicit information (facts and/or opinions, messages and supporting details)<br/>ii. analyse conventions<br/>iii. analyse connections</p> <p>B Reading<br/>Emergent level (phase 1 and 2)<br/>i. identify explicit and implicit information (facts and/or opinions, messages and supporting details)<br/>ii. analyse conventions<br/>iii. analyse connections</p> <p>C Speaking<br/>Emergent level (phase 1 and 2)<br/>i. use a wide range of vocabulary<br/>ii. use a wide range of grammatical structures generally accurately<br/>iii. use clear pronunciation and intonation in comprehensible manner<br/>iv. during interaction, communicate all or almost all the required information clearly and effectively</p> <p>D Writing<br/>Emergent level (phase 1 and 2)<br/>i. use a wide range of vocabulary<br/>ii. use a wide range of grammatical structures generally accurately<br/>iii. organize information effectively and coherently in an</p>  |  |

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| MYP 2 - LA German<br>2025/26 Unit 2 -<br>Cultural identities,<br>regional and cultural<br>geography | Culture  | Phase 1 -<br>Context,<br>Conventions<br>; Phase 2 -<br>Context,<br>Conventions<br>. | Identities and<br>relationships | Celebrations reflect<br>culture and heritage, in<br>the family, in the<br>community and<br>nationwide. They are a<br>part of individual and<br>national identity and may<br>differ from country to<br>country. There are also<br>commonalities which<br>demonstrate intercultural<br>connections and common<br>values. | - 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;<br>- Ostsee, Nordsee and Wattenmeer: islands, wildlife, national parks<br>- Bionik: Naturwissenschaften und Technik<br>- Lautstark - Junge Musik aus Deutschland                               | <p>A Listening<br/>Emergent level (phase 1 and 2)<br/>i. identify explicit and implicit information (facts and/or opinions, messages and supporting details)<br/>ii. analyse conventions<br/>iii. analyse connections</p> <p>B Reading<br/>Emergent level (phase 1 and 2)<br/>i. identify explicit and implicit information (facts and/or opinions, messages and supporting details)<br/>ii. analyse conventions<br/>iii. analyse connections</p> <p>C Speaking<br/>Emergent level (phase 1 and 2)<br/>i. use a wide range of vocabulary<br/>ii. use a wide range of grammatical structures generally accurately<br/>iii. use clear pronunciation and intonation in comprehensible manner<br/>iv. during interaction, communicate all or almost all the required information clearly and effectively</p> <p>D Writing<br/>Emergent level (phase 1 and 2)<br/>i. use a wide range of vocabulary<br/>ii. use a wide range of grammatical structures generally accurately<br/>iii. organize information effectively and coherently in an</p> |
| MYP 2 - LA German<br>2025/26 Unit 3 - Being<br>a guest - hospitality,<br>vacations and travelling   | Identity | Phase 1 -<br>Context,<br>Purpose;<br>Phase 2 -<br>Context,<br>Purpose.              | Fairness and<br>development     | Being a culturally<br>interested guest or host   | - Grammar: imperative mood, telling an opinion: sentences with Ich glaube/ich denke, dative: interrogative pronouns and prepositions, sentences with trotzdem and deshalb<br>- Communication: express preferences and opinions, orders and requests in a restaurant, inviting someone, meeting friends, shopping<br>- Vocabulary: meals, cities and their surroundings, travelling, hobbies, plans/dreams, playing instruments | <p>A Listening<br/>Emergent level (phase 1 and 2)<br/>i. identify explicit and implicit information (facts and/or opinions, messages and supporting details)<br/>ii. analyse conventions<br/>iii. analyse connections</p> <p>B Reading<br/>Emergent level (phase 1 and 2)<br/>i. identify explicit and implicit information (facts and/or opinions, messages and supporting details)<br/>ii. analyse conventions<br/>iii. analyse connections</p> <p>C Speaking<br/>Emergent level (phase 1 and 2)<br/>i. use a wide range of vocabulary<br/>ii. use a wide range of grammatical structures generally accurately<br/>iii. use clear pronunciation and intonation in comprehensible manner<br/>iv. during interaction, communicate all or almost all the required information clearly and effectively</p> <p>D Writing<br/>Emergent level (phase 1 and 2)<br/>i. use a wide range of vocabulary<br/>ii. use a wide range of grammatical structures generally accurately<br/>iii. organize information effectively and coherently in an</p> |

German (MYP3)

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| MYP 3 - German LA 2024/25 Unit 1 -Das habe ich erlebt    | Communities | Meaning, Word choice. | Personal and cultural expression | The personality and the personal interests will be shown through the choice of how to pass the free time and the holidays | Grammar: Possessivartikel, Dativ, Perfekt, separable and inseparable verbs , subordinates sentences with dass, Modalverbs Praeteritum, personal pronouns Akkusativ + Dativ, verbs with Akkusativ and Dativ, comparativ, trennbare und untrennbare Verben, Zeitangaben und Datum<br>Vocabulary: holidays and travel, wether, sport and free time, jobs, friendship<br>Text-types: blog, description of a person, interview, presentation, email, diary, short story, forum | "<br>A Listening<br>Emergent level (phase 1 and 2)<br>i. identify explicit and implicit information (facts and/or opinions, messages and supporting details)<br>ii. analyse conventions<br>iii. analyse connections<br>B Reading<br>Emergent level (phase 1 and 2)<br>i. identify explicit and implicit information (facts and/or opinions, messages and supporting details)<br>ii. analyse conventions<br>iii. analyse connections<br>C Speaking<br>Emergent level (phase 1 and 2)<br>i. use a wide range of vocabulary<br>ii. use a wide range of grammatical structures generally accurately<br>iii. use clear pronunciation and intonation in comprehensible manner<br>iv. during interaction, communicate all or almost all the required information clearly and effectively<br>D Writing<br>Emergent level (phase 1 and 2)<br>i. use a wide range of vocabulary<br>ii. use a wide range of grammatical structures generally accurately<br>iii. organize information effectively and coherently in an | Communication. Social   |
| MYP 3 - German LA 2024/25 Unit 2 - Wiedersehen in Berlin | Connections | Context, Purpose.     | Identities and relationships     | Relationships in the context of friendship and how people are connected to each other                                     | Grammar: verbs with Akkusativ and Dativ, Comparativ, Modalverbs sollen and duerfen, Possessivartikel Akkusativ und Dativ,<br>Vocabulary: emotions conflicts, school life, personal belongings, feelings, modal adjectives and adverbs, tv programs<br>Text types: dialogs, short story, forum, role play, interview, article, email informal<br>Educazione civica: Migration (Gastarbeiter in Deutschland); Bau und Fall der Berliner Mauer (The wall of Berlin)          | A Listening<br>Emergent level (phase 1 and 2)<br>i. identify explicit and implicit information (facts and/or opinions, messages and supporting details)<br>ii. analyse conventions<br>iii. analyse connections<br>B Reading<br>Emergent level (phase 1 and 2)<br>i. identify explicit and implicit information (facts and/or opinions, messages and supporting details)<br>ii. analyse conventions<br>iii. analyse connections<br>C Speaking<br>Emergent level (phase 1 and 2)<br>i. use a wide range of vocabulary<br>ii. use a wide range of grammatical structures generally accurately<br>iii. use clear pronunciation and intonation in comprehensible manner<br>iv. during interaction, communicate all or almost all the required information clearly and effectively<br>D Writing<br>Emergent level (phase 1 and 2)<br>i. use a wide range of vocabulary<br>ii. use a wide range of grammatical structures generally accurately<br>iii. organize information effectively and coherently in an      | Communication. Research |

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|---|---------------|-------------------------|----------------------------------|--|--|--|---|
| MYP 3 - German LA<br>2024/25 Unit 3 - Nichts als Aerger!                                      | Communication | Conventions, Function.  | Personal and cultural expression | The expression of ourselves is related to cultural conventions and the function of word choice                 | Grammar: reflexive Verben, Positionsverben Dativ + Akkusativ, Wechselprepositionen, Imperativ, Nebensätze: weil, dass, denn<br>Vocabulary: describe persons, clothes, date, school life, famous persons, dreams, health and wellness, problems between parents and childrens, friends<br>Text types: dialog, statistics, biography, music - songs, extracts from literary works<br>Landeskunde: Gastarbeiter und Migration: Film "Alemania - Willkommen in Deutschland" und Serie "Tuerkisch fuer Anfaneger"<br>Kunst: "Deutscher Expressionismus" | A Listening<br>Emergent level (phase 1 and 2)<br>i. identify explicit and implicit information (facts and/or opinions, messages and supporting details)<br>ii. analyse conventions<br>iii. analyse connections<br>B Reading<br>Emergent level (phase 1 and 2)<br>i. identify explicit and implicit information (facts and/or opinions, messages and supporting details)<br>ii. analyse conventions<br>iii. analyse connections<br>C Speaking<br>Emergent level (phase 1 and 2)<br>i. use a wide range of vocabulary<br>ii. use a wide range of grammatical structures generally accurately<br>iii. use clear pronunciation and intonation in comprehensible manner<br>iv. during interaction, communicate all or almost all the required information clearly and effectively<br>D Writing<br>Emergent level (phase 1 and 2)<br>i. use a wide range of vocabulary<br>ii. use a wide range of grammatical structures generally accurately<br>iii. organize information effectively and coherently in an  | Research - Use an organised process for conducting research   |
| <b>German (MYP4)</b><br>MYP 4 - LA German<br>2025/26 Unit 1: Klasse, Schule, Schüleraustausch | Communication | Meaning, Point of view. | Personal and cultural expression | The way of learning and teaching is a expression of cultural habitudes and different in every cultural context | Grammatik:<br>Adjektivdeklination Nom. Dat. Akk.<br>Zeitangaben<br>Verben: werden, sollen<br>Verben mit Präpositionen<br>Konjunktiv II<br>Project: Intercultural Eating research and presentation of German, Swiss and austrian food tradition for the other students of the other languages   | "A Listening<br>Capable level (phase 3 and 4)<br>i. identify explicit and implicit information (facts and/or opinions, messages and supporting details)<br>ii. analyse conventions<br>iii. analyse connections<br>B Reading<br>Capable level (phase 3 and 4)<br>i. identify explicit and implicit information (facts and/or opinions, messages and supporting details)<br>ii. analyse conventions<br>iii. analyse connections<br>C Speaking<br>Capable level (phase 3 and 4)<br>i. use a wide range of vocabulary<br>ii. use a wide range of grammatical structures generally accurately<br>iii. use clear pronunciation and intonation in a comprehensible manner<br>iv. during interaction, communicate all or almost all the required information clearly and effectively<br>D Writing<br>Capable level (phase 3 and 4)<br>i. use a wide range of vocabulary<br>ii. use a wide range of grammatical structures generally accurately<br>iii. organize information effectively and coherently in an appropriate format using a wide range of simple and complex | Communication - Synthesize information to make valid arguments (Descriptor created by us); Communicating information and ideas effectively using appropriate style (Descriptor created by us) |

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|---|-------------|------------------------------|---------------------------------|---|--|---|--------------------------|
| MYP 4 - LA German<br>2025/26 Unit 2: Lernen<br>fürs Leben                     | Creativity  | Word<br>choice,<br>Audience. | Identities and<br>relationships | In a rapidly changing<br>world, it is essential to be<br>able for adapting to new<br>changes Creativity helps<br>the individuals to<br>approach problems in<br>unique ways and to<br>explore diverse<br>perspectives. | Grammar: Passiv<br>main clauses with deshalb and trotzdem<br>secondary clause with obwohl<br>Konjunktiv II Present and Past<br>Futur I (werden + Infinitiv)<br>Genitiv   | "A Listening<br>Capable level (phase 3 and 4)<br>i. identify explicit and implicit information (facts and/or opinions,<br>messages and supporting details)<br>ii. analyse conventions<br>iii. analyse connections<br>B Reading<br>Capable level (phase 3 and 4)<br>i. identify explicit and implicit information (facts and/or opinions,<br>messages and supporting details)<br>ii. analyse conventions<br>iii. analyse connections<br>C Speaking<br>Capable level (phase 3 and 4)<br>i. use a wide range of vocabulary<br>ii. use a wide range of grammatical structures generally<br>accurately<br>iii. use clear pronunciation and intonation in a comprehensible<br>manner<br>iv. during interaction, communicate all or almost all the required<br>information clearly and effectively<br>D Writing<br>Capable level (phase 3 and 4)<br>i. use a wide range of vocabulary<br>ii. use a wide range of grammatical structures generally<br>accurately<br>iii. organize information effectively and coherently in an<br>appropriate format using a wide range of simple and complex | Communication.<br>Social |
| MYP 4 - LA German<br>2025/26 Unit 3 :<br>Darüber kann man<br>(nicht) streiten | Connections | Empathy,<br>Conventions      | Identities and<br>relationships | The self image that a<br>person wants to give<br>based on conventions and<br>the real person are often<br>different and empathy is a<br>way to develop a proper<br>identity and respect for<br>others.                | Grammar: past tenses (Plusquamperfekt, Perfekt, Praeteritum)<br>future times: Futur I and II<br>verbs with prepositions<br>questions with prepositions (Wo + preposition)<br>Genitiv<br>main sentences with zwar....aber<br>relative sentences<br>Vocabulary: Family, living together and relationship with others, idols, my future<br>text types: e-mail, letter, argumentation , blog, discussion, presentation | "A Listening<br>Capable level (phase 3 and 4)<br>i. identify explicit and implicit information (facts and/or opinions,<br>messages and supporting details)<br>ii. analyse conventions<br>iii. analyse connections<br>B Reading<br>Capable level (phase 3 and 4)<br>i. identify explicit and implicit information (facts and/or opinions,<br>messages and supporting details)<br>ii. analyse conventions<br>iii. analyse connections<br>C Speaking<br>Capable level (phase 3 and 4)<br>i. use a wide range of vocabulary<br>ii. use a wide range of grammatical structures generally<br>accurately<br>iii. use clear pronunciation and intonation in a comprehensible<br>manner<br>iv. during interaction, communicate all or almost all the required<br>information clearly and effectively<br>D Writing<br>Capable level (phase 3 and 4)<br>i. use a wide range of vocabulary<br>ii. use a wide range of grammatical structures generally<br>accurately<br>iii. organize information effectively and coherently in an<br>appropriate format using a wide range of simple and complex | Social                   |

German (MYP5)

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| MYP 5 - German<br>2025/26 , Unit 3: Immer<br>in Bewegung        | Creativity | Phase 3 -<br>Context,<br>Empathy;<br>Phase 4 -<br>Context,<br>Empathy. | Identities and<br>relationships | My free.time is the<br>moment when I develop<br>my creativity to relax from<br>the stress of the every day<br>life.  | Grammar: consecutive subordinate with sodass, so..dass, two-part conjunctions<br>je...desto, entweder... oder, zwar... aber, comparative and superlative of the<br>adjective, comparison, declination of the adjective, Futur I, temporal<br>prepositions, separable and inseparable verbs<br>Vocabulary: Sport, E-Sport, arts, holidays and travelling, describe a person and<br>characterize her, expresse feelings and wishes<br>Communication: describe a graphic, propose alternatives, tell somebody about<br>themself, talk about personal experiences, present a film, present a book,<br>present an artwork<br>Texttypes: article, email formel and informel, radio-interview, statistic, letter to<br>the editor, presentation, blog, chat, shortstory, extract from a novel, novel "-<br>Social Skills: - caratteristiche of freetime, value of freetime, feelings and<br>sensations, function and interpretation of dreams, emotions, value of freindship<br>- ""Die Welle"" film | A Listening<br>Capable level (phase 3 and 4)<br>i. identify explicit and implicit information (facts and/or opinions,<br>messages and supporting details)<br>ii. analyse conventions<br>iii. analyse connections<br>B Reading<br>Capable level (phase 3 and 4)<br>i. identify explicit and implicit information (facts and/or opinions,<br>messages and supporting details)<br>ii. analyse conventions<br>iii. analyse connections<br>C Speaking<br>Capable level (phase 3 and 4)<br>i. use a wide range of vocabulary<br>ii. use a wide range of grammatical structures generally<br>accurately<br>iii. use clear pronunciation and intonation in a comprehensible<br>manner<br>iv. during interaction, communicate all or almost all the required<br>information clearly and effectively<br>D Writing<br>Capable level (phase 3 and 4)<br>i. use a wide range of vocabulary<br>ii. use a wide range of grammatical structures generally<br>accurately<br>iii. organize information effectively and coherently in an<br>appropriate format using a wide range of simple and complex |
| MYP 5 - German<br>2025/26 Unit 1: Gesund s<br>und fit im Alltag | Communitie | Phase 3 -<br>Empathy,<br>Meaning;<br>Phase 4 -<br>Empathy,<br>Meaning. | Identities and<br>relationships | Our identities and<br>relationships within<br>communities are shaped<br>by empathy and the<br>search for meaning,<br>influencing how wellness<br>and friendship are<br>experienced and<br>sustained. | Grammar:Konjunktiv II, Indefinitartikel, Indefinitpronomen, causal relationships,<br>concessional relationships, questions with prepositions, questions with Wo +<br>preposition, relative pronoun, finale sentences, relativpronoun<br>Vocabulary; relations, conflicts, food and nutrition, Sport and Wellness<br>Communication: discussion, describe a graphic, explain and defend an opinion,<br>presentation, describe a home, interview, article for the school journal, poetry<br>Text types: radio interview, personal description, article, interview, discussion,<br>quiz, graphic and statistics, role play, curriculum,   | A Listening<br>Capable level (phase 3 and 4)<br>i. identify explicit and implicit information (facts and/or opinions,<br>messages and supporting details)<br>ii. analyse conventions<br>iii. analyse connections<br>B Reading<br>Capable level (phase 3 and 4)<br>i. identify explicit and implicit information (facts and/or opinions,<br>messages and supporting details)<br>ii. analyse conventions<br>iii. analyse connections<br>C Speaking<br>Capable level (phase 3 and 4)<br>i. use a wide range of vocabulary<br>ii. use a wide range of grammatical structures generally<br>accurately<br>iii. use clear pronunciation and intonation in a comprehensible<br>manner<br>iv. during interaction, communicate all or almost all the required<br>information clearly and effectively<br>D Writing<br>Capable level (phase 3 and 4)<br>i. use a wide range of vocabulary<br>ii. use a wide range of grammatical structures generally<br>accurately<br>iii. organize information effectively and coherently in an<br>appropriate format using a wide range of simple and complex |

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| MYP 5 - German<br>2025/26 Unit 2:<br>Schoene neue Welt                                    | Connections   | Phase 3 -<br>Idiom,<br>Structure;<br>Phase 4 -<br>Idiom,<br>Structure.                | Personal and<br>cultural<br>expression | The consciousness of the<br>connection between the<br>school and learning for<br>the further life is important<br>for structuring the mind of<br>the student and how to<br>learn.  | Grammar: modal conjunctions indem, ohne, anstatt<br>temporary conjunctions with nachdem, waehrend and bevor<br>refelxiv verbs and pronouns<br>Genitiv and prepositions with genitiv<br>two-part conjunctions sowohl... als auch, weder...noch<br>Vocabulary: new media, friendship, conflicts and solutions<br>Communication: communicate the own opinion<br>giving and accepting advice<br>suggestions for improvement<br>hold a presentation<br>Text types: homepage, timetable, article, blog, interview, formal letter, forum,<br>formal email, advertisement, extract from a novel<br>German Popmusic: Namika, Macchiavelli Sessions, Cro, AnnenMayKantereit:<br>The students get to know contemporary German pop music and work on<br>understanding its content. The project concludes with a formative ATL Research<br>test, in which they have to present a German music group and complete a<br>listening comprehension exercise based on a German song. - Social skills; Use<br>social media networks appropriately to build and develop relationships<br>- school exchange with a German school in Berlin: regulary online meetings wht<br>the german school. The students have to communicate privately and they have to<br>exchange informations about themselves, their families and their every-day life | A Listening<br>Capable level (phase 3 and 4)<br>i. identify explicit and implicit information (facts and/or opinions,<br>messages and supporting details)<br>ii. analyse conventions<br>iii. analyse connections<br>B Reading<br>Capable level (phase 3 and 4)<br>i. identify explicit and implicit information (facts and/or opinions,<br>messages and supporting details)<br>ii. analyse conventions<br>iii. analyse connections<br>C Speaking<br>Capable level (phase 3 and 4)<br>i. use a wide range of vocabulary<br>ii. use a wide range of grammatical structures generally<br>accurately<br>iii. use clear pronunciation and intonation in a comprehensible<br>manner<br>iv. during interaction, communicate all or almost all the required<br>information clearly and effectively<br>D Writing<br>Capable level (phase 3 and 4)<br>i. use a wide range of vocabulary<br>ii. use a wide range of grammatical structures generally<br>accurately<br>iii. organize information effectively and coherently in an<br>appropriate format using a wide range of simple and complex<br>A Listening<br>Capable level (phase 3 and 4)<br>i. identify explicit and implicit information (facts and/or opinions,<br>messages and supporting details)<br>ii. analyse conventions<br>iii. analyse connections<br>B Reading<br>Capable level (phase 3 and 4)<br>i. identify explicit and implicit information (facts and/or opinions,<br>messages and supporting details)<br>ii. analyse conventions<br>iii. analyse connections<br>C Speaking<br>Capable level (phase 3 and 4)<br>i. use a wide range of vocabulary<br>ii. use a wide range of grammatical structures generally<br>accurately<br>iii. use clear pronunciation and intonation in a comprehensible<br>manner<br>iv. during interaction, communicate all or almost all the required<br>information clearly and effectively<br>D Writing<br>Capable level (phase 3 and 4)<br>i. use a wide range of vocabulary<br>ii. use a wide range of grammatical structures generally<br>accurately<br>iii. organize information effectively and coherently in an<br>appropriate format using a wide range of simple and complex | ii. analyse<br>conventions |
| MYP 5 - German<br>2025/26 Unit 4:<br>Umbeweltbewusstsein<br>und Umweltschutz im<br>Alltag | Communication | Phase 3 -<br>Empathy,<br>Point of<br>view; Phase<br>4 - Empathy,<br>Point of<br>view. | Globalization<br>and<br>sustainability | To take account of our<br>environment and our<br>environment requires a<br>strong reflection and<br>questioning of our<br>everyday life and our<br>habits. By shedding light<br>on different environmental<br>issues from different<br>perspectives, students<br>become more aware of<br>their own behavior. | Grammar: Adverbs<br>Sentence connections (concessive clauses)<br>Reported speech<br>Text types: Formal letter Are you a responsible consumer?<br>Examine the impact of environmental issues on daily life<br>Address the relationship between the environment and tourism<br>How should we tackle the challenges of the energy transition?<br>Email<br>Debate/Discussion<br>Content: Fair Trade – Humans as consumers<br>Humans in nature<br>Humans need energy!?! Is a nuclear phase-out possible?   | A Listening<br>Capable level (phase 3 and 4)<br>i. identify explicit and implicit information (facts and/or opinions,<br>messages and supporting details)<br>ii. analyse conventions<br>iii. analyse connections<br>B Reading<br>Capable level (phase 3 and 4)<br>i. identify explicit and implicit information (facts and/or opinions,<br>messages and supporting details)<br>ii. analyse conventions<br>iii. analyse connections<br>C Speaking<br>Capable level (phase 3 and 4)<br>i. use a wide range of vocabulary<br>ii. use a wide range of grammatical structures generally<br>accurately<br>iii. use clear pronunciation and intonation in a comprehensible<br>manner<br>iv. during interaction, communicate all or almost all the required<br>information clearly and effectively<br>D Writing<br>Capable level (phase 3 and 4)<br>i. use a wide range of vocabulary<br>ii. use a wide range of grammatical structures generally<br>accurately<br>iii. organize information effectively and coherently in an<br>appropriate format using a wide range of simple and complex   | ii. analyse<br>conventions |