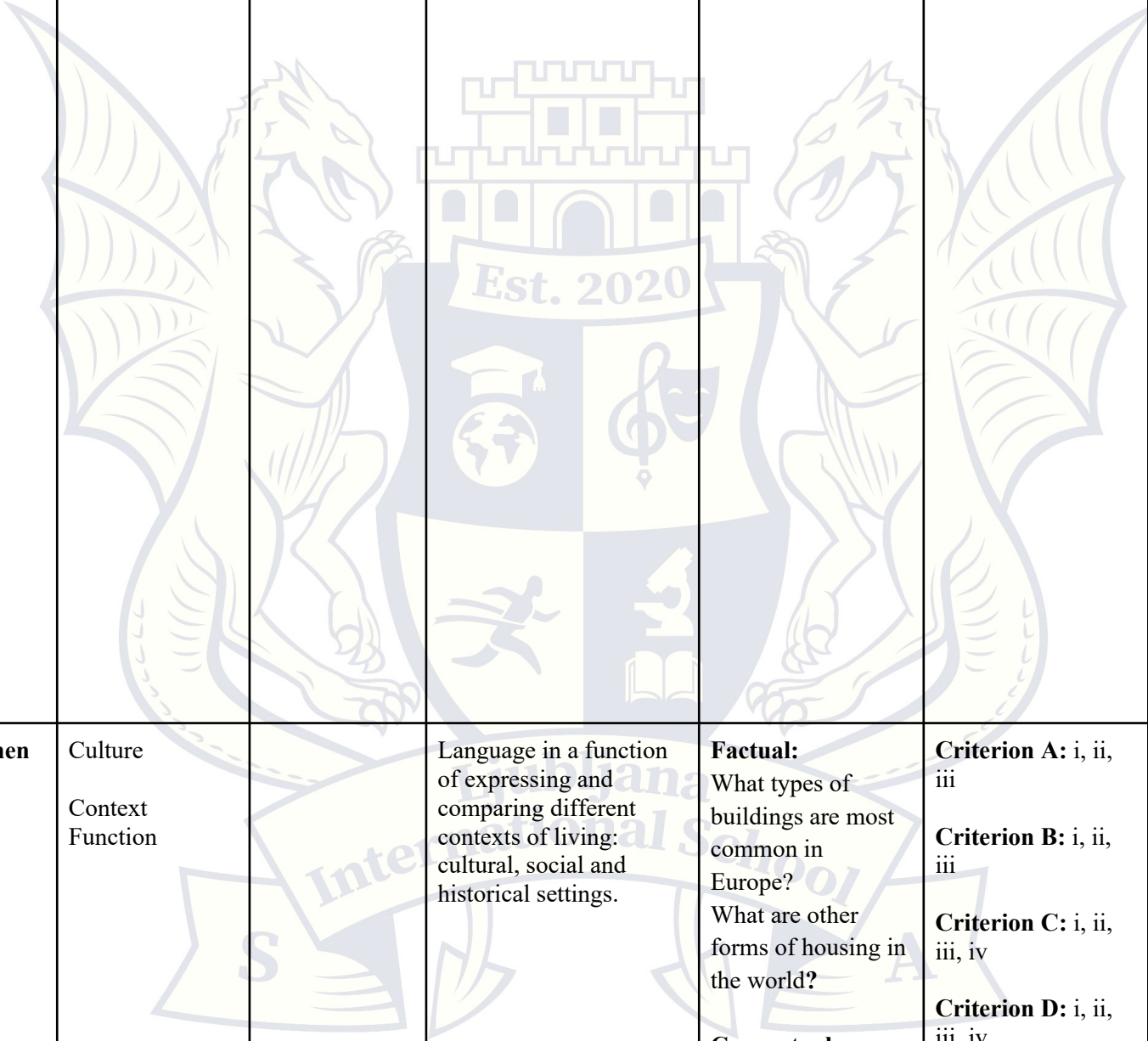


Course overview German – MYP (Phase 2)



* All units taught in MYP Years 1-5 are continuously being developed and improved to best meet the needs of the students at LIS. Therefore, the following Subject Overview is only a reflection of current plans for the course. Some changes to this document may occur as a result of planning done throughout the academic year.

	Unit	Concepts	Global Context	Statement of Inquiry	Inquiry Questions	MYP Objectives ATL Skills	Content
Unit 1	Reisen und Ferien	Communication Message Purpose		The purpose of learning languages is to communicate the message about our plans and experiences about travel and vacations with others.	<p>Factual: What is a travel plan? How do we communicate with locals when we travel abroad?</p> <p>Conceptual: What is the purpose of traveling? How important are travel experiences for our lives?</p> <p>Debatable: Is learning foreign languages still necessary in the age of AI? Give reasons!</p>	<p>Criterion A: i</p> <p>Criterion B: i</p> <p>Criterion C: i, ii, iii, iv</p> <p>Criterion D: i, ii, iii, iv</p> <p>ATL Skills Communication Collaboration Affective Reflection Information literacy Media literacy Transfer</p>	<p>nouns about traveling, vacation country names (whole world), city names in German language destinations: die Stadt, die Berge, das Meer, die Insel, der See, der Fluss, der Wald travel arrangements: planen, buchen, packen transportation basic vocabulary weather main city-attractions typical dishes in the visited country /city/ place reporting about last vacation writing a postcard from vacation: greetings at the beginning and the end</p> <p>Grammar: nouns and their articles der, die, das in singular and plural regular and irregular verbs: reisen, planen,</p>

							<p>buchen, brauchen, packen, fliegen, wollen, auswählen</p> <p>past tenses: Partizip Perfekt, Präteritum von haben und sein</p> <p>prepositions: mit, nach, zu, auf, an, in + dative and accusative</p> <p>temporal adverbs: zuerst, dann, danach</p> <p>indefinite pronoun “es”</p> <p>in the phrases for expressing the weather: Es regnet / schneit. Es ist windig / warm / kalt.</p> <p>modal verbs: möchten und wollen + infinitive</p> <p>Texts/Resources: Textbook ALLE AN BORD! A1, A2, YouTube-Videos, Wordwall quizzes, worksheets</p>
Unit 2	Hier wohnen wir!	Culture Context Function	Language in a function of expressing and comparing different contexts of living: cultural, social and historical settings.	<p>Factual: What types of buildings are most common in Europe? What are other forms of housing in the world?</p> <p>Conceptual: Why are there so</p>	<p>Criterion A: i, ii, iii</p> <p>Criterion B: i, ii, iii</p> <p>Criterion C: i, ii, iii, iv</p> <p>Criterion D: i, ii, iii, iv</p>		<p>types of buildings: houses, apartments etc.</p> <p>What is in the neighborhood?</p> <p>furniture</p> <p>expressing what I like/don't like</p> <p>my dream house</p> <p>exploring cultural + traditional differences in housing</p> <p>exploring alternative</p>

				<p>many different types of housing in the world? Why do more and more people in the western world decide to move out of big houses and apartments and live in a tiny house, a cabin in the forest or in a camper?</p> <p>Debatable: Can you imagine living very simply, without much furniture, perhaps in a yurt? How would that be?</p>	<p>ATL Skills Communication Collaboration Information literacy Critical-thinking Creative-thinking</p>	<p>ways of living</p> <p>Grammar: local prepositions + dative (Wo?) expression "es gibt" verbs <i>gefallen, finden</i></p> <p>Texts/Resources: Textbook ALLE AN BORD! A1, A2, YouTube-Videos, Wordwall quizzes, worksheets</p>
Unit 3		<p>Connections</p> <p>Purpose</p> <p>Word choice</p>	<p>By choosing appropriate words in a foreign city, we can purposely connect with others</p>	<p>Factual: What is the purpose of using public transportation? Where can you find transport connections in a big city? Which are important public buildings in the city?</p> <p>Conceptual: Why is it important to know the right words and phrases</p>	<p>Criterion A: i, ii, iii</p> <p>Criterion B: i, ii, iii</p> <p>Criterion C: i, ii, iii, iv</p> <p>Criterion D: i, ii, iii, iv</p> <p>ATL Skills Communication Affective Information literacy Critical-thinking Creative-thinking</p>	<p>important public buildings</p> <p>public transportation; buying bus/metro/train tickets</p> <p>orientation in the city: asking for the direction and describing the direction; asking for information about a visit of an attraction</p> <p>meeting places - meeting others in the city</p> <p>living in the city and in the countryside - advantages and disadvantages</p> <p>Eco-city, sustainable mobility in the city</p>

				<p>for using public transportation and for orientation in the city when we visit one of the D-A-CH countries?</p> <p>Debatable: What options are there to make the city more environmentally friendly?</p>		<p>Grammar: Alternating prepositions in dative and accusative: <i>in, auf, an, über, unter, vor, hinter, neben, zwischen</i> prepositions <i>gegenüber, entlang, um</i> conjunctions <i>deshalb</i> and <i>trotzdem</i> <i>weil-, dass-</i>sentences</p> <p>Texts/Resources: Textbook ALLE AN BORD! A2, YouTube-Videos, Wordwall quizzes, worksheets</p>
Unit 4	Sport und Gesundheit	<p>Culture</p> <p>Form Purpose</p>	<p>In today's culture the purpose of choosing a form of sport or some other well-being activity is to stay healthy and balanced.</p>	<p>Factual: What types / forms of sports do you know? What is the purpose of doing sports?</p> <p>Conceptual: How can choosing a form of exercise contribute to better health and well-being? What does it mean to be balanced?</p> <p>Debatable: Is every form of</p>	<p>Criterion A: i, ii, iii Criterion B: i, ii, iii Criterion C: i, ii, iii, iv Criterion D: i, ii, iii, iv</p> <p>ATL Skills Communication Collaboration Affective Reflection Critical thinking Transfer</p>	<p>types of sports body parts how to describe people's appearance how to interpret body language how the body is depicted in art how to express health issues (illnesses, aches and pains) how to ask how you feel common remedies and first aid kit how to give advice healthy food staying fit - yoga for teenagers staying balanced - conscious breathing,</p>

					<p>sport healthy? Does our culture allow us to be balanced?</p>		<p>mindfulness</p> <p>Grammar: verb: <i>wehtun</i> <i>dass-</i> and <i>weil-</i>sentences modal verbs: <i>dürfen</i>, <i>sollen</i>, <i>müssen</i>, <i>wollen</i> modal verbs in <i>Präteritum</i> Imperative</p> <p>Texts/Resources: Textbook ALLE AN BORD! A2, YouTube-Videos, Wordwall quizzes, worksheets</p>
Unit 5	Kleider machen Leute	<p>Creativity</p> <p>Conventions</p> <p>Message</p>	<p>We consciously use our creativity to develop sustainable fashion and conventions that convey a positive message.</p>	<p>Factual: What is fashion? What are conventions in fashion in today's culture?</p> <p>Conceptual: What messages do people convey with their clothing? How can we use our creativity to create sustainable clothing?</p> <p>Debatable: What does fashion mean to you personally?</p>	<p>Criterion A: i, ii, iii</p> <p>Criterion B: i, ii, iii</p> <p>Criterion C: i, ii, iii, iv</p> <p>Criterion D: i, ii, iii, iv</p> <p>ATL Skills Collaboration Affective Reflection Critical-thinking Creative-thinking Transfer</p>	<p>Clothing</p> <p>Fashion</p> <p>Trends in fashion; creativity in fashion</p> <p>Buying clothes - dialogs in the fashion shop</p> <p>Money, pocket money</p> <p>Sustainability in the fashion industry - fair trade clothing, second-hand clothes</p> <p>Grammar: The verb <i>tragen</i> + accusative The verb <i>finden</i> + accusative Adjective declension after the indefinite and definite article Genitive -s Verbs with dative case</p>	

					<p>What does fashion mean to you personally?</p>	<p>(passen, stehen) Demonstrative pronoun der, das, die Welch-?, Dies- Local prepositions: zu, in (Wohin?)</p> <p>Texts/Resources: Textbook ALLE AN BORD! A2, YouTube- Videos, articles, Wordwall quizzes, worksheets</p>
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