

## Course overview - German – MYP (Phase 3)



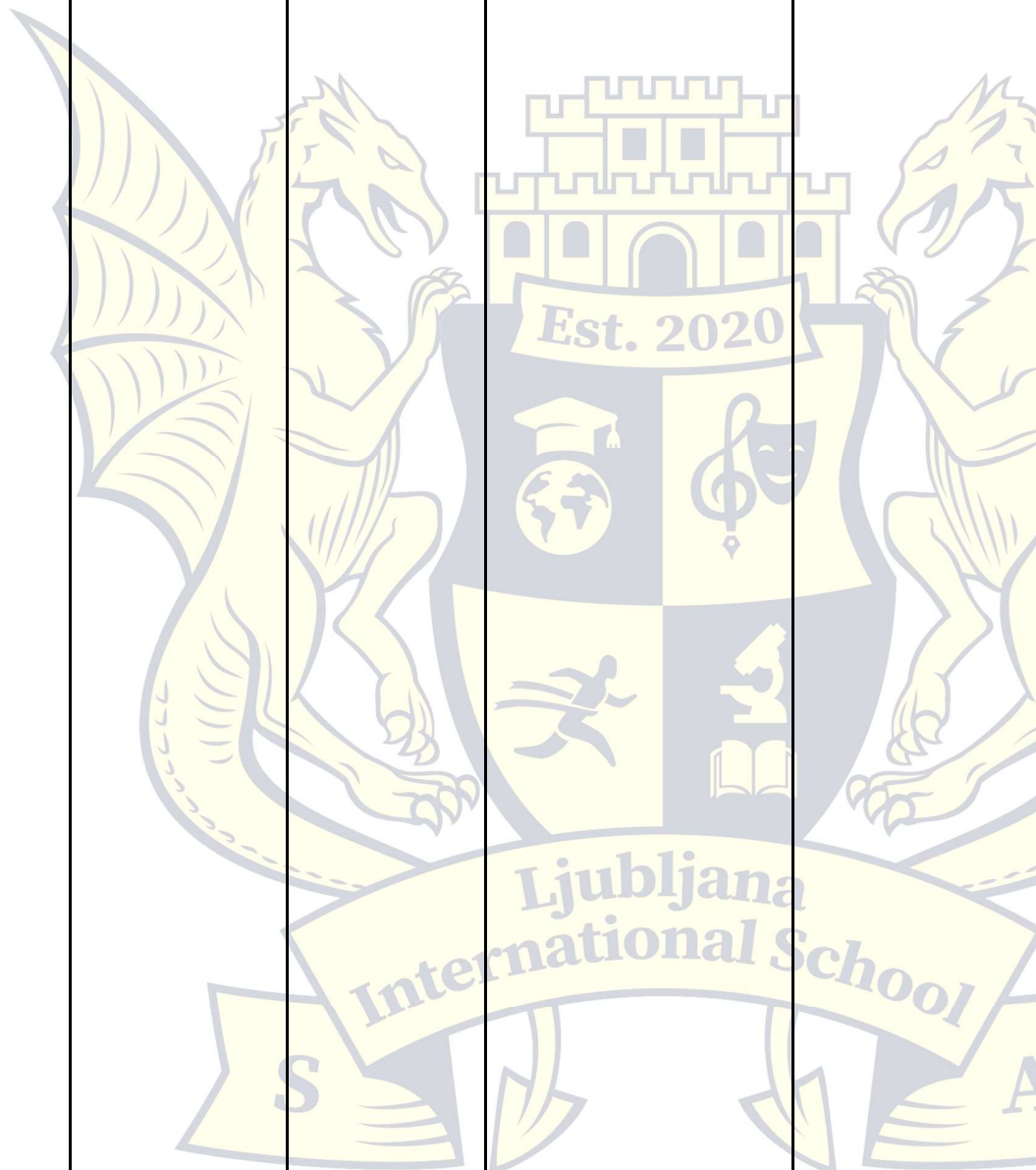
\* All units taught in grades 6 to 10 are continuously being developed and improved to best meet the needs of the students at LIS. Therefore, the following Subject Overview is only a reflection of current plans for the course. Some changes to this Subject Group Overview may occur as a result of planning done throughout the academic year.

Phase 3	Unit	Concepts	Global Context	Statement of Inquiry	Inquiry Questions	MYP Objectives ATL Skills	Content
<b>Unit 1</b>	<b>Kunst und Unterhaltung</b>	Communication  Point of view Word choice	Personal and cultural expression  Artistry	By choosing appropriate words to communicate about art and entertainment we can express our point of view, emotions and discuss preferences.	<p><b>Factual:</b>                      What does art communicate to the world?                      How do we define the term "point of view"?</p> <p><b>Conceptual:</b>                      Why is it important to know the specific terminology when we talk about a work of art?</p> <p><b>Debatable:</b>                      Could we live without art and entertainment?</p>	<p><b>Criterion A:</b> i, ii, iii</p> <p><b>Criterion B:</b> i, ii, iii</p> <p><b>Criterion C:</b> i, ii, iii, iv</p> <p><b>Criterion D:</b> i, ii, iii, iv</p> <p><b>ATL Skills</b>                      Communication                      Collaboration                      Organization                      Information literacy                      Media literacy                      Critical-thinking                      Creative-thinking                      Transfer</p>	Forms or genres of A&E like music, movies, literature, ... Professions in art entertainment: exhibitions, concerts, festivals ... Art styles Famous artists and their artwork in my country and in the world Expressions to describe an artwork Talking about art and artworks: expressions to discuss preferences, emotions and opinions on artistic works, styles, genres and trends.  Grammar: verbs related to art and entertainment past tense Präteritum of new verbs relative clauses subordinate clauses with als ob + Konjunktiv II ( <i>als ob + Konjunktiv II</i> )

							<p>double conjunctions: je ... desto / umso; zwar ... aber</p> <p>Resources: Textbook ALLE AN BORD! B1 Textbook MIT UNS! B1 YouTube Videos Internet Wordwall Worksheets</p>
<p><b>Unit 2</b></p>	<p><b>Freundschaft, Beziehungen und Gefühle</b></p>	<p>Connections Relationships</p> <p>Empathy Meaning</p>	<p>Identities and relationships</p> <p>Happiness and the good life</p>	<p>Maintaining empathetic and meaningful connections with friends and others helps us to live a happy life.</p>	<p><b>Factual:</b> What does friendship mean to you? What is empathy?</p> <p><b>Conceptual:</b> How can I be a good friend?</p> <p><b>Debatable:</b> Could we be happy without relationships with others?</p>	<p><b>Criterion A:</b> i, ii, iii</p> <p><b>Criterion B:</b> i, ii, iii</p> <p><b>Criterion C:</b> i, ii, iii, iv</p> <p><b>Criterion D:</b> i, ii, iii, iv</p> <p><b>ATL Skills</b> Communication Collaboration Organization Affective Information literacy Critical-thinking Creative-thinking Transfer</p>	<p>What is friendship characteristics of a friend family and friendship the importance of relationships in general values emotions expressing empathy vocabulary conflicts expressing assumptions expressing an opinion and justifying it giving and receiving advice</p> <p>Grammar: adjectives, preposition+each other; temporal conjunctions <i>wenn</i> and <i>als</i>; past perfect, preterite, perfect tense; questions with prepositions; relative pronoun / clauses</p>

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<b>Unit 3</b>	<b>Wir gehen online</b>	Communication  Conventions Message	Scientific and technical innovation  Digital life, virtual environments and the Information Age	Following conventions in our communication when delivering a message in different media is important.	<b>Factual:</b> What conventions should we adhere to when communicating messages in different media? What media do we use in our everyday life?  <b>Conceptual:</b> How conventions influence our communication on social media?  <b>Debatable:</b> Do we really need virtual social networks to communicate with each other?	<b>Criterion A:</b> i, ii, iii  <b>Criterion B:</b> i, ii, iii  <b>Criterion C:</b> i,ii, iii, iv  <b>Criterion D:</b> i, ii, iii, iv  <b>ATL Skills</b> Communication Information literacy Media literacy Critical-thinking Transfer	Types of media Internet, social media computer language in German Media behavior of young people, preferences and habits making and explaining a survey Social influencer`s expressing pros and cons of social media usage chat language Risks / dangers of social media usage Cellphones in schools  Grammar: infinitive clauses with <i>zu</i> + <i>Infinitiv</i> indirect questions with <i>ob</i> and the question word indefinita: <i>alle, viele, einige/manche, wenige</i> adverbs of frequency: <i>nie, selten, manchmal, oft/häufig, meistens, manchmal</i>

							<p>comparative and superlative adjectives without article</p> <p><b>Resources:</b>  Textbook ALLE AN BORD! B1  Textbook MIT UNS! B1  YouTube Videos  Internet  Wordwall  Worksheets</p>
<p><b>Unit 4</b></p>	<p><b>Umwelt und Nachhaltigkeit</b></p>	<p>Creativity  Development</p>	<p>Empathy  Function  Globalization and sustainability  Human impact on the environment</p>	<p>We practice empathetic attitude towards the environment and sustainability through creative use of materials to give them new functions.</p>	<p><b>Factual:</b>  What is ecological empathy?  What is upcycling?  <b>Conceptual:</b>  How can we give used materials new functions through creative upcycling?  <b>Debatable:</b>  Is sustainable economic development possible in post-industrial times?  Argue with examples!</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><b>Communication skills</b>  Negotiate ideas and knowledge with peers and teachers  Read critically and for comprehension  Use and interpret a range of discipline-specific terms and symbols  Structure information in summaries, essays and reports</p> <p><b>Collaboration skills</b></p>	<p><b>Vocabulary:</b>  landscapes, weather, climate  environmental issues  talking about our own environmental behavior  environmental protection, consumption and sustainability  vocabulary materials  recycling and upcycling  trends in environmentally friendly packaging</p> <p><b>Grammar:</b>  verbs related to environmental issues  reflexive verbs  subordinate clauses (da, weil)  concessive subordinate clauses (obwohl)</p>

						<p>Take responsibility for one's own actions</p> <p>Build consensus</p> <p><b>Organization skills</b> Set goals that are challenging and realistic</p> <p><b>Affective skills</b> Practise positive thinking</p> <p><b>Reflection skills</b> Consider ethical, cultural and environmental implications</p> <p><b>Information literacy skills</b> Make connections between various sources of information</p> <p><b>Critical-thinking skills</b> Consider ideas from multiple perspectives Propose and evaluate a variety of solutions</p> <p><b>Creative-thinking skills</b> Create novel solutions to authentic problems</p> <p><b>Transfer skills</b> Make connections between subject groups and disciplines</p>	<p>main clauses with: daher, darum, deshalb, deswegen</p> <p><b>Resources:</b> Textbook ALLE AN BORD! B1 Textbook MIT UNS! B1 YouTube Videos Internet Wordwall Worksheets</p>
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<p><b>Unit 5</b></p>	<p><b>Ausbildung und Arbeitswelt</b></p>	<p>Culture Systems Purpose</p>	<p>Personal and cultural expression Entrepreneurship, practice and competency</p>	<p>Purposefully using skills and competency, learned through culture (educational system) to express ideas and create something new.</p>	<p><b>Factual:</b> What is the purpose of education? What does the term "dual education system" mean? <b>Conceptual:</b> How can knowledge and skills acquired through education be used to express ideas and create something new? Why is the concept of lifelong learning part of modern Western culture? <b>Debatable:</b> Should you definitely study if you want to be successful in your career?</p>	<p>Criterion A: i,ii,iii Criterion B: i,ii,iii Criterion C: i,ii,iii,iv Criterion D: I,ii,iii,iv <b>Organization skills</b> Set goals that are challenging and realistic Plan strategies and take action to achieve personal and academic goals <b>Affective skills</b> Practise dealing with change <b>Reflection skills</b> Develop new skills, techniques and strategies for effective learning Identify strengths and weaknesses of personal learning strategies (self-assessment) <b>Information literacy skills</b> Access information to be informed and inform others</p>	<p><b>Wortschatz</b> Types of schools in Germany The dual education system in Germany Studies, courses of study Professions in different sectors Places of work Federal Employment Agency Internship Application for an internship Curriculum vitae Conducting a job interview Make assumptions Express future wishes and talk about future plans Expressing doubts Lifelong learning <b>Grammar:</b> n-declension Subjunctive II of modal verbs none / not / only need + to + infinitive Future tense I with werden + infinitive <b>Resources:</b> Textbook ALLE AN BORD! B1 Textbook MIT UNS! B1 YouTube Videos</p>
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