

<b>Unit Title</b>	<b>How can I talk about where I live and my experiences on holiday?</b>				
<b>Subject group and discipline</b>	<b>German</b>	<b>MYP year</b>	<b>2</b>	<b>Unit duration (hrs)</b>	<b>28</b>

**Inquiry: Establishing the purpose of the unit**

<b>Key concept</b>	<b>Related concept(s)</b>	<b>Global context <i>choose 1 and then drill down to exactly which aspect of these the unit will focus on</i></b>
<b>Communication</b>	<b>Form</b> <b>Pronunciation</b> <b>Message</b>	<b>Orientation in space and time</b>  Students will reflect on where they live and their own travel experiences. They will then learn about holiday destinations in German speaking countries e.g Innsbruck (Austria), Hamburg (Germany) and Schwarzwald (Germany).
<b>Statement of inquiry</b>		
<b>Form</b> and <b>pronunciation</b> help us <b>communicate messages</b> about our experiences in the <b>world</b> .		
<b>Inquiry questions</b>		
<b>Factual</b> — What forms and pronunciation patterns should I use to communicate my message clearly? Welche Formen und Aussprachemuster sollte ich verwenden, um meine Botschaft klar zu kommunizieren?  <b>Conceptual</b> — Why is it necessary to use form and pronunciation when we are communicating? Warum ist es notwendig, Form und Aussprache zu verwenden, wenn wir kommunizieren?  <b>Debatable</b> — To what extent can I relate to the messages of people living in German speaking countries? Inwiefern kann ich mich auf die Botschaften von Menschen aus dem deutschsprachigen Raum beziehen?		
<b>Objectives</b>	<b>Summative assessment</b> <i>This does not always have to be a GRASPS task but it does need to involve students demonstrating progress by transferring the skills and knowledge they have learnt to a real-life context. An analytical essay or practice exam questions (not quizzes) counts as real life context. Students need to construct a response using the knowledge and skills they practised in the unit.</i>	
Learning objectives for the unit	Outline of summative assessment task(s) including assessment criteria:	Relationship between summative assessment task(s) and statement of inquiry:

<p>Criterion A: Listening Maximum: 8</p> <p>At the end of Year 8 Phase 2, students should have been exposed to a wide variety of simple authentic spoken multimodal texts and be able to:</p> <ol style="list-style-type: none"> <li>i. identify explicit and implicit information (facts, opinions, messages and supporting details)</li> <li>ii. analyse conventions</li> <li>iii. analyse connections.</li> </ol>	<p>Unit 1 Mid Term Assessment: Listening (A)</p> <p>The assessment involves a series of tasks where the student is required to show understanding of the messages heard.</p> <p>Goal : To be able to show that you can interpret form and structure to identify information about a holiday experience. .</p> <p>Role : You are a student at IVC.</p> <p>Audience: You are relaying this information to a German-speaking friend.</p> <p>Situation: You are finding out information about holiday destinations in a German speaking country.</p> <p>Purpose: You want to convey information about your visit to others.</p>	<p>SOI: Form and pronunciation help us communicate messages about our experiences in the world.</p> <p>The students should be able to use their acquired knowledge of form and pronunciation to be able to decipher the meaning of the texts that they listen to.</p>
<p>Criterion C: Speaking Maximum: 8</p> <p>At the end of Year 8 Phase 2, students, students should be able to:</p> <ol style="list-style-type: none"> <li>i. use a wide range of vocabulary</li> <li>ii. use a wide range of grammatical structures generally accurately</li> <li>iii. use clear pronunciation and intonation in comprehensible manner</li> <li>iv. communicate all the required information clearly and effectively.</li> </ol>	<p>Unit 1 End of Term Assessment: Speaking (C)</p> <p>Goal : To be able to show that you can use form and structure to communicate about where you live and your experiences on holiday.</p> <p>Role : You are a student at IVC.</p> <p>Audience: You are talking to a friend.</p> <p>Situation: You have recently returned from a holiday in a German speaking country.</p> <p>Purpose: You want to talk/convey information about your visit to others.</p>	<p>SOI: Form and pronunciation help us communicate messages about our experiences in the world.</p> <p>The students should be able to use form and pronunciation to communicate a message about their own experiences in the world.</p>
<p><b>Approaches to learning (ATL) <i>These can be listed or you could offer some explanation of how they will be developed</i></b></p>		
<p>Communication skills – Students are learning to be able to communicate more effectively in German by paying attention to the form of the language and the correct pronunciation.</p> <ul style="list-style-type: none"> <li>- Use of intercultural understanding to interpret communication</li> <li>- Use of a variety of speaking techniques to communicate with a variety of audiences</li> </ul>		