

Unit Title	How do I spend my free time?				
Subject group and discipline	German	MYP year	2	Unit duration (hrs)	24

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context <i>choose 1 and then drill down to exactly which aspect of these the unit will focus on</i>
Creativity	Structure and meaning	Identities and Relationships Students will explore identity; beliefs and values; personal efficacy and agency; attitudes, and motivations
Statement of inquiry		
Structure helps us to create meaning when describing our identities and relationships .		
Inquiry questions		
Factual— Which structures do we need to talk about how we spend our free time? Wenn es um Freizeit geht, welche Strukturen brauchen wir? Conceptual— How can we use different structures to convey meaning ? Wie können wir unterschiedliche Strukturen nutzen, um Bedeutung zu vermitteln? Debatable— To what extent do our free time choices relate to who we are ? Inwiefern drückt das, was wir in unserer Freizeit tun, aus, wer wir sind?		
Objectives	Summative assessment <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:
Criterion D: Writing Maximum: 8 At the end of Year 8 Phase 2, students should be able to: i. use a wide range of vocabulary ii. use a wide range of grammatical structures generally accurately	Unit 2 Mid Term Assessment: Writing (D) Goal : To demonstrate how to write an informal email response using the correct conventions. Role : You are a student at IVC who has received an email from their exchange partner. Audience: Your exchange partner in Germany.	SOI: Structure helps us to create meaning when describing our identities and relationships. The task asks for the student to convey information to someone else to describe how they spend their free time. This relates to the SOI as they are discussing what makes them who they are. It also

<p>iii.organize information effectively and coherently in an appropriate format 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>Situation: The exchange partner has given information about themselves and what they like reading/watching.</p> <p>Purpose: To show how to make written work accurate and interesting using a success criteria checklist.</p> <p>Standards and criteria : You will demonstrate how to not only be accurate in what you write but also how you write it, appropriate for an informal email.</p>	<p>asks them to consider how to structure language in a way for the meaning to be understood. They have had to take risks in expressing themselves in order to relate to, and interact with, the world.</p>
<p>Criterion B: Reading</p> <p>Maximum: 8</p> <p>At the end of Year 8 Phase 2, students should be exposed to a wide variety of simple authentic written multimodal texts and be able to:</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>Unit 2 End of Term Assessment: Reading (B)</p> <p>Goal: To find out how young people in German speaking countries spend their free time and how this can help us to understand our community identity.</p> <p>Role: You are a student at IVC finding out information from a variety of texts</p> <p>Audience: Your classmates</p> <p>Situation: You need to understand information written as part of a blog about how young people spend their free time in the evenings.</p> <p>Purpose: To find out information about young peoples experiences in a German speaking country.</p> <p>Standards and criteria: You will demonstrate how to apply prior knowledge to comprehend a longer text and to draw a conclusions about young people in Germany</p>	<p>SOI:</p> <p>Structure helps us to create meaning when describing our identities and relationships.</p> <p>The task requires the student to understand information about how young people in German speaking countries spend their free time. This relates to the SOI as they need to be able to interact with the information and then to form their ideas and opinions as to how free time activities can affect identity and relationships.</p>
<p>Approaches to learning (ATL) <i>These can be listed or you could offer some explanation of how they will be developed</i></p>		
<p>Thinking - Use brainstorming and visual diagrams to generate new ideas and inquiries, Practise flexible thinking—develop multiple opposing, contradictory and complementary arguments</p>		