

Unit Title	Wie feiert man? How do German festivals differ to my own?				
Subject group and discipline	German	MYP year	2	Unit duration (hrs)	1 term

### 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>
<b>Culture</b>	<b>Context</b> <b>Audience</b>	<b>Orientation in Time and Space</b> Students will explore the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives. <ul style="list-style-type: none"> <li>peoples, boundaries, exchange and interaction</li> </ul>
<b>Statement of inquiry</b>		
<i>This needs to be non-subject specific (as far as possible) and connect the key concept, related concepts and Global Contexts</i> An awareness of <b>audience and context</b> helps shape our responses to different <b>cultures</b> from a <b>personal, local and global perspective</b>		
<b>Inquiry questions</b>		
<b>Factual—</b> What language do I need to find my way around a new place? How do I describe <b>cultural</b> events in German? <b>Welche Sprache brauche ich, um mich an einem neuen Ort zurechtzufinden? Wie beschreibe ich kulturelle Veranstaltungen auf Deutsch?</b> <b>Conceptual—</b> How does a <b>sense of place inform the way</b> that we celebrate together? <b>Wie können Einflüsse die Art und Weise beeinflussen, wie wir zusammen feiern?</b> <b>Debatable—</b> Why do <b>people celebrate</b> differently in <b>other parts of the world</b> ? <b>Wie feiern wir in verschiedenen Teilen der Welt?</b>		
<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>	

<p><i>Learning objectives for the unit</i></p> <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> <ul 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> </ul> <p>Criterion C: Speaking Maximum: 8</p> <p>At the end of Year 8 Phase 2, students, students should be able to:</p> <ul 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> </ul>	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p>Task 1 Criterion A</p> <p>Goal - To find out how people celebrate different festivals in the UK and German speaking countries and form your opinion ready to relay this to a German speaking friend</p> <p>Role : You are a student at IVC</p> <p>Audience: a German speaking friend</p> <p>Situation: You are listening to a range of audio-visual and spoken material which informs you about different celebrations in German speaking countries</p> <p>Purpose You are relaying information that you have found out to a German speaking friend</p> <p>Task 2 Criterion C</p> <p>Goal – After having found out about how people celebrate different festivals in the UK and German speaking countries; you relay this to a German speaking friend</p> <p>Role You are a student at IVC</p> <p>Audience You are relaying the information to a German speaking friend</p> <p>Situation: You have listened to and read a range of audio-visual and spoken material which informs you about different celebrations in German speaking countries</p> <p>Purpose You are relaying information that you have found out to a German speaking friend</p> <p>Standards and criteria</p> <p>For students to succeed, they must ensure that they understand the key ideas and messages and are able to make a personal response to what they hear. They then use phrases to communicate the information clearly and with a sense of audience.</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>SOI: An awareness of audience and context helps us express our responses to different cultures from a personal, local and global perspective</p> <p>The summative assessment tasks are matched to the SOI as they must choose how they are to respond to different material they hear and also how they wish to communicate the information to their classmate. They also have to be able to give their perspective and take into account the global perspective too.</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>		

Thinking - Consider ideas from multiple perspectives, Draw reasonable conclusions and generalizations