

Unit Title	School				
Subject group and discipline	Group 2 German	MYP year	3	Unit duration (hrs)	2 x 12 = 24

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context choose 1 and then drill down to exactly which aspect of these the unit will focus on
Communication	Form and Message	Orientation in Space and Time Students will explore the relationships between, and the interconnectedness of, individuals and civilisations, from personal, local and global perspectives.
Statement of inquiry		
By using language forms, we can communicate messages about our experiences as individuals living within different civilisations.		
Inquiry questions		
<p>Factual— Which language forms do we use to communicate messages clearly?</p> <p>Conceptual— How can I use different language forms to change the messages that I want to communicate?</p> <p>Debatable— How do my experiences of education relate to those of individuals within different civilisations?</p>		
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>	

<p><i>Learning objectives for the unit</i></p> <p>Criterion C: Speaking</p> <p>At the end of the capable level, students should be able to:</p> <ul style="list-style-type: none"> i. use a wide range of vocabulary ii. use a wide range of grammatical structures generally accurately iii. use clear pronunciation and intonation in a comprehensible manner iv. communicate all the required information clearly and effectively. <p>Criterion B: Reading</p> <p>At the end of the capable level, students should be exposed to a wide variety of simple and some complex authentic written multimodal texts and be able to:</p> <ul style="list-style-type: none"> i. identify explicit and implicit information (facts, opinions, messages and supporting details) ii. analyse conventions iii. analyse connections. <p>Criterion D: Writing</p> <p>At the end of the capable level, students should be able to:</p> <ul style="list-style-type: none"> i. use a wide range of vocabulary ii. use a wide range of grammatical structures generally accurately iii. organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices 	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p>Assessment 1: Reading assessment (Criterion B)</p> <p>Goal: To be able to show that you can understand Katja's message, to analyse which text type she is using and to personally connect to what she has said.</p> <p>Role: You are yourself.</p> <p>Audience: You are the audience, as you will be reading the text.</p> <p>Situation: You are a teenager and you are reading a German school magazine.</p> <p>Purpose: To read the messages and to identify information, conventions, and connections.</p> <p>Standards and Criteria: Criterion B</p> <p>Assessment 2: Speaking assessment (Criterion C)</p> <p>Goal: To demonstrate that you can read a text aloud and answer questions in German.</p> <p>Role: You are playing the role of yourself.</p> <p>Audience: Your German teacher at school.</p> <p>Situation: You receive a WhatsApp message from your German exchange partner Felix. You show it to your German teacher at school and they ask you to read it out to them in German. They will then ask you four questions.</p> <p>Purpose: To practise speaking and listening skills.</p> <p>Standards and criteria: Criterion C</p> <p>Assessment 3: Writing assessment (Criterion D)</p> <p>Goal: To demonstrate how to write an informal email response to write about your personal experience of school life.</p> <p>Role: You are an IVC student and your German exchange partner has asked you four questions about your school.</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>Statement of inquiry</p> <p>By using language forms, we can communicate messages about our experiences as individuals living within different civilisations.</p> <p>In Assessment 2 and 3, students will communicate about their own personal experiences in school in England and will relate this to school experiences in German-speaking countries.</p>
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<p>iv. communicate all the required information with a clear sense of audience and purpose to suit the context.</p>	<p>Audience: You are writing to your German exchange partner Otto.</p> <p>Situation: Your exchange partner has sent you questions about your school.</p> <p>Purpose: To show you can use language forms to communicate messages about your experiences.</p> <p>Standards and criteria: Criterion D</p>	
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Approaches to learning (ATL) These can be listed or you could offer some explanation of how they will be developed

<p>Communication Skills</p> <p>Reading, writing and using language to gather and communicate information. Read critically and for comprehension.</p> <p>Exchanging thoughts, messages and information effectively through interaction. Use a variety of speaking techniques to communicate with a variety of audiences. Use appropriate forms of writing for different purposes and audiences.</p> <p>Self-management skills</p> <p>Managing time and tasks effectively. Plan strategies and take action to achieve personal and academic goals. Create plans to prepare for summative assessments. Develop new skills, techniques and strategies for effective learning.</p>
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Action: Teaching and learning through inquiry

Learning objectives <i>(lesson by lesson/ week/ week/ fortnightly depending on your faculty)</i>	Learning experiences and teaching strategies <i>Space for you to develop approaches to learning and teaching. (There should be a range of learning experiences e.g. discussion, extended writing, quiz, performance, practical, presentation, debate, research, spaced practice, independent practice, questioning, scaffolding, review of previous learning, modelling, etc)</i>	Formative assessment <i>Peer assessment, self assessment, oral feedback, teacher marked</i>	Differentiation and challenge	Resources