

Unit Title	What can I learn about leisure activities in German-speaking countries?				
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
Culture	Context and Meaning	Personal and cultural expression Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values.
Statement of inquiry		
An awareness of context helps us to understand the meaning of cultural events and informs our personal response to them.		
Inquiry questions		
<p>Factual— Which leisure activities are popular within the context of German speaking culture?</p> <p>Conceptual— How do cultural activities differ in different German speaking contexts?</p> <p>Debatable— How do I personally relate to cultural activities in German speaking contexts?</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>Criterion A: Listening</p> <p>At the end of the capable level, students should be exposed to a wide variety of simple and some complex authentic spoken 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>Outline of summative assessment task(s) including assessment criteria:</p> <p>Assessment 1: Listening (Criterion A)</p> <p>Goal: To be able to show that you can understand Lina’s message, to analyse which register she is using and to personally connect to what she has said.</p> <p>Role: You are playing the role of Ben, a student at Impington Village College.</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>Statement of inquiry:</p> <p>An awareness of context helps us to understand the meaning of cultural events and informs our personal response to them.</p> <p>Assessment 3 (Speaking) relates to the statement of inquiry as students are required to increase their awareness of the German-speaking world in order to</p>

<p>iii.analyse connections.</p> <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> <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>Criterion C: Speaking</p> <p>At the end of the capable level, students should be able to:</p> <p>i.use a wide range of vocabulary</p> <p>ii.use a wide range of grammatical structures generally accurately</p> <p>iii.use clear pronunciation and intonation in a comprehensible manner</p> <p>iv.communicate all the required information clearly and effectively.</p>	<p>Audience: You are the audience, as you will be listening to the Whatsapp voice note.</p> <p>Situation: You are a teenager and you have received a Whatsapp voice note from your German exchange partner Lina.</p> <p>Purpose: To listen to the message and to be able to identify information, conventions, and connections.</p> <p>Standards and Criteria: Criterion A</p> <p>Assessment 2: Reading (Criterion B)</p> <p>Goal: To be able to show that you can understand Heinrich's message, to analyse which text type he is using and to personally connect to what he has said.</p> <p>Role: You are playing the role of Sam Smith, a student at Impington Village College.</p> <p>Audience: You are the audience, as you will be reading the text.</p> <p>Situation: You are a teenager and you have received an e-mail from your German exchange partner Heinrich.</p> <p>Purpose: To read the message and to identify information, conventions, and connections.</p> <p>Standards and Criteria: Criterion B</p> <p>Assessment 3: Speaking (Criterion C)</p> <p>Goal: To give a presentation about a festival or tradition in Germany.</p> <p>Role: You are an English pupil who has recently visited Germany where you experienced a festival/tradition.</p> <p>Audience: You are presenting to your class and need to address them in the you plural informal form (ihr).</p> <p>Situation: You are sharing what you experienced in Germany.</p> <p>Purpose: To be able to grow in your knowledge of German festivals and traditions.</p>	<p>inform their knowledge of cultural events. This in turn will help them to give a personal response.</p>
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