Unit Title	How do I relate to different people that I encounter in my life?				
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*
Connection	**Empathy** and **Point of view**	Identities and Relationships

Statement of inquiry
We can **connect** with people and develop **relationships** by showing **empathy** and exploring different **points of view**.

Inquiry questions
Factual— What language can I use to convey how I **connect** with people and develop **relationships**? **Conceptual—** How can I vary my language to show **empathy** when writing about my **connections** and **relationships** with people? **Debatable—** To what extent am I willing to show **empathy** and explore different **points of view** when it comes to discussing **connections** and **relationships** with people?

Objectives	Summative assessment *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.*	
Learning objectives for the unit **A (Listening)** 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:	Outline of summative assessment task(s) including assessment criteria: **Assessment 1: Listening (Criterion A)** **Goal**: To be able to show that you can understand Anna's message, to analyse which register she is using and to personally connect to what she has said.	Relationship between summative assessment task(s) and statement of inquiry: We can **connect** with people and develop **relationships** by showing **empathy** and exploring different **points of view**. Assessment 2 (Criterion D) relates to the statement of inquiry because the students take time to reflect

i.identify explicit and implicit information (facts, opinions, messages and supporting details) ii.analyse conventions iii.analyse connections. **D (Writing)** At the end of the capable level, students should be able to: 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 iv.communicate all the required information with a clear sense of audience and purpose to suit the context.	**Role:** You are playing the role of Mia, a student at Impington Village College. **Audience:** You are the audience, as you will be listening to the Whatsapp voice note. **Situation:** You are a teenager and you have received a Whatsapp voice note from your German exchange partner Anna about friendship and relationships. **Purpose:** To listen to the message and to be able to identify information, conventions, and connections. **Standards and Criteria:** Criterion A **Assessment 2: Writing (Criterion D)** **Goal:** To demonstrate how to write an informal email response to write about yourself, your role models, your relationship with your family and your life as a child. **Role:** You are playing the role of yourself. **Audience:** You are writing to your German exchange partner Heidi. **Situation:** Your exchange partner has sent you five questions that you are responding to. **Purpose:** To be able to use language to show how you connect with people and which relationships are the most important to you. **Standards and criteria**: Criterion D (Writing)	and research the different people that they connect with and have developed relationships with in their lives. By reading the posters of their classmates, they will also explore different points of view.

Approaches to learning (ATL) *These can be listed or you could offer some explanation of how they will be developed*	