Teacher(s)	Suvidha Khatri	Subject group and discipline	Language Acquisition - German		
Unit title	My Family	MYP year	1 / Phase 1	Unit duration (hrs)	12

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
Connection	Structure Function	Identities and Relationship

Statement of inquiry
Connections in personal spheres(family) play an important function in an individual's life.

Inquiry questions
Factual— What is a family? **Conceptual**— How important is family for you? **Debatable**— How is the Indian family structure same/different to the western?

Objectives	Summative assessment	

Year 1/ Phase 1
 	
Criterion C:
Communicating in response to spoken and/or written and/or visual text:
 	
   1. Respond appropriately to simple short phrases
   2. Interact in simple and rehearsed
	Outline of summative assessment task(s) including assessment criteria:
	
	Criterion C and D:
	
	   1. Students would read an E-Mail from a friend and would reply to him/her and describe their family, hobbies. Students need to know the family members vocabulary, the possessive article (mein/e,
		Relationship between summative assessment task(s) and statement of inquiry:
		
		The students would be able to describe their family and draw connections of family in the personal life in the target language.

	dein/e) and the professions. Students will oral communication will be assessed.	
exchanges. **Criterion D:** Using language in written form 1. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation 2. organize basic information and use a range of basic cohesive devices.		

Approaches to learning (ATL)

Communication: Communication skills

- use intercultural understanding to interpret communication

- use a variety of speaking techniques to communicate with a variety of audiences

- use appropriate forms of writing for different purposes and audiences

- read critically and for comprehension

- take effective notes in class

Social skills: Collaboration

- practice empathy

- listen actively to other perspectives and ideas

- give and receive meaningful feedback

Action: Teaching and learning through inquiry

Content	Learning process

Grammar structure and vocabulary:	Learning experiences and teaching strategies
 • Vocabulary related to family • possessive article (mein/e, dein/e) • few professions • negation (nicht) • Adjectives	 • Warming-up with picture description and students listen to track of a conversation about the family • Introduction of family related vocabulary • Introduction of possessive article • Students talk about their family members and their profession • Students speak about the importance of family • Students read texts about families in Europe and draw a contrast, followed by discussion
Activities: • Nomen-bingo • interaction activity (Wechselspiel) • family crossword • Family Tree	**Formative assessment** • Students write a paragraph/poem about their family • Role play • Class discussion • Collaboration in small groups to complete tasks • Written worksheet (profile, filling blanks, completing sentences)
	Differentiation • peer support in small, mixed-ability groups (help others to succeed) • different sets of worksheets or exercises depending on students' abilities • allowing students to work on their own best pace • scaffolding of task requirements • extended time for assignments

Resources

Workbooks/ Textbooks (Hallo Deutsch Band 1,Beste Freunde A1/1)

Teachers' support material / teachers' resources

Internet, videos and DVDs

Educational and others web pages

Reflection: Considering the planning, process and impact of the inquiry

Prior to teaching the unit	During teaching	After teaching the unit
We believe the students will find this unit interesting because they will be able to talk about their own friends and family. The students are able to use personal pronouns and the correct verb conjugation and they will be able to connect this knowledge in order to arrange a meeting with friends and write/talk about their own family. Students will discover the similarities in the spelling of the family relations words.	The students enjoyed describing their family in the target language.	Collaboration through various online software or platforms could have been done. It would have been interesting.

Was kommt im Kopf, wenn ich das Wort „Familie" sagt?

Familie macht stark!

Familienregeln

EHRLICH SEIN
SPASS HABEN
MITEINANDER
LACHEN
DEM ANDEREN ZUHÖREN
SICH GEGENSEITIG HELFEN
GLÜCKSMOMENTE
GENIESSEN
FREIRÄUME LASSEN
ZUSAMMENHALTEN
EINANDER LIEB HABEN

♥

Wir sind eine Familie

Sind füreinander da

UMARMEN UNS JEDEN TAG

Lachen gerne & viel

HALTEN ZUSAMMEN

TEILEN UNSERE SORGEN

Sagen Bitte & Danke

VERGEBEN & VERGESSEN

Probieren Neues aus

Zeigen Respekt

HÖREN IMMER ZU

Machen aus allem das Beste

Teacher(s)	Suvidha Khatri	Subject group and discipline	Language Acquisition - German		
Unit title	My School	MYP year	1 / Phase 1	Unit duration (hrs)	12

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
Connection	Structure Function	Identities and Relationship

Statement of inquiry
School plays an important function in every culture in shaping of a student's life and expression.

Inquiry questions
Factual— What is a school? **Conceptual**— How important is school for you? **Debatable**— How is the school routine in India different from that in Germany?

Objectives	Summative assessment	

Year 1/ Phase 1
 	
Criterion A:
Criterion C:
 	
Communicating in response to spoken and/or written and/or visual text
 	
   1. Respond appropriately to simple short phrases
   2. Interact in simple and rehearsed exchanges, using
	Outline of summative assessment task(s) including assessment criteria:
	
	Criterion A:
	
	Criterion C:
		Relationship between summative assessment task(s) and statement of inquiry:

verbal and non-verbal language		

Approaches to learning (ATL)
Self-management: Organization skills • bring necessary equipment and supplies to class • keep an organized and logical system of information files/notebooks • select and use technology effectively and productively **Reflection skills** • Identify strengths and weaknesses of personal learning strategies (self-assessment) • keep a journal to record reflections

Action: Teaching and learning through inquiry

Content	Learning process
Grammar structure and vocabulary: • Vocabulary related to school(stationary etc) • possessive article (mein/e, dein/e) • Verbs-schreiben,malen,unterrichten,brauchen,suchen,finden • negation (nicht) • Adjectives	**Learning experiences and teaching strategies** • Warming-up with Laufdiktat • Introduction of school related vocabulary • Students talk about their favorite subject and their favorite teacher • Students speak about their school • Students read texts about school routine of students in Germany and draw a contrast, followed by discussion

| Activities:
 • Nomen-bingo
 • Crossword
 • School routine/Time-table
 • Wortbilder | **Formative assessment**
 • Students write a paragraph/poem about their school
 • Role play
 • Class discussion
 • Collaboration in small groups to complete tasks
 • Written worksheet (profile, filling blanks, completing sentences) |
| | **Differentiation**

 • peer support in small, mixed-ability groups (help others to succeed)
 • different sets of worksheets or exercises depending on students' abilities
 • allowing students to work on their own best pace
 • scaffolding of task requirements
 • extended time for assignments |

Resources
Workbooks/ Textbooks (Hallo Deutsch Band 1, Beste Freunde A1/1)
Teachers' support material / teachers' resources
Internet, videos and DVDs
Educational and others web pages

Reflection: Considering the planning, process and impact of the inquiry

Prior to teaching the unit	During teaching	After teaching the unit
We believe the students will find this unit interesting because they will be able to talk about their own friends and family. The students are able to use personal pronouns and the correct verb conjugation and they will be able to connect this knowledge in order to arrange a meeting with friends and write/talk about their own school.	?	?

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EINANDER LIEB HABEN

♥

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HALTEN ZUSAMMEN

TEILEN UNSERE SORGEN

Sagen Bitte & Danke

VERGEBEN & VERGESSEN

Probieren Neues aus

Zeigen Respekt

HÖREN IMMER ZU

Machen aus allem das Beste

Teacher(s)	Suvidha Khatri	Subject group and discipline	Language Acquisition - German		
Unit title	All about me/ I and myself	MYP year	1 / Phase 1	Unit duration (hrs)	12

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
Communication	Message Form	Identities and relationships

Statement of inquiry
Language in the form of message (verbal or non-verbal) communicates your identity.

Inquiry questions
Factual—Which linguistic structure would be used to express yourself? **Conceptual**—How can words be organized in a basic sentence structure to bring a meaningful message? **Debatable**—Could we communicate without verbal expression?

Objectives	Summative assessment

Year 1/ Phase 1	Outline of summative assessment task(s) including assessment criteria:	Relationship between summative assessment task(s) and statement of inquiry:
Criterion A: Comprehending spoken and visual text 1. identify basic facts, messages, main ideas and supporting details in everyday situations.	**Task 1: Comprehending spoken and visual text** 1 audio-visual text, maximum total length: 5 minutes based on the unit. Questions assess the <u>spoken and visual</u> aspects of the text(s).	Students understand the meaning of the vocabulary, the grammar structure and conversation phrases on introduction and presenting ourselves and apply this knowledge in the task given.
Criterion B: Comprehending written und visual text 1. show understanding of information, main ideas und supporting details, and draw conclusions	Task 2: Comprehending written and visual text 2 texts based on the unit would be given and the questions based on the text would be given to comprehend the text and assess the understanding of the text.	In this assessment students apply their knowledge about the phrases to present themselves. Students will be able to identify the main idea and answer question related to the same. Through this assessment students express their identity vis-a-vie name, hobbies, hometown, favorite color.

Approaches to learning (ATL)

Communication: Communication skills

- communicate ideas and dialogues with peers and teachers

- read critically and for comprehension

- verbal communication

- express through writing

- take notes in the class

Action: Teaching and learning through inquiry

Content	Learning process
Grammar structure and vocabulary: • personal pronoun (ich, du, er, sie) • question words (wer, wo, wie, was) • adjectives (cool, interessant, super, süß, toll, interessant, blöd) • verbs and verb conjugation (kommen, sein, spielen, singen, machen, klettern, wohnen, hören) • numbers 1-100 • negation • vocabulary: Hobbies • country names and languages • cohesive device: and/but (und/aber) • ja/nein Fragen (yes/no question) Activities: • game (to revise nouns and pronouns) • identify words which similar to English • Autogramm sammeln(revision hobbies, countries, adjective etc.) • Laufdiktat (running dictation) • Role Play – Introducing your favorite celebrity	**Learning experiences and teaching strategies** Week 1: • warming-up with greetings • introducing oneself • identifying and introduction of basic vocabulary • listening activities and introduction of adjectives expression • students will listen to this authentic audio text and organize relevant information Week 2: • Students learn to express their age and learn numbers • students understand the concept of verb conjugation • students make short sentences using the verbs used in daily life(machen, lernen, spielen, singen) Week 3: • Students learn to express about their hobbies. • students read a text, identify messages and reply questions • students are able to understand different sports activities and apply in conversations Week 4 • Students learn the vocabulary for describing themselves Week 5 • students are identifying different messages in a reading text and reply question (information about a person) • Concept of negation(nein/kein) is introduced in class
	Formative assessment **Formative Assessment 1: (Criteria B1)** Students introduce themselves by completing Steckbrief.

	Formative Assessment 2:
	Identify the given text, completing given sentences, viewing a video and identifying the basic information like name, age.
	End of Unit Assessment
	1. Watching a video and answering the exercises based on same.
	2. Reading a paragraph and composing Steckbrief for the person based on it.
	Differentiation
	• peer support in small, mixed-ability groups (help others to succeed)
	• different sets of worksheets or exercises depending on students' abilities
	• allowing students to work on their own best pace
	• scaffolding of task requirements
	• extended time for assignments

Resources

Workbooks/ Textbooks

1. Beste Freunde A1/1
2. Hallo Deutsch Band 1
3. Wir Plus

Teachers' support material / teachers' resources

1. https://www.youtube.com/watch?v=j28QTUq1VrU
2. https://www.youtube.com/watch?v=WQrHkXCMTeA

Reflection: Considering the planning, process and impact of the inquiry

Prior to teaching the unit	During teaching	After teaching the unit
The students will find this unit interesting because they will be introduced to a new language and start to learn simple conversation phrases in this language. The students will have no or less prior knowledge. The focus of this unit will be to develop the student's communication skills in the target language. Students will be able to see the connection between their own mother tongue and the target language.	The students were enthusiastic about learning the language and came up with many questions and translations related to the unit and outside the unit. The statement of inquiry could not be done in the target language as the students were in the Phase 1 learning basic vocabulary and greetings.	More homework assignments need to be given to increase vocabulary. • More structured ATL activities need to be incorporated.