

<b>Teacher(s)</b>	Suvidha Khatri	<b>Subject group and discipline</b>	Language Acquisition - German		
<b>Unit title</b>	Leisure/Recreation	<b>MYP year</b>	2 / Phase 2	<b>Unit duration (hrs)</b>	12

**Inquiry: Establishing the purpose of the unit**

<b>Key concept</b>	<b>Related concept(s)</b>	<b>Global context</b>
<b>Creativity</b>	<b>Message</b> <b>Point of view</b> <b>Form</b>	Personal and cultural expression
<b>Statement of inquiry</b>		
Leisure is an essential form to discover and express personal ideas, feelings, nature, culture, beliefs and values of an individual.		
<b>Inquiry questions</b>		
<p><b>Factual</b>—What is leisure? How do you spend your free time?</p> <p><b>Conceptual</b>—How leisure helps to discover an individual?</p> <p><b>Debatable</b>—Do you agree that leisure is necessary for the well-being of an individual?</p>		
<b>Objectives</b>	<b>Summative assessment</b>	

Year 2/ Phase 2	Outline of summative assessment task(s) including assessment criteria:	Relationship between summative assessment task(s) and statement of inquiry:
<p><b>Criterion A:</b></p> <p>Comprehending spoken and visual text</p> <ol style="list-style-type: none"> <li>i. show understanding of messages, main ideas and supporting details</li> <li>ii. recognize basic conventions</li> <li>iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.</li> </ol> <p><b>Criterion B1:</b></p> <p>Comprehending written and visual text:</p> <ol style="list-style-type: none"> <li>i. identify basic facts, messages, main ideas and supporting ideas.</li> <li>iii engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.</li> </ol>	<p><b>1. Criterion A:</b></p> <p>Students watch a video and identify the leisure activities of different family members of Tim’s Family. The students also give their opinion about the hobbies of Tim’s family.</p> <p><b>2. Criterion B:</b></p> <p>Students would read personal ideas related to leisure activities about different individuals. The students identify basic facts and engage with the different texts by giving an opinion to the hobbies of different individuals.</p>	<p>Students understand the meaning of the vocabulary, the grammar structure and conversation phrases on recreational activities and express their ideas about recreational activities of different individual.</p> <p>In this assessment students apply their knowledge about the phrases to present ourselves. Students will be able to identify these phrases and answer question related to the spoken and visual test.</p>
<p><b>Approaches to learning (ATL)</b></p>		
<p><b>Communication: Communication skills</b></p> <ul style="list-style-type: none"> <li>•</li> <li>• Take effective notes in class</li> <li>• Read critically and for comprehension</li> <li>• Give and receive meaningful feedback</li> </ul>		

**Action: Teaching and learning through inquiry**

Content	Learning process
<p><b>Grammar structure and vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Hobbies</li> <li>• Question words (wo,wohin, wer, wo, was, warum)</li> <li>• Prepositions</li> <li>• Modal verbs</li> <li>• verbs and verb conjugation (lesen, fahren)</li> <li>• Conjunction (und, aber, denn)</li> <li>• negation</li> <li>• Vocabulary: hobbies</li> <li>• country names and languages</li> <li>• Cohesive device: and/but (und/aber)</li> <li>• ja/kein Frage (yes/no question)</li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Game (to revise nouns and pronouns)</li> <li>• identify words which are similar to English</li> <li>• Autogramm sammeln(revision hobbies, countries, adjective etc.)</li> <li>• Class-survey</li> </ul>	<p><b>Learning experiences and teaching strategies</b></p> <ul style="list-style-type: none"> <li>• Warming-up with greetings, followed by discussion on free-time activities.</li> <li>• Students learn to express about their hobbies to their friends.</li> <li>• Students read a text, identify messages and reply questions.</li> <li>• Students are able to understand different sports activities and apply in conversations.</li> <li>• Collaborative tasks.</li> <li>• Role plays and class discussion in order to strengthen their communication skills</li> <li>• Students identify different messages in a reading text and reply question (information about a person)</li> <li>• Students are able to identify the differences between singular and plural</li> <li>• Concept of modal verbs is introduced in class</li> </ul> <p><b>Formative assessment</b></p> <p><b>Formative Assessment 1 (Bi)</b></p> <ol style="list-style-type: none"> <li>1. Identify the activities in the pictures given.</li> </ol> <p><b>Formative Assessment 2 (Ai, Bi)</b></p> <ol style="list-style-type: none"> <li>2. Writing task (Steckbrief, filling blanks, completing sentences, Framing questions)</li> <li>3. Listening exercises</li> </ol> <p><b>End of Unit Assessment (Ai,ii,iii, Bi, ii,iii)</b></p> <ol style="list-style-type: none"> <li>1. <b>Listening activity</b></li> <li>2. <b>Reading comprehension about Rike’s hobby and expressing your opinion about their hobby.</b></li> </ol> <p><b>Differentiation</b></p> <ul style="list-style-type: none"> <li>• peer support in small, mixed-ability groups (help others to succeed)</li> <li>• different sets of worksheets or exercises depending on students’ abilities</li> <li>• allowing students to work on their own best pace</li> <li>• scaffolding of task requirements</li> </ul>

	<ul style="list-style-type: none"> <li>extended time for assignments</li> </ul>
<b>Resources</b>	
<p><b>Workbooks/ Textbooks</b></p> <ol style="list-style-type: none"> <li>Beste Freunde A1/1</li> <li>Hallo Deutsch Band 2</li> <li>Wir Plus</li> </ol> <p>Teachers' support material / teachers' resources Educational and others web pages</p>	

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

<b>Prior to teaching the unit</b>	<b>During teaching</b>	<b>After teaching the unit</b>
<p>The students will find this unit interesting because they will be express their hobbies in a new language and learn to frame simple conversation phrases in this language with their friends. 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.</p>		

<b>Teacher(s)</b>	Suvidha Khatri	<b>Subject group and discipline</b>	Language Acquisition - German		
<b>Unit title</b>	Food and drinks	<b>MYP year</b>	2 / Phase 2	<b>Unit duration (hrs)</b>	12

**Inquiry: Establishing the purpose of the unit**

<b>Key concept</b>	<b>Related concept(s)</b>	<b>Global context</b>
<b>Communication</b>	<b>Message</b> <b>Word choice</b> <b>Form</b>	Personal and cultural expression
<b>Statement of inquiry</b>		
Language empowers an individual to communicate his personal preferences related to food and drinks as per his/her personal interests and attitudes.		
<b>Inquiry questions</b>		
<b>Factual</b> —What does one eat and drinks in the different meals of the day? <b>Conceptual</b> —How does your local conditions affect your eating habits? <b>Debatable</b> —What makes our food habits different from those in Europe vis-à-vis Germany?		
<b>Objectives</b>	<b>Summative assessment</b>	

<p><b>Year 2/ Phase 2</b></p> <p><b>Criterion C:</b></p> <p>Communicating in response to spoken, written and visual text</p> <ol style="list-style-type: none"> <li>1. respond appropriately to simple short phrases</li> <li>2. use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics.</li> </ol> <p><b>Criterion D:</b></p> <p>Using language in spoken and written form</p> <ol style="list-style-type: none"> <li>1. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation</li> <li>2. organize basic information and use a range of basic cohesive devices.</li> <li>3. use language to suit the context.</li> </ol>	<p><b>Outline of summative assessment task(s) including assessment criteria:</b></p> <p><b>1. Criterion C &amp; D:</b></p> <p>Students will solve different small written tasks related to the vocabulary, the grammar structure and the learnt conversation phrases on hobbies and vacation plans.</p> <p><b>2. Criterion C &amp; D:</b></p> <p>Students write an E-Mail using basic range of vocabulary, grammatical structures and describe what do they do in their free time.</p>	<p><b>Relationship between summative assessment task(s) and statement of inquiry:</b></p> <p>Students understand the meaning of the vocabulary, the grammar structure and conversation phrases on recreational activities and apply this knowledge in this written task.</p> <p>Through this assessment students communicate their personal and cultural background using the learnt introduction phrases and vocabulary.</p> <p>In this assessment students apply their knowledge about the phrases to present ourselves. Students will be able to identify these phrases and answer question related to the spoken and visual test.</p>
<p><b>Approaches to learning (ATL)</b></p>		
<p><b>Communication: Communication skills</b></p> <ul style="list-style-type: none"> <li>• Organize and depict information logically</li> <li>• Read text critically and comprehend the same</li> <li>• Make effective summary notes for studying</li> </ul>		

- Write for different purposes

**Social Skills: Collaboration**

- Work collaboratively in teams

**Reflective Skills**

- Identify strengths and weaknesses of personal learning strategies (self-assessment)

**Action: Teaching and learning through inquiry**

Content	Learning process
<p><b>Grammar structure and vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Hobbies</li> <li>• Question words ( was, warum, wie viel, wann)</li> <li>• verbs and verb conjugation (essen, trinken, moechten, nehmen, kosten, moegen)</li> <li>• Conjunction (und, aber, den, weil)</li> <li>• negation</li> <li>• vocabulary: Food &amp; Drinks</li> <li>• ja/nein Frage (yes/no question)</li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• game (to revise nouns and pronouns)</li> <li>• Koffer packen (Was isst du in der Pause?)</li> <li>• Laufdiktat (running dictation)</li> <li>• Dialogue in restaurant</li> </ul>	<p><b>Learning experiences and teaching strategies</b></p> <ul style="list-style-type: none"> <li>• Warming-up with greetings, followed by discussion on what does one eat normally in breakfast, lunch, dinner</li> <li>• Students learn to express about their favorite dish.</li> <li>• Students read a text, identify messages and reply questions.</li> <li>• Students are able to understand different sports activities and apply in conversations.</li> <li>• Collaborative tasks.</li> <li>• Role plays and class discussion in order to strengthen their communication skills</li> <li>• Students identify different messages in a reading text and reply question (information about a person)</li> <li>• Students are able to identify the differences between singular and plural</li> </ul> <p><b>Formative assessment</b></p> <ol style="list-style-type: none"> <li>1. Designing a restaurant menu</li> <li>2. Writing task (Filling blanks, completing sentences, Framing questions)</li> </ol>

	<ol style="list-style-type: none"> <li>3. Listening exercises</li> <li>4. Collage on famous German dishes</li> </ol>
	<p><b>Differentiation</b></p> <ul style="list-style-type: none"> <li>• peer support in small, mixed-ability groups (help others to succeed)</li> <li>• different sets of worksheets or exercises depending on students' abilities</li> <li>• allowing students to work on their own best pace</li> <li>• scaffolding of task requirements</li> <li>• extended time for assignments</li> </ul>
<p><b>Resources</b></p>	
<p><b>Workbooks/ Textbooks</b></p> <ol style="list-style-type: none"> <li>1. Beste Freunde A1/1</li> <li>2. Hallo Deutsch Band 2</li> <li>3. Wir Plus</li> </ol> <p>Teachers' support material / teachers' resources</p> <p>Educational and others web pages</p>	

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

Prior to teaching the unit	During teaching	After teaching the unit
<p>The students will find this unit interesting because they will be express their favorite food in German and learn to frame simple conversation phrases in this language with their friends. 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.</p>		

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<b>Teacher(s)</b>	Suvidha Khatri	<b>Subject group and discipline</b>	Language Acquisition – German Phase 2		
<b>Unit title</b>	My space (my habitat-neighborhood, city, country)	<b>MYP year</b>	2	<b>Unit duration (hrs)</b>	12

**Inquiry: Establishing the purpose of the unit**

<b>Key concept</b>	<b>Related concept(s)</b>	<b>Global context</b>
<b>Communication</b>	<b>Structure</b> <b>Purpose</b> <b>Function</b>	Orientation in space and time Students explore the human landscape and resources.
<b>Statement of inquiry</b>		
The structures in one's space(habitat) help an individual to function smoothly in his day-to-day life.		
<b>Inquiry questions</b>		
<p><b>Factual</b>—What all places are there in your neighborhood?</p> <p><b>Conceptual</b>—How important is habitat in the life of an individual?</p> <p><b>Debatable</b>—What makes big cities today different from ones in past?</p>		
<b>Objectives</b>	<b>Summative assessment</b>	

<p><b>Year 2/ Phase 2</b></p> <p><b>Criterion B:</b></p> <p>Comprehending written and visual text:</p> <ul style="list-style-type: none"> <li>i. identify basic facts, main ideas and supporting details, and draw conclusions</li> <li>ii. recognize basic conventions including aspects of format and style, and author's purpose for writing</li> </ul> <p><b>Criterion C:</b></p> <p>Communicating in response to spoken/written/visual text:</p> <ul style="list-style-type: none"> <li>i. respond appropriately to spoken and/or written and/or visual text</li> <li>ii. interact in basic structured exchanges use phrases to communicate ideas, feelings and information in familiar situations</li> <li>iii. communicate with a sense of audience.</li> </ul>	<p><b>Outline of summative assessment task(s) including assessment criteria:</b></p> <p><b>Criterion B &amp; C:</b></p> <ul style="list-style-type: none"> <li>i. Students write an E-Mail using basic range of vocabulary, grammatical structures and describe a friend a few shopping places in their city.</li> <li>ii. Students create a dialogue and help a passer-by reach his/her destination after comprehending written and visual text.</li> <li>iii. Students comprehend written and visual text and answer questions given.</li> </ul>	<p><b>Relationship between summative assessment task(s) and statement of inquiry:</b></p> <p>Students understand the meaning of the vocabulary, the grammar structure and conversation phrases on connections in one's space(habitat,city) and apply this knowledge in the written task.</p> <p>In this assessment students apply their knowledge about the phrases to describe their city/neighbourhood. Students will be able to identify these phrases and answer question related to the written and visual test.</p>
<p><b>Approaches to learning (ATL)</b></p>		
<p><b>Communication: Communication skills</b></p>		

- Use a range of speaking techniques to communicate with a variety of audiences.
- Use appropriate forms of writing for different purposes and audiences.

**Activity 1:** Students write an E-Mail to a pen-pal to describe their city in their notebooks. They students would communicate to a pen-pal about their city who does not belong to their city.

**Reflection skills**

- Identify strengths and weaknesses of personal learning strategies (self-assessment).
- keep a journal to record reflections

**Activity: 1.** Students reflect on the knowledge acquired during the unit on their feedback sheet. (A form would be given, where the students would evaluate what they have grasped, what they need to revise and what they have not understood from the unit)

**Action: Teaching and learning through inquiry**

Content	Learning process
<p><b>Grammar structure and vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Places in a city, giving directions</li> <li>• Where one can do what?</li> <li>• Prepositions – zu, um gegenueber</li> <li>• W-Question – Wie komme ich?</li> <li>• Adjectives – picture description</li> <li>• Past tense -war, hatte</li> <li>• W Question – Wo ?</li> <li>• Dative case</li> <li>• Articles (Nominative, Accusative, Dativ</li> <li>• Preposition – in + Dative</li> <li>• Verbs-meinen, finden</li> </ul>	<p><b>Learning experiences and teaching strategies</b></p> <ul style="list-style-type: none"> <li>• Brainstorming (warming -up) Students will talk about where they live.</li> <li>• Partner exercise:             <ol style="list-style-type: none"> <li>1. The students would learn about different places in their city, where do you buy what.</li> <li>2. They would leave to give and understand directions.</li> </ol> </li> <li>• Visual Impulse would be given in class for means of transport: The students would learn to talk about different means of transport to reach a place.</li> <li>• Museum walk/Gallery Walk by the teacher in class about a German City. The students would grasp the famous places in the German city. Project based exercise – On A4 sized colored sheets students would describe different places</li> </ul>

- Conjunction – denn, dass

**Activities:**

- Listening exercise
- Article writing
- Solving puzzle(find the different places in a city)
- Card game ( Wo kauft man was? )
- Audio-visual text and related expressions

in a German city and draw a contrast to their own city.

- Brainstorming about adjectives related to a city, followed by a class discussion, where the students would learn to give their opinion of the region where they live.
- Class Presentation: Students would explore the changes in their cities over the period of time.

**Formative assessment**

**TASK 1 (Criterion B i)**

1. Students would be given a market-place in a city with a text and questions related to the text would be answered by them.

**TASK 2 (Criterion C)**

1. Creating a dialogue based on city map. A picture would be given. The teacher would be the partner with the student. (E.g Where is the market? - Near the bus-stop?)

**End of Unit Assessment**

1. Reading comprehension about shopping places in city, followed by questions related to the text.
2. Students create a small presentation about their city(present and past) and present it to their peers. A poster can be created to support the presentation. (even a PPT)

**Differentiation**

- peer support in small, mixed-ability groups (help others to succeed)
- different sets of worksheets or exercises depending on students' abilities

	<ul style="list-style-type: none"> <li>• allowing students to work on their own best pace</li> <li>• scaffolding of task requirements</li> <li>• extended time for assignments</li> </ul>
<b>Resources</b>	
<p><b>Workbooks/ Textbooks</b></p> <ol style="list-style-type: none"> <li>1. Beste Freunde A1/1, A1/2, A2/1</li> <li>2. Hallo Deutsch Band 2, 3</li> <li>3. Wir Plus</li> </ol> <p>Teachers' support material / teachers' resources</p> <p>Educational and others web pages</p>	

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

<b>Prior to teaching the unit</b>	<b>During teaching</b>	<b>After teaching the unit</b>
<p>The students will find this unit interesting because they will be express their city in German and also about German cities and learn to frame simple conversation phrases in this language with their friends. 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.</p>		