



Course: German II- MYP Language B, German Foundation Level
Teacher: Jeffrey Mosburg
Grade: IB MYP Year 5 (Grade 9 and 10)

Course Description

Our aims are:

- enable the student to use language(s) effectively as a means of practical communication, providing a sound base of communication skills necessary for future study, work and leisure
- enable the student to understand the nature of language and the process of total language learning, which comprises the integration of linguistic, cultural and social components
- enable the student to develop an appreciation of a variety of literary and non- literary texts
- offer insight into the cultural characteristics of the communities where the language(s) is (are) spoken
- encourage an awareness and understanding of the perspectives of people from other cultures
- promote involvement with different communities, where relevant
- provide access to varied sources of information
- foster curiosity, a lifelong interest and enjoyment in language learning

You will begin to embody the IB Learner Profile as you display the following qualities:

inquirer, knowledgeable, thinker, communicator, principled, open-minded, caring, risk-taker, balanced and reflective.

At the core of the MYP program is the unit/ guiding question and the areas of interaction (AOI's):

There are five AOI's: approaches to learning, community and service, health and social education, human ingenuity, and environments. For every unit, there will be a guiding/unit question and an area of interaction that will provide a framework and give our classroom a context. The areas of interaction are the fuel that fires our intellectual pursuit. The following are our units:

Title	AOI	Question	Topic	Assessment
Hände weg von meinem Kopf	Approaches to Learning	What can we learn from a text?	Reflection on acquisition of new learning and reviewing of old	E: reading exercise based on prereading of chapter during study of book
Dornröschen	Human Ingenuity	How do we react to a disappointment or crisis?	Dealing with adversity	A, B: Conversation over fairy tale and how it shows problem solving, discussing a challenge in students' life C, D: writing own fairy tale
Oktoberfest	Community	How can standards and lifestyles vary within our community?	Homelessness	E: reading exercise based on prereading of chapter during study of book
Rotkäppchen	Health and Social	How do we best protect ourselves?	Safety in public spaces	A, B: Conversation on safety in story and in student's own life C, D: writing own fairy tale
Elvis in Köln	Human Ingenuity	How do we celebrate changes in life?	Planning a celebration	E: reading exercise based on prereading of chapter during study of book
Hänsel und Gretel	Health and Social	What should family members do for each other, and how can I help?	Family rights and responsibilities	A, B: Conversation on role played by family members, and how student's family supports or does not – open to general discussion if this is sensitive for student C, D: writing own fairy tale
Im Land der Schokolade und Bananen	Environment	How do we adapt to moving to a new environment?	Emigration	E: reading exercise based on prereading of chapter during study of book

At the end of the year, the following IB MYP specific objectives will be covered:

- communicate information, ideas and opinions
- demonstrate comprehension of specific factual information and attitudes, expressed in spoken and written contexts
- identify main ideas and supporting details and draw conclusions from spoken and written texts
- understand and appropriately use structures and vocabulary
- request and provide information in both spoken and written contexts
- engage actively in oral production using comprehensible pronunciation and intonation
- take part in formal and informal communications

The methodology or the “how” we will learn:

Students will learn through a variety of research based instruction methods including: reading and story-telling based on TPRS methodology, participating in classroom discussion, taking notes, doing vocabulary and grammar exercises, writing and presenting dialogues, and observing and participating in cultural activities.

Tulsa Public Schools also follows the Oklahoma PASS Objectives in World Languages which are in line with the ACTFL national standards. These include the following guidelines for the Novice High Students which are located at www.actfl.org.

Standards for Foreign Language Learning

- **Communication**-Communicate in Languages Other Than English

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

- **Cultures**-Gain Knowledge and Understanding of Other Cultures

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

- **Connections**-Connect with Other Disciplines and Acquire Information

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

- **Comparisons**-Develop Insight into the Nature of Language and Culture

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

- **Communities-** Participate in Multilingual Communities at Home & Around the World

Standard 5.1: Students use the language both within and beyond the school setting.

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Assessment is the term used to measure the students' demonstrations of learning:

There will be summative assessment projects and tests to show what they have learned. These will be assessed using the IB MYP criteria:

Oral communication

Criterion A Speaking and listening	message and interaction	Maximum 8
Criterion B Speaking	language	Maximum 8

Writing

Criterion C Writing	message and organization	Maximum 8
Criterion D Writing	language	Maximum 8

Reading comprehension

Criterion E Reading	comprehension	Maximum 16
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For each assessment criterion, a number of band descriptors are defined. These describe a range of achievement levels with the lowest represented as 0.

The descriptors concentrate on positive achievement, although failure to achieve may be included in the description for the lower levels. It is intended that oral skills, writing skills, and reading comprehension and interpretive skills are equally weighted, hence the need to double the final level for criterion E when determining final grades at each certification level.

During the year each of these criteria will be measured at least twice, not necessarily at the same time. Because this is criterion based assessment you are not measured against others – it is not normative. All work will be compiled in a **portfolio**.

Resources and materials:

Textbook: Davidheiser, James C. and Marilyn P. *Deutsch durch Märchen*. 2004: TPRS Publishing.
Ancillary reading: Felix & Theo. *Elvis in Köln*. 1999: Langenscheidt.
 -----, *Oktoberfest*. 1995: Langenscheidt.
 Gündisch, Karin. *Im Land der Schokolade und Bananen*. 1987: Beltz und Gelberg.

Teachers' resources: Lewis, Sabine. *Hände weg von meinem Kopf*. 2002:German Online
Campbell, Joan Keck and Donna van Handle, *et al.* *Didaktisierung Vorschläge zu dem Buch Im Land der Schokolade und Bananen von Karin Gündisch*. 2006: American Association of Teachers of German.