



**Course:** German I- MYP Language B, German Foundation Level  
**Teacher:** Jeffrey Mosburg  
**Grade:** IB MYP Year 4 (Grade 9)

### **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:

<b>Title</b>	<b>AOI</b>	<b>Question</b>	<b>Topic</b>	<b>Assessment</b>
<b>Intorduction to German and basic TPR</b>	<b>Approaches to Learning</b>	<b>Through what different ways can we acquire and demonstrate our abilities in German?</b>	<b>Greetings and other social language, basic actions and objects, numbers, time</b>	<b>C, D: picture dictionary of what they have learned</b>
<b>Die Familie</b>	<b>Community</b>	<b>Who are the people in our lives and how can we tell others about them?</b>	<b>Family members, descriptive adjectives, likes and dislikes</b>	<b>A, B: Conversation sharing description of family and friends with classmate C, D: Booklet on their family and friends</b>
<b>Der süße Brei</b>	<b>Health and Social, Community</b>	<b>Why do people go hungry? What can we do about it?</b>	<b>Hunger and poverty; nutrition</b>	<b>A, B: Discussion about good eating, poverty and hunger in story and what we can do about it in our lives C, D: writing a menu of favorite foods and healthy foods</b>
<b>Die Katze und die Maus</b>	<b>Human Ingenuity</b>	<b>How do we react in adversity?</b>	<b>Showing friendship, solving crises and evaluating solutions</b>	<b>A, B: Discussion about being a good friend, good and bad solutions to problems C, D: writing about how you did or did not show you were a friend to someone</b>
<b>Der Froschkönig</b>	<b>Health and Social</b>	<b>What is the importance of a promise? Why do we make, keep or break them?</b>	<b>Appearances, obligations</b>	<b>A, B: Discuss the promise in the story and reasons to keep it or not, how this reflects in student's own life C, D: write own fairy tale</b>
<b>Aschenputtel</b>	<b>Human Ingenuity</b>	<b>What do we need to make our life better? How do we get it?</b>	<b>An ideal life, goals and obstacles</b>	<b>A, B: Discuss what one wants and what one must do to get it C, D: write a description of</b>

				<b>one's goals and how one will get them</b>
<b>Geld oder Liebe</b>	<b>Environment</b>	<b>How do we adapt to moving to a new environment?</b>	<b>Being an exchange student, adjusting to new friends and a new school</b>	<b>C, D: Write a letter home from an exchange student E: reading exercise based on prereading of chapter during study of book</b>

**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 Low/Mid Students which are located at [www.actfl.org](http://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:** Lewis, Sabine. *Geld oder Liebe*. 2001:German Online