

Diploma Programme subject outline—Group 2: language acquisition

School name	Gymnázium, Šrobárova 1, Košice, Slovakia	School code	061626
Name of the DP subject <i>(indicate the language)</i>	Language B German		
Level <i>(indicate with X)</i>	Higher <i>(not applicable for languages ab initio)</i> <input type="checkbox"/>	Standard completed in two years <input checked="" type="checkbox"/>	Standard completed in one year * <i>(not applicable for languages ab initio)</i> <input type="checkbox"/>
Name of the teacher who completed this outline	Emília Šolcová	Date of IB training	02 -29 June 2021
Date when outline was completed	June 2021	Name of workshop <i>(indicate name of subject and workshop category)</i>	IB Language B Generic

* All Diploma Programme courses are designed as two-year learning experiences. However, up to two standard level subjects, excluding languages ab initio and pilot subjects, can be completed in one year, according to conditions established in the *Handbook of procedures for the Diploma Programme*.

1. If you will be teaching language B higher level, identify the two works of literature to be studied.

2. Course outline

- Use the following table to organize the topics to be taught in the course. If you need to include topics that cover other requirements you have to teach (for example, national syllabus), make sure that you do so in an integrated way, but also differentiate them using italics. Add as many rows as you need.
- This document should not be a day-by-day accounting of each unit. It is an outline showing how you will distribute the topics and the time to ensure that students are prepared to comply with the requirements of the subject.
- This outline should show how you will develop the teaching of the subject. It should reflect the individual nature of the course in your classroom and should not just be a “copy and paste” from the subject guide.
- If you will teach both higher and standard level, make sure that this is clearly identified in your outline.

	Topic (as identified in the IB subject guide) <i>State the topics in the order you are planning to teach them.</i>	Contents	Allocated time		Assessment instruments to be used	Resources <i>List the main resources to be used, including information technology if applicable.</i>	
			One class is				
Year 1	IDENTITIES	<p>Within this topic we will look at:</p> <ul style="list-style-type: none"> • What does an identity constitute of? • Healthy eating and wellbeing • Beliefs and values • Refugees and migration – Wir und die Anderen <p>Grammar content covered:</p> <ul style="list-style-type: none"> • Linking words • Agreement of nouns, adjectives • Comparatives • Intensifiers • Pronouns • Present tense • Pronouns • Reflexive pronouns and verbs • Compound nouns 	45	mi nu	<p>Baseline assessment: speaking and writing</p> <p>Writing:</p> <ul style="list-style-type: none"> • Description of a person • Blog reflecting difficulties you have with sticking to a healthy living routine • Guide to healthy eating • Blog describing students' exchange programme • Formal email describing some of your current concerns about an aspect of education and seek advice • Biography of a famous person <p>Speaking:</p> <ul style="list-style-type: none"> • Debate advantages and disadvantages of students' exchange programmes • Presentation of student's exchange programme • Questionnaire about healthy lifestyle • Roleplay: Healthy eating • Picture description 	<p>10 weeks/40 lessons/30 hours</p>	<p>Coursebook Deutsch im Einsatz. German B for the IB Diploma</p> <p>Athetical texts</p> <p>Online sources</p> <p>Magazine articles</p> <p>Dictionaries</p> <p>Youtube songs, videos</p> <p>Film Good bye Lenin</p> <p>Film Almanya</p> <p>Pictures</p>

				<ul style="list-style-type: none"> • Presentation: Life of a famous person • Presentation: Ghosts • Roleplay: Immigrants • Debate about the importance of learning foreign languages <p>Reading:</p> <p>Practice of reading skills through a variety of comprehension activities based around texts in the target language</p> <ul style="list-style-type: none"> • Typisch deutsch! Confrontation of prejudice, positive and negative qualities image of the German nation • Immer diese Ausländer How fears and prejudice can influence individual interpretation and comprehension of the text • Austausch Österreich – Deutschland - Exchange programmes for students- webforum, personal experience, comparison of Germany and Austria in different aspect like language, culture, dialects, history,cuisine, school system, nature • Cool und gesund – matching the correct heading • Luther. Der Reformator – fill in the gaps in the text 	
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				<ul style="list-style-type: none"> • Machtspiel – match the correct heading, true or false information <p>Listening:</p> <p>Practice of listening skills through a variety of comprehension activities based around texts in the target language</p> <p>Listening – 4 tasks from the theme</p> <ul style="list-style-type: none"> • Zum 20. Todestag von Falco – choose the correct answer activity + additional material from IB website (to meet the requirements of Paper 2 assessment) + work with transcriptions • Zwei neue Sterne an deutschen Tennis_himmel – professional sport/performance-oriented sport – choose the correct option • Martin Luther und die Musik-a complex text listening comprehension which results into a group work on presentation of conclusion of their findings , group work on poster with the most important • Mit Flüchtlingen am Arbeitsplatz in die Zukunft-choose the correct answer 	
EXPERIENCES	Within this topic we will look at:	11 weeks/44	Baseline assessment: speaking and		

		<ul style="list-style-type: none"> • Heritage – looking at cultural heritage: What does culture mean to you? • A culinary journey – German breakfast culture • Festivals and traditions • Why do we travel? – the effects of tourism <p>Grammar content covered:</p> <ul style="list-style-type: none"> • Perfect • Imperfect • Future tense • Modal verbs • Idioms with food • Idioms with travelling 	<p>Lessons/33 hours</p>	<p>writing</p> <p>Writing:</p> <ul style="list-style-type: none"> • Essay: History of Germany • Informal letter: “Eine kulinarische Reise durch Deutschland” • Blog: Cultural globalisation • Article: Travelling • Formal letter: Request <p>Speaking:</p> <ul style="list-style-type: none"> • Presentation on a class trip to Berlin • Debate about relationships • Presentation about East Germany • Roleplay: Traditional German cuisine • Presentation: Customs and traditions • Debate: Class trip • Debate: Cultural differences • Roleplay: Gap year <p>Reading:</p> <p>Practice of reading skills through a variety of comprehension activities based around texts in the target language</p> <ul style="list-style-type: none"> • Buntes Berlin – put the sentences in the correct order+ describe the prejudice the young people have • Was ist typisch deutsches 	
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				<p>Essen?- Match the statement and the person</p> <ul style="list-style-type: none"> • Weihnachtszauber – correct order+fill in the gaps • Freiwilligendienst in Südkorea – answer the questions, choose the correct answer <p>Listening:</p> <p>Practice of listening skills through a variety of comprehension activities based around texts in the target language</p> <ul style="list-style-type: none"> • Herausforderung des Lebens zwischen den Kulturen-answer the question+ choose the correct answer • Hat´s geschmeckt? Was hat Brite zur Küche der deutschsprachigen Länder zu sagen – choose the correct answer • So feiern Flüchtlinge in Deutschland ihr erstes Weihnachten – choose the correct answer • Ein Austauschjahr in Indiana – choose the correct answer, true or false 	
	HUMAN INGENUITY	<p>Within this topic we will look at:</p> <ul style="list-style-type: none"> • TV • German cinema • Comprehensive music • Advertising – fun or 	11 weeks/44 lessons/33 hours	<p>Baseline assessment: speaking and writing</p> <p>Writing:</p> <ul style="list-style-type: none"> • Informal letter to a friend: Asking for recommendation 	

		<p>manipulation?</p> <p>Grammar content covered</p> <ul style="list-style-type: none"> • Relative clauses • Reinforcement of tenses • Conditionals • Passive voice 		<p>and advice</p> <ul style="list-style-type: none"> • Article: Environmentally friendly concerts • Blog: Music festival • Formal letter: Request • Review of a film • Report: An advertisement <p>Speaking:</p> <ul style="list-style-type: none"> • Picture description • Debate: Castings • Roleplay: Castings • Discussion: Film genre • Presentation of a music project • Debate: Advantages and disadvantages of commercials <p>Reading:</p> <p>Practice of reading skills through a variety of comprehension activities based around texts in the target language</p> <ul style="list-style-type: none"> • Castingshows – Fluch und Segen zugleich – true or false, answer the question, find the synonyms • Eine fast normale Familie: “Willkommen bei den Hartmanns” – answer the questions, find the synonyms, true or false • Musik zur Integration – fill in the text, answer the questions, find the synonyms, true or false 	
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				<ul style="list-style-type: none"> Die Macht der Werbung – choose the correct option <p>Listening:</p> <p>Practice of listening skills through a variety of comprehension activities based around texts in the target language</p> <ul style="list-style-type: none"> Interview mit Sabine Fischer – choose the correct answer Interview mit einem Filmhistoriker – answer the questions, choose the correct answer Der Flüchtlingschor – answer the questions, choose the correct answer Werbung – answer the questions Film/advertising - discussion 	
Year 2	SOCIAL ORGANISATION	<p>Within this topic we will look at:</p> <ul style="list-style-type: none"> The digital world Today's youth and the people round them School – learning for life Legal structures in the world <p>Grammar content covered</p> <ul style="list-style-type: none"> Future tense Prepositions and cases Passive voice Modal verbs Imperatives 	11 weeks/44 lessons/33 hours	<p>Baseline assessment: speaking and writing</p> <p>Writing:</p> <ul style="list-style-type: none"> Formal letter: Letter of application Questionnaire A diary of a user of digital media Formal letter: Request Poster to inform the reader about the dangers of digital world and how to stay safe online 	

				<ul style="list-style-type: none"> • Email: Social media • Description of a photograph • An interview: Future plans • My diary • Informal letter: Giving advice • Blog: Men's jobs • Essay: Life after school <p>Speaking:</p> <ul style="list-style-type: none"> • Debate: Crimes • Roleplay: Job interview • Presentation: Social media • Presentation: Statistics • Debate: Cyberbullying • Presentation: My favourite subject • Roleplay: Future plans • Roleplay: Online schooling • Presentation: Famous German scientists • Debate Extracurricular activities • Presentation: Volunteering • Speaking and writing: Recommendation <p>Reading:</p> <p>Practice of reading skills through a variety of comprehension activities based around texts in the target language</p> <ul style="list-style-type: none"> • Tagebuch eines jugendlichen Facebook-Nutzers – complete the information 	
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				<ul style="list-style-type: none"> • Soziale Milieus der Jugendlichen – match the information • Die Internetschule – compare the information • Jugendliche in Gefängnis – choose the correct answer <p>Listening:</p> <p>Practice of listening skills through a variety of comprehension activities based around texts in the target language</p> <ul style="list-style-type: none"> • Im Netz fängt's oft an – choose the correct answer • Die Jugend – choose the correct answer, finish the sentence • Das Kaffeegeschäft – Ein Traum wird wahr – choose the correct answer • So geht Knast! – answer the questions, choose the correct answer 	
	SHARING THE PLANNET	<p>Within this topic we will look at:</p> <ul style="list-style-type: none"> • The global consumer, fair trade and child labour • Refugees and migration • Tackling climate change and the effect of tourism on nature – A man in the nature – The Alps • Humans need alternative energies 	12 weeks/48 lessons/36 hours	<p>Baseline assessment: speaking and writing</p> <p>Writing:</p> <ul style="list-style-type: none"> • Blog: Working experience • Leaflet: Searching for volunteers • Formal letter: Request • Article: Charity event • Report: Protests against nuclear energy 	

		<p>Grammar content covered</p> <ul style="list-style-type: none"> • Time clauses • Indirect speech • Compound sentences 		<p>Speaking:</p> <ul style="list-style-type: none"> • Debate: Organisation of a charity event • Discussion: Refugees and German politics • Debate: Advantages and disadvantages of nuclear energy • Debate: Nuclear power phase-out in Germany <p>Reading:</p> <p>Practice of reading skills through a variety of comprehension activities based around texts in the target language</p> <ul style="list-style-type: none"> • Was ist Fair Trade? – choose the correct answer, find the synonyms • Alpen unter Druck – choose the correct answer, true or false, find the synonyms, fill in the gaps • Ein Jahr “Wir schaffen das.”- choose the correct answer, true or false, support your opinion • Ein Leben im Schatten der Reaktortürme – match the correct answer <p>Listening:</p> <p>Practice of listening skills through a variety of comprehension activities based around texts in the</p>	
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				<p>target language</p> <ul style="list-style-type: none"> • Minimalistisch leben – choose the correct answer • Ein Reisebericht – choose the correct answer, answer the questions • Fahr mit mir den Fluss hinunter – find the word pairs, choose the correct answer, associations • Eine Zukunft ohne Atomkraft – answer the questions, choose the correct answer 	

3. IB Internal and external assessment requirements to be completed during the course

Briefly explain how and when you will work on them. Include the date when you will first introduce the internal and external assessment requirements, when they will be due and how students will be prepared to complete them.

Class activities, homework, written tests after every chapter are parts of the formative assessment of a student's progress and encourage them to work systematically. Results will be given as a percentage of total marks and as a grade from 1 to 7. The end of the year exam at the end of the first year of the course will be structured in a way similar to a real exam and marked using the same criteria to give students the opportunity to know their level of knowledge. Students will be given Paper 1 and Paper 2 containing topics of core syllabus studied in the first year.

The final IB DP assessment is as follows :

Internal and external assessment requirements to be introduced in the 2-nd week of September Year 1 and again in September of Year 2.

Internal assessment (Year 2, 3-rd week of January)

Individual oral (25%) – recording of conversation with the teacher, based on a picture or photograph (SL)

Final Examinations – May Year 2

Paper 1 – Writing (25%) – one writing task from a choice of three
 Paper 2 – Listening and reading (50%) – comprehension questions based on three audio texts and three written texts.

4. Links to TOK

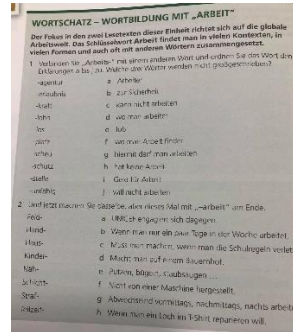
You are expected to explore links between the topics of your subject and TOK. As an example of how you would do this, choose one topic from your course outline that would allow your students to make links with TOK. Describe how you would plan the lesson/courses.

Topic	Link with TOK (including description of lesson plan)
Sharing the planet	<p>Our exploration of the German language provides extensive opportunities to tie with TOK. As one example, in the topic Sharing the planet, we will discuss and try to answer these questions :</p> <ul style="list-style-type: none"> • How does language influence our views of others ? • Is it the case that if we cannot express something we do not know it ? • Do all people share some innate linguistic knowledge ? If the categories that we use necessarily empower or marginalise, is it ever possible to produce knowledge that does not either reflect or challenge existing power structures ? • If language works according to sets of rules and conventions, how much scope do we have as individuals to break the rules or challenge these conventions ? • Does ethical language differ in any significant way from other types of language ? • If people speak more than one language, is what they know different in each language ? • How can we use language to shape and deliberately manipulate thought? <p style="text-align: center;">Unit Plan: Fair Trade</p> <p><u>Lessons of instruction:</u> 8 (4 lessons a week)</p> <p>Resources</p> <p>1. Visual stimulus https://www.youtube.com/watch?v=yGkthHVND3I (MAKE THE WORLD A BETTER PLACE - Fairtrade und die globalen Nachhaltigkeitsziele (deutsch))</p> <p>2. Visual stimulus https://www.youtube.com/watch?v=IZ_EOK-fF_o (Fairtrade Matters – Kurzfilm)</p> <p>Wortschatz – Wortbildung mit “Arbeit”</p> <p>Bevor die Schüler die Texte zum Thema Fair Trade lesen, bereiten sie das Wortfeld “Arbeit” vor und analysieren</p>

dabei, wie im Deutschen zusammengesetzte Wörter gebildet werden.

Z.B. die Arbeitsagentur, der Arbeitsplatz, die Kinderarbeit, die Hausarbeit, arbeitslos...

Vocabulary – word formation with the word “Arbeit” – students prepare the mind map and analyze the system of word formation in German language



Questions:

1. Was ist Fair Trade? Kennen Sie den Begriff?
2. Wo gibt es heute noch Kinderarbeit?
3. **CAS: Weiterdenken** Welche der folgenden Produkte gibt es heute aus fairem Handel: Blumen, Fruchtsaft, Fußbälle, Honig, Jeans, Kerzen Lederwaren, Nüsse, Reis, Schmuck, Schokolade, Tee, Wein, Zucker?

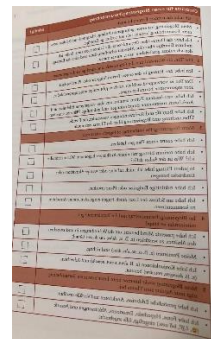
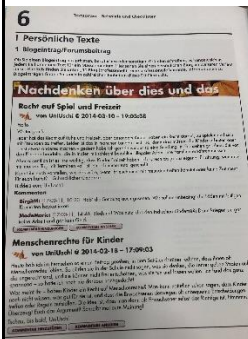
Classroom Activities:

1. Look at the visual stimulus and describe your emotions.
2. Read the article about Fair Trade and answer questions:
 - a) Was ist für die Autorin das größte Problem mit der Schokolade?
 - b) Welche Missstände werden bei der Kinderarbeit erwähnt?
 - c) Welche Merkmale einer normalen Kindheit fehlen bei allen Kindern auf den Plantagen?
 - d) Wer betreibt eine typische Kakaopflanzung?

- e) Wer pflückt die Kakaobohnen?
- f) Warum werden so viele Kinder auf den Plantagen beschäftigt?
- g) Was soll man laut Text tun, wenn man im Supermarkt keine Fair-Trade-Produkte findet?



3. Describe the writing genre – a blog : Die Textsorte Blogbeitrag – Blogmerkmale, Checkliste für einen Blogbeitrag.



4. Group work: make a poster about child labor in the world. Die Gruppenarbeit – Poster

Every IB course should contribute to the development of students' approaches to learning skills. As an example of how you would do this, choose one topic from your outline that would allow your students to specifically develop one or more of these skill categories (thinking, communication, social, self-management or research).

Topic	Contribution to the development of students' approaches to learning skills (including one or more skill category)
Social organisation	As we explore the German educational system, we will see many similarities with our own approach to education, and several notable differences. As a writing assignment, students will complete a research project about students' exchange programme. Students will be guided through the research process to ensure that they have a good plan, that they explore variety of sources in the target language and they find appropriate material to include. They will be coached on correct attribution of sources and how to use the source information without plagiarising. The end result will be a presentation about students' exchange programmes, its advantages and disadvantages.

6. International mindedness

Every IB course should contribute to the development of international-mindedness in students. As an example of how you would do this, choose one topic from your outline that would allow your students to analyse it from different cultural perspectives. Briefly explain the reason for your choice and what resources you will use to achieve this goal.

Topic	Contribution to the development of international mindedness (including resources you will use)
Sharing the planet	In particular, we will discuss the rise of migration in Europe and its consequences. We will have many authentic, timely resources which talk about the reception of immigrants in European countries. We will talk about the role of terrorism, assimilation of immigrants and the future plans. The students will compare the relationship of that Germany has to the immigrants with those of other countries. Students will be able to see that our countries and cultures share similar problems and prejudices they have to face.

7. Development of the IB learner profile

Through the course it is also expected that students will develop the attributes of the IB learner profile. As an example of how you would do this, choose one topic from your course outline and explain how the contents and related skills would pursue the development of any attribute(s) of the IB learner profile that you will identify.

Topic	Contribution to the development of the attribute(s) of the IB learner profile
Identities	Open-minded – students will begin to think about their own cultures and look how the perspectives, values and traditions of other

	communities differ Inquirers – they will begin to develop their natural curiosity and research the topics from this unit Communicators – they will understand the ideas of others and express their own ideas in a variety of contexts. Knowledgeable – they will explore ideas and values related to health both in local and global context. Risk takers – they will begin to show the courage and forethought when approaching unfamiliar language, text and ideas.
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8. Resources

Are instructional materials and other resources available in sufficient quality, quantity and variety to give effective support to the aims and methods of the courses? Briefly describe what plans are in place if changes are needed.

Coursebook German B for the IB DP – the students will be able to borrow the coursebook from the school library or to buy one themselves. We will use authentic material and articles from newspapers and magazines. For testing and mock exams we will use the IB question bank and materials from Thinking-in. Other sources are youtube videos, blogs, movies and songs.