

<b>Course Title:</b>	German IB SL
<b>Department:</b>	IB, World Languages
<b>Course #:</b>	4430
<b>Grade Level/s:</b>	11 or 12
<b>Length of Course:</b>	1 Year
<b>Prerequisite/s:</b>	Grade A or B in German 3, Grade C with teacher recommendation
<b>UC/CSU (A-G) Req:</b>	(E) Language other than English

**Brief Course Description:** Language B is an additional language-learning course designed for students with some previous learning of that language and may be studied at either Standard or Higher Level. The main focus of the course is on language acquisition and development of language skills. These language skills will be developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts, related to the German culture. The material will enable students to develop mastery of language skills and intercultural understanding. German IB SL (International Baccalaureate Standard Level) is a communicative course that emphasizes speaking, reading, writing and listening skills for four specific purposes:

- Communicating in written and oral form in a variety of authentic situations generally using appropriate register and syntax as well as showing some awareness to cultural nuances
- Acquiring information from a variety of current authentic sources and using the information for a variety of activities such as personal interest, formal papers, oral reports, informal letters, and dialogues
- Exposure to creative works in literature, film and music to aid in reading and aural comprehension to provide cultural enrichment
- Understanding cultural influences by bringing the diversity of the German-speaking world into the realm of students' awareness

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**I. GOALS**

- A. The aims of German IB SL are to:
1. Develop students' intercultural understanding
  2. Understand and use the German language in a range of contexts and for a variety of purposes
  3. Encourage, through the study of texts and through social interaction, an awareness and appreciation of various perspectives of people from many cultures
  4. Develop students' awareness of the role of language in relation to other areas of knowledge
  5. Develop students' awareness of the relationship between the German language and cultures with which they are familiar
  6. Provide students with a basis for further study, work and leisure through the use of the German language
  7. Provide the opportunity for enjoyment, creativity and intellectual stimulation through acquired knowledge of the German language
- B. The objectives of this course are for students to:
1. Communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding
  2. Use language appropriate to a range of interpersonal and/or cultural contexts
  3. Understand and use language to express and provide responses with accuracy and fluency
  4. Organize ideas from various topics, in a clear, coherent and convincing manner
  5. Understand, analyze and respond to written and spoken texts

**II. OUTLINE OF CONTENT FOR MAJOR AREAS OF STUDY**

**Semester I**

- A. Communication and Media  
How people interact, transmit and gather data for the purposes of information and entertainment. Topics may include:
1. Advertising
  2. Bias in media
  3. Censorship
  4. Internet
  5. Mail
  6. Press
  7. Radio and television
  8. Sensationalism in media
  9. Telephone
- B. Global Issues  
The study of current events and societal issues along with the possible implications that may impact citizens at a regional, national and/or international level. Topics may include:
1. Drugs
  2. Energy reserves

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3. Food and water
4. Global warming, climate change, natural disasters
5. Globalization
6. International economy
7. Migration (rural–urban or international)
8. Poverty and famine
9. Racism, prejudice, discrimination
10. Effects of man on nature
11. Environment and sustainability
12. Government

**C. Social Relationships**

How people interrelate and behave as members of a community, individually and/or in groups. Topics may include:

1. Celebrations and social events
2. Religious events
3. Educational system
4. Language and cultural identity, or self-identity
5. Linguistic dominance
6. Minorities
7. Multilingualism
8. Nationalism, patriotism, fanaticism
9. Relationships (friendship, work, family)
10. Social and/or political structures
11. Social behaviors and stances
12. Taboos versus what is socially acceptable

**D. External Assessment: Written Assignment as part of Semester I Final Exam**

**Semester II (choice of 2 topics only)**

**A. Cultural Diversity**

The study of various ethnic, gender, racial, ideological and socio-economic matters within the German culture. Topics may include:

1. Beliefs, values and norms
2. Culinary heritage
3. How culture is learned
4. Intercultural assimilation
5. Inter-linguistic influence
6. Language diversity
7. Migration
8. Population diversity
9. Subcultures
10. Concepts of human beauty
11. Verbal and non-verbal communication

**B. Customs and Traditions**

The current and past practices, representations, expressions and knowledge as it pertains to the German culture. Topics may include:

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1. Celebrations and social events
2. Religious events
3. Dress codes, uniforms
4. Etiquette and protocols
5. Fashion
6. Food
7. Historical events
8. National costumes
9. The arts
10. Music

**C. Health**

Physical, mental and social well-being, as well as matters related to medicine. Topics may include:

1. Concepts of beauty and health
2. Diet and nutrition
3. Drug abuse
4. Epidemics
5. Health services
6. Hygiene
7. Illnesses, symptoms of good/ill health
8. Mental health
9. Physical exercise
10. Surgery
11. Traditional and alternative medicine
12. Health care systems including senior care, vacation and illness

**D. Leisure**

The variety of activities performed for enjoyment. Topics may include:

1. Entertainment
2. Exhibitions and shows
3. Games
4. Hobbies
5. Recreation
6. Social interaction through leisure activities
7. Sports
8. Travel

**E. Science and Technology**

The relationship between science and technology, as it relates to the German community, culture and language. Topics may include:

1. Entertainment
2. Ethics and science
3. Ethics and technology
4. Impact of information technology on society
5. Natural sciences
6. Renewable energy
7. Scientific research
8. Social sciences

### **III. ACCOUNTABILITY DETERMINANTS**

**A. Key Assignments**

1. Group discussions and debates
2. Oral Interviews with the teacher and various students
3. Individual oral presentations
4. Participation in games and class review activities
5. Class work exercises and assignments
6. Video Projects
7. Homework projects and activities required outside of class to be completed individually and/or with a partner or group

**B. Assessment Objectives**

There are five assessment objectives for the Language B course. Students will be assessed on their ability to:

1. Communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding
2. Use language appropriate to a range of interpersonal and/or cultural contexts
3. Understand and use language to express and respond to a range of ideas with accuracy and fluency
4. Organize ideas on a range of topics, in a clear, coherent and convincing manner
5. Understand, analyze and respond to a range of written and spoken texts

**C. Assessment Methods**

1. Use of assessment criteria, markbands, and analytic mark schemes
2. Common departmental assessments
3. Teacher generated tests and quizzes
4. Projects and writing samples
5. Video projects
6. Written and oral exams assessing understanding of topics and culture studied, grammatical and structural concepts and literary works
7. Writing produced from various types of texts
8. IB practice tests
9. Internal Assessment: Internally assessed by the teacher and externally moderated by IB
  - a. Individual oral (8–10 minutes) based on the options: 15 minutes preparation time and a 10-minute (maximum) presentation and discussion with the teacher
  - b. Interactive oral activity based on the core: Three classroom activities assessed by the teacher
10. External assessment
  - a. Paper 1 (1 hour 30 minutes): Receptive skills (May Exam)  
Text-handling exercises on four written texts, based on the core
  - b. Paper 2 (1 hour 30 minutes): Written productive skills (May Exam)  
One writing exercise of 250–400 words from a choice of five assessment objectives
  - c. Written assignment: Receptive and written productive skills (in class)  
Inter-textual reading followed by a written exercise of 300–400 words plus a 150-200 word rationale, based on the core

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#### **IV. INSTRUCTIONAL MATERIALS AND METHODOLOGIES**

- A. Required Textbook(s):  
Fox, K, Marshall, A., Brock, C., Dunker, S., & Duensing, A.. (2015). *Deutsch im Einsatz*, Schülerbuch. Advance Materials. ISBN: 0956543162  
[http://www.amazon.com/Deutsch-Einsatz-Students-Diploma-Edition/dp/0956543162/ref=pd\\_sim\\_b\\_1?ie=UTF8&refRID=0XWNZ6VTD5EYFBQSAPN4](http://www.amazon.com/Deutsch-Einsatz-Students-Diploma-Edition/dp/0956543162/ref=pd_sim_b_1?ie=UTF8&refRID=0XWNZ6VTD5EYFBQSAPN4)
- B. Supplementary Materials:  
IB allows great flexibility within the curriculum for teacher choice, which can change from year to year based on student prior performance and interest. Some examples of short stories that will be covered include:  
*Emil and the Detectives* by Eric Kaestner  
*Grimm's Fairytales* by Brothers' Grimm  
Assorted short stories found through electronic sources (for example, Deutsche Welle, AATG)
- C. Instructional Methodologies:  
All instructional methodologies address adaptations necessary for special needs learners and English Language Learners.
1. Direct Instruction
  2. Seminars
  3. Class Discussions
  4. Cooperative Groups
  5. Individual/Group Projects and Presentations
  6. Class Activities and Games
  7. Interactive Oral Exercises
  8. Readings from Text and Journals
  9. Research
  10. Written Assignments
  11. Peer Edits of Writing
  12. Individual and Group Student Presentations
  13. Projects