

Diploma Programme subject outline—Group 2: language acquisition			
School name	Spojená škola Pankúchova		School code 061749
Name of the DP subject <i>(indicate the language)</i>	Language B: German		
Level <i>(indicate with X)</i>	Higher <input checked="" type="checkbox"/> <i>(not applicable for languages ab initio)</i>	Standard completed in two years <input checked="" type="checkbox"/>	Standard completed in one year * <input type="checkbox"/> <i>(not applicable for languages ab initio)</i>
Name of the teacher who completed this outline	Petra Thomay	Date of IB training	August 2021
Date when outline was completed	January 2022	Name of workshop <i>(indicate name of subject and workshop category)</i>	Language B, Cat.1 (Group 2)

\* 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.**

*Schachnovelle, Stefan Zweig*  
*Die Physiker, Friedrich Dürrenmatt*

**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	minutes.		
				45		
			In one week there are	5/3	classes.	
Year 1	<b>Identities</b>	Who am I? Health and Wellness Values and beliefs We and the others  <i>Receptive skills take center stage (reading, listening, grammar practice). We are building vocabulary to build on.</i>	September – December		<b>Formative assessment:</b> - Structured reading and production of various text types (school newspaper, letter, recipe) - Picture description - Presentations of projects - Grammar tests - News Mondays (listening comprehension, retell) - Jigsaw learning  <b>Summative assessment:</b> - Mock paper 1	<b>Textbook:</b> Deutsch Im Einsatz, Coursebook with Cambridge Elevate Edition: German B for the Ib Diploma  <b>Magazines:</b> Der Spiegel  <b>Online media:</b> Deutsche Welle, Goethe Institut  <b>Books:</b> Die Schachnovelle (Stefan Zweig)  <b>Films:</b> Goodbye, Lenin, minifilm „Das Geschenk“
	<b>Experiences</b>	Major life influences A culinary journey Holidays and traditions A desire for life	January - March			

	<b>Human ingenuity</b>	Television: the power of the audience German cinema  <i>Productive skills are the main assessment focus.</i>	April - June		
Year 2	<b>Human ingenuity</b>	Music today Advertising: Fun, stultification or manipulation?	September - November	<b>Formative assessment:</b> - Group debate - Presentations of projects - News Mondays (listening comprehension, retell) - Discussing & responding to literary excerpts in writing, question formation, close reading - Jigsaw learning  <b>Summative Assessment</b> - Mock individual oral - <b>Individual oral</b> (March 2025)  - <b>Paper 1</b> (May 2025) - <b>Paper 2</b> (May 2025)	<b>Textbook:</b> Deutsch Im Einsatz, Coursebook with Cambridge Elevate Edition: German B for the Ib Diploma  <b>Magazines:</b> Der Spiegel  <b>Online media:</b> Deutsche Welle, Goethe Institut  <b>Films:</b> Die Welle, Migranten  <b>Books:</b> <i>Die Physiker</i> , <i>Friedrich Dürrenmatt</i>
	<b>Social organisation</b>	The digital world Young people and their world School – learning for life Regulated world	December - March		
	<b>Sharing the planet</b>	Humans as global consumers Humans in nature People around us People need energy  <i>Interactive skills are the crowning achievement of the course.</i>	April - June		

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.

The requirements will be introduced the first week of the course and a summary of them is also included in the coursebook. The internal exam date will be set right from the beginning (March 2025) and the students will be made aware of the final external exams (in May of 2025). The preparation for assessment is, fortunately, an integral part of the coursebook which I will complement by studying previous exam papers with the class and holding mock examinations and self-assessment sessions.

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.

Topic	Link with TOK (including description of lesson plan)
Health and wellness	We will start by viewing different images of people and describing their physical appearance in a class forum. Students choose 2 people for a closer focus. In pairs, students make inferences and guess the persons' profession, marital status and physical and mental well-being, noting their guesses in writing for later reference. I will then read aloud the true facts about the people in the photos (e.g. a tattooed nutrition expert, an elderly bodybuilder, a young model suffering from diabetes,...). In a forum, we discuss how we formed our first impressions and why, consequently answering questions of broader significance ( <b>Where does our perception of health come from? What ideas and images do we associate with a healthy lifestyle? Why do we perceive young people as healthier? Does society still have a beauty ideal and how does it influence our daily lives? How should we treat our body to be healthy and strong and why?</b> ). As a follow up activity, students analyze a magazine advertisement and in writing, answer a related question or respond to a related quote (assessment prep).

5. **Approaches to learning**

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)

Humans as global consumers	develop students' linguistic abilities through the development of receptive, productive and interactive skills <b>Communication</b> is the goal but also the means of second language instruction and consequently, will be practised and developed at every turn of the course. When studying the role of consumption in our lives and the life of our planet, for example, students will discuss in a class forum, look for solutions in groups, debate opposing mindsets, respond to texts in writing and speak their minds independently.
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**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)
Holidays and traditions	We will research (Jigsaw learning) and compare holiday traditions in our country and in German-speaking countries, discussing their significance and importance in the past and today and guess their future in a writing assignment (you are a young person in the year 2050. Describe your Christmas holiday celebration in detail).

**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

People around us	We watch the animated silent short film Migrants ( <a href="https://vimeo.com/647452678">https://vimeo.com/647452678</a> ). First, students create a written commentary for the visually impaired in pairs. In a class forum, we discuss the message of the film (difficulties faced by immigrants), listing the parallels between the bears and immigrant families. In a research portion of the class, students look up information about immigration in German speaking countries and Slovakia (Jigsaw learning), eventually presenting them in a forum. A short discussion to compare and contrast follows. As a class, students will then create a graph displaying the differences between the countries' immigration policies that will accompany a newspaper article on immigration in German speaking countries. They will have to agree as a group on the criteria and visual representation of the facts, assigning roles and taking responsibility for the outcome. For homework, students will write a letter about their one-year internship in a country of their choosing to the next participant, detailing the difficulties, experiences and benefits of their stay. This learning engagement should help them grow as <b>inquirers</b> AKA confident and competent independent researchers.
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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.

The school has a well-stocked library of books and magazines in German, as well as a classroom with computers to be used for research portions of lessons.