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| **Curriculum into the Classroom (C2C): German, Years 03-04 Band, Unit 5 Alignment Planner** |
| *Overarching concept:*  | *Unit Concept:*  | *Unit title: Amazing places*In this unit, students explore the concept of holidays in German-speaking cultures and make connections with their own experiences. Students will:* engage with a range of texts about different family holidays in German-speaking cultures
* use a range of language to describe various places
* explore the geography of Germany/German-speaking countries in comparison to Australia
* identify German language connections with English
* participate in intercultural experiences to reflect on language and culture relating to ideas of space.
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| Foreground ways language is used for communicative purposes Topics | Content Descriptions addressed in the unit | Evidence of learning statements (drawn from the Achievement Standard but will be written in our own words)  |  | Assessment Focus (describe the task) | Australian Curriculum: German Achievement Standard By the end of Year 4 students |
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| Communicating | **Socialising 1: Amazing DACHL**Share information with peers and teacher about aspects of their personal worlds such as friends, home, favourite objects and activities (ACLGEC120)Key concepts: friendship, identity | make statements related to their personal worlds Key processes: describing, expressing |  | **Assessment task (Collection of work – writing, reading):****Part A (Design a poster, for a German friend, describing an ‘amazing place’ in your community).**Students choose a location in their local community that they like. Students describe their ‘amazing place’ stating what they do there and when they go. Information is displayed in a poster format.**Part B**Read text/s and explain how German is a global language.**Achievement standard:*** They create short, simple sentences from modelled language to compose short original texts. (INF2)
* Students [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) German as an important European and global language and give examples showing how it is related to English.(LVC 2)
 | By the end of Year 4, students interact with teachers and peers in classroom routines, action-related talk and play. They respond to instructions and use formulaic expressions to interact, ask questions, seek assistance, and make statements related to their personal worlds, for example, *bitte schön*; *Ich bin dran;* *Welche Farbe? Wie viele Geschwister hast du?* *Mein Lieblingsspiel ist Lotto*. They reproduce German short and long single vowel and diphthong sounds, including *Umlaute*, and *Eszett,* and initial consonants and blends, for example, *Post/los*, *mein*, *die,* *Bruder/Brüder*, *heißen,* *ja*, *rot*, *singen*, *Sport*, *Winter*, *zwei*. They answer questions related to their personal worlds with factual information, and respond to imaginative texts by identifying favourite elements, sequencing main events and producing short scaffolded summaries. They create short, simple sentences from modelled language and use coordinating conjunctions, for example, *und*, *aber*, *oder*, to compose short original texts. They use some forms of common regular verbs in the present tense, (for example, *heißen*, *kosten*, *spielen*, *wohnen)*, some irregular verb forms, (for example*,* *bin*, *bist*, *ist*, *sind*, *hast*, *hat*), and limited forms of modal verbs, (for example, *kann*, *mag*, *möchte*, *muss)*, simple past tense verbs, (for example*,* *hatte*, *ging*, *war*) and the accusative case, (for example*,* *Ich habe einen Hund.)*. They respond to and use interrogatives, such as *was*, *wann*, *wer*, *wie*, *wie viele*, *wo* and some *ja/nein* questions. They refer to time, manner and place using familiar words and phrases, for example, *morgen*, *sehr gut*, *im Wald*. They compare aspects of German and English language and culture that are reflected in texts they have viewed, listened to or read and they create texts in German and English for the classroom and school community. They identify ways in which culture influences aspects of communication in routine exchanges such as greetings, and describe their own sense of identity, including elements such as family, cultural heritage and friends.Students identify German as an important European and global language and give examples showing how it is related to English. They differentiate statements, questions, imperatives and exclamations according to intonation, sentence structure and punctuation. They identify the purpose of the *Eszett* and show how the *Umlaut* alters the pronunciation of particular vowels (*ä, ö, ü*). They identify single letters, some consonant clusters (*sch*) and vowel combinations (*au, ei, eu, ie*). They identify the audience and purpose of familiar personal, informative and imaginative texts. They give examples of how language use varies according to the participants, purpose and context of an exchange. They give examples of how language and culture are intrinsically linked, and identify cultural values, traditions or practices that are conveyed in words and expressions they and others use. |
| **Informing 1: Our countries**Obtain and process information from peers and texts related to personal, social and natural worlds (ACLGEC123)Key concepts: community, family, friends | They answer questions related to their personal worlds with factual informationand producing short scaffolded summariesKey processes: reading, listening, selecting, organising |
| **Informing 2: Amazing Australia**Present information in modelled spoken and written texts relating to personal, social and natural worlds (ACLGEC124) Key concepts: family, friends | They create short, simple sentences from modelled language to compose short original texts.Key processes: describing, presenting, collating |
| Understanding | **Systems of language 2: German super sentences: Time phrases**Notice and apply elements of German grammar such as gender and singular/plural forms, adjectives, adverbs, pronouns and word order in simple spoken and written texts (ACLGEU132)Key concepts: word order, connections, [syntax](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Syntax), cases | They refer to time and place using familiar words and phrases,Key processes: noticing patterns, making connections |
| **LVC 2: German around the world**Recognise that German and English are related languages and that German is an important European and global [language](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Language) [(ACLGEU135)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLGEU135)Key concepts: global [language](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Language), [culture](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Culture), [identity](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Identity) | Students [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) German as an important European and global language and give examples showing how it is related to English.Key processes: identifying, exploring, researching |  |