**FAITH LUTHERAN COLLEGE – YEAR 9 GERMAN UNIT PLAN**

UNIT TITLE: Wie wohnen junge Leute auf der Welt? DURATION: Term 3 Weeks 6-10

OVERVIEW OF LEARNING

Students will use German to interact with each other and a range of textual resources to express their ideas and experiences of housing and contributing to a household in different cultures around the world, including their own. Students will socialise, inform and create and gain understanding of Systems of Language within the topic of ‘how young people live around the world’. Students will work individually and with others. Students will be involved in translating and reflecting as they discuss how our own experiences and expectations of housing differ to those of people from other countries and consider how this influences the vocabulary we have to express these expectations. Students also consider how their own cultural practices involving the family home may be interpreted by their peers from other cultures and countries (eg how much time is spent in their room and what they have in their room, or the size of the home). This unit has the possibility of being extended to include the topics of food and celebrations into Term 4.

ELEMENTS OF THE ACHIEVEMENT STANDARD ASSESSED

**Communicating**

By the end of Year 10, students initiate and maintain interactions in written and spoken German to communicate ideas, thoughts, feelings and information related to relationships, school experiences, the community and future plans. They interact with others to make decisions, solve problems, and negotiate and plan action in response to issues. When interacting, they use both rehearsed and spontaneous language. They ask and respond to familiar questions, for example, Wir sind in den Ferien oft ins Schwimmbad gegangen. Was hast du gemacht? Ich finde meine Schule gut, und du? Wie findest du deine Schule? and make comparisons, such as, Meine Freundin ist fleiβiger als ich. They give opinions explain problems and ask for advice or clarification, for example, Ich wohne gern auf dem Land, weil ... , Ich habe mein Passwort vergessen. Was soll ich machen? Wie lernt man die deutschen Verben?. They apply rules of pronunciation, intonation and stress, including variations such as contractions. They locate, analyse and record information, feelings and opinions from a range of texts. They respond to and re-create imaginative texts, and use descriptive and expressive vocabulary to communicate about experiences and emotions. They modify meaning with a range of adverbs and adverbial phrases, such as, Wir haben das schon am Montag mit Frau Rolf gemacht. They create personal, descriptive, informative and imaginative texts for different purposes, audiences and contexts. They use a range of grammatical elements to describe, situate and link people, objects and events in time and place. They use articles, for example, der/ein, personal pronouns, some demonstrative and interrogative adjectives such as dieser, jeder and welcher, possessive adjectives in the nominative, accusative and dative case, and a range of prepositions in everyday and topic-based phrases. They use present and future tenses of a range of regular and irregular verbs, including some modal, separable and inseparable verbs. They describe past events and experiences using the present perfect and simple past tenses with a range of common verbs. They use some common reflexive verbs in the present tense, such as, Ich dusche mich morgens.; Interessierst du dich für Geschichte? They use a variety of conjunctions and cohesive devices, for example, als, dass, wenn, weil; dann, früher, danach, vorher, to create cohesion and interest. They translate and interpret excerpts from informative and imaginative texts, identifying and explaining challenges and adjustments required when transferring meaning between languages and cultures. They explain the importance of audience and context in intercultural exchanges. They explain how cultural identity is both shaped by and influences ways of communicating and thinking.

**Understanding**

Students give examples of how language changes over time and identify reasons for change. They apply the German case system (mainly nominative, accusative, dative) and explain the relationships between noun gender, article, pronoun, adjectival ending and case. They name some grammatical terms and their functions. They identify variations in the features of spoken and written German in relation to pronunciation, spelling and punctuation. They identify textual conventions in a range of texts and explain how they shape meaning and influence responses. They identify how features of German in familiar spoken and written texts vary according to audience, context and purpose. They reflect on their own cultural identity in light of their experience of learning German, identifying how their ideas and ways of communicating are influenced by their membership of cultural groups.

STRANDS –

|  |  |
| --- | --- |
| **Communicating** | **Understanding** |
| ***Socialising***   * Initiate and maintain interactions with peers and adults by seeking and offering ideas, opinions and feelings as well as information related to relationships, school experience, community and future plans   [Key concepts: routines, relationships, community; Key processes: interacting, participating, describing]  (ACLGEC018)   * Interact with others to make decisions and solve problems to complete tasks such as obtaining goods or services, and negotiate with peers to take individual and/or collective action   [Key concepts: roles, transactions, tasks; Key processes: collaborating, negotiating, discussing]  (ACLGEC019)   * Develop classroom language to contribute to structured discussions and monitor learning by giving and following instructions and advice, making suggestions, asking questions for clarification, and expressing agreement or disagreement   [Key concepts: task, communication, learning strategies; Key processes: participating, discussing]  (ACLGEC020)  ***Informing***   * Access and analyse information, feelings and opinions in a range of digital, print and multimodal texts   [Key concepts: social issues, information, representation; Key processes: selecting, analysing, researching]  (ACLGEC021)   * Present information and opinions in different modes and familiar text types appropriate to audience, context and purpose, applying conventions of text types   [Key concepts: content, audience, mode; Key processes: presenting, designing, transposing]  (ACLGEC022)  ***Creating***   * Respond to a range of contemporary and traditional imaginative texts (including excerpts) by summarising, reorganising, expressing reactions and opinions, or modifying aspects   [Key concepts: themes, imagination; Key processes: responding, modifying, transposing]  (ACLGEC023)   * Create a variety of imaginative texts to entertain, convey ideas and express emotions   [Key concepts: expression, humour, imagination; Key processes: composing, experimenting, expressing]  (ACLGEC024)  ***Translating***   * Translate and interpret aspects of informative and imaginative texts, identifying and explaining some of the challenges involved and adjustments required when transferring meaning between languages and cultures   [Key concepts: equivalence, representation, adjustments; Key processes: interpreting, translating, comparing]  (ACLGEC025)   * Create bilingual texts such as captions, glossaries or footnotes to interpret cultural and linguistic aspects of texts   [Key concepts: representation, meaning, culture; Key processes: translating, interpreting]  (ACLGEC026)  ***Reflecting***   * Interact with a range of German speakers and texts, being aware of audience and context, and recognising that intercultural communication involves shared responsibility for meaning-making   [Key concepts: impact, reciprocity; Key processes: evaluating, questioning, taking responsibility]  (ACLGEC027)   * Reflect on self as a language user and discuss own and others’ cultural identity, considering how it is both shaped by and influences ways of communicating and thinking   [Key concepts: identity, culture, values; Key processes: reflecting, analysing, discussing]  (ACLGEC028) | ***Systems of Language***   * Notice examples in spoken German of variation in features such as pronunciation, rhythm and stress, and the use of contractions; and articulate and apply in writing common German spelling and punctuation rules, such as for commas and quotation marks   [Key concepts: metalanguage, variation, context; Key processes: explaining, comparing, imitating, experimenting]  (ACLGEU029)   * Extend grammatical knowledge, including of cases, demonstrative and interrogative adjectives, prepositions, common subordinating conjunctions, and past and future tenses, to describe, situate and link people, objects and events in time and place   [Key concepts: grammatical systems, connections, syntax; Key processes: applying, analysing, describing]  (ACLGEU030)   * Identify, comprehend and create a range of different text types, including simple narrative, informative and persuasive texts such as diary entries, letters, advertisements and articles, incorporating appropriate linguistic, textual and cultural elements   [Key concepts: text construction, textual conventions; Key processes: comparing, analysing, applying]  (ACLGEU031)  ***Language Variation and Change***   * Identify and analyse linguistic features of German that vary according to audience, context and purpose in familiar modelled spoken and written texts   [Key concepts: variation, register, style; Key processes: analysing, comparing, explaining]  (ACLGEU032)   * Understand that language has power and changes over time as a result of contact with other languages and with influences such as globalisation and new technologies and knowledge   [Key concepts: evolution, influence; Key processes: noticing, analysing, investigating]  (ACLGEU033)  ***Role of Language and Culture***   * Explore the dynamic nature of the relationship between language, culture and communication and how it impacts on attitudes and beliefs   [Key concepts: diversity, culture; Key processes: questioning, analysing, reflecting]  (ACLGEU034) |

CAPABILITIES

|  |  |
| --- | --- |
| **Literacy** | **Critical & Creative Thinking** |
| * *Comprehending texts through listening, reading and viewing*   + *Interpret and analyse learning area texts*   + *Navigate, read and view learning area texts*   + *Comprehend texts*   + *Listen and respond to learning area texts* * *Visual knowledge*   + *Understand how visual elements create meaning* * *Word Knowledge*   + *Understand learning area vocabulary*   + *Use spelling knowledge* * *Composing texts through speaking, writing and creating*   + *Compose spoken, written, visual and multimodal learning area texts*   + *Use language to interact with others*   + *Deliver presentations* * *Grammar Knowledge*   + *Express opinion and point of view*   + *Use knowledge of sentence structures*   + *Use knowledge of words and word groups* * *Text Knowledge*   + *Use knowledge of text cohesion*   + *Use knowledge of text structures* | * *Generating Ideas, possibilities and actions* * *Imagine possibilities and connect ideas* * *Consider alternatives* * *Reflecting on thinking and processes*   + *Transfer knowledge into new contexts* * *Analysing, synthesising and evaluating reasoning and procedure*   + *Apply logic and reasoning* * *Inquiring – identifying, exploring and organising information and ideas*   + *Organise and process information*   + *Identify and clarify information and ideas*   + *Pose questions* |
| **Information & Communication Technologies** |
| * *Applying social and ethical protocols and practices when using ICT* * *Recognise intellectual property* * *Apply personal security protocols* * *Creating with ICT*   + *Generate solutions to challenges and learning area tasks*   + *Generate ideas, plans and processes* * *Managing and operating ICT*   + *Select and use hardware and software* * *Communicating with ICT*   + *Understand computer mediated communications*   + *Collaborate, share and exchange* * *Investigating with ICT*   + *Define and plan information searches*   + *Select and evaluate data and information*   + *Locate, generate and access data and information* |
| **Numeracy** | **Ethical Understanding** |
| * *Estimating and Calculating with Whole Numbers*   + *Understand and use numbers in context* * *Interpret statistical information* * *Interpret data displays* * *Using measurement* * *Operate with clocks, calendars and timetables* * *Estimate and measure with metric units* | * *Exploring values, rights and responsibilities*   + *Examine values*   + *Explore rights and responsibilities*   + *Consider points of view* |
| **Personal & Social Capability** | **Intercultural Understanding** |
| * *Social awareness*   + *Appreciate diverse perspectives*   + *Understand relationships* * *Social management*   + *Negotiate and resolve conflict*   + *Communicate effectively*   + *Work collaboratively*   + *Make decisions*   + *Develop Leadership skills* * *Self awareness* * Recognise emotions * Recognise personal qualities and achievements * Understand themselves as learners * Develop reflective practice * *Self-management*   + *Express emotions appropriately*   + *Become confident, resilient and adaptable*   + *Develop self-discipline and set goals*   + *Work independently and show initiative* | * Recognising culture and developing respect * Investigate culture and cultural identity * Explore and compare cultural knowledge, beliefs and practices * Develop respect for cultural diversity * Interacting and empathising with others * Communicate across cultures * Consider and develop multiple perspectives * Empathise with others * Reflecting on intercultural experiences and taking responsibility * Reflect on intercultural experiences * Challenge stereotypes and prejudices * Mediate cultural difference |

**KEY RESOURCE: Katzensprung 2 Chapter 5**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Week** | **Topic** | **Key Ideas & Student Outcomes (Elaborations)** | **Learning Activities & Teaching Strategies** | **Resources** | **Opportunities for Assessment** |
| 6 | Möbel im Schlafzimmer | Participating in classroom activities and discussions to manage shared learning experiences, considering and commenting on the contributions and views of others, for example,*Ja, das stimmt. Sie hat Recht. Ich bin anderer Meinung* (ACLGEC020).  Specifying a person, object or place using knowledge of the German case system (nominative, accusative) and using definite and indefinite articles, personal pronouns (ACLGEU30).  Describing current actions using regular, irregular, modal verbs, for example, Er sieht viel fern.; Ich muss meine Hausaufgaben machen.; Morgen ist unser letzter Schultag (ACLGEU030).  Comparing the meanings and use of the German modal verbs with their English equivalents, for example, Wir müssen eine Schuluniform tragen. Man darf hier nicht essen. Du musst das nicht essen (ACLGEU030).  Understanding and applying the ‘verb as second element’ (ACLGEU030).  Understanding the relationship between gender, article and case and the adjectival ending when describing people, objects, places and events, for example, Mein Freund hat lange, schwarze Haare und trägt einen kleinen Ohrring (ACLGEU030).  Applying German punctuation and spelling rules (ACLGEU29). | Students view the photographic collection ‘Where Children Sleep’ and discuss in pairs/groups/as a class what they see in these photos.  <http://jamesmollison.com/books/where-children-sleep/>  Students complete WB page 53 A&B Die Zimmer to practise vocabulary.  Students use https://screenshot.net/online-image-editor.html to annotate furniture and other room features in German from 10 chosen images from the collection. Teacher can provide a vocabulary list for students to base annotation on, or students can create their own.  Game: Bingo or Quizlet with Haus vokabeln.  Students revise Year 8 & Semester 1 vocabulary and grammar by writing sentences about their 10 chosen images. Provide students with example (revise er/sie verb forms, modal verb word order, adjectives and adjective endings).  **Hausaufgaben:** Learn vocab words for test & students label furniture around their homes to encourage other family members to also learn the words! | * Laptop * Internet * Haus vocab list * Sticky labels for homework * Quizlet * Powerpoint of example images * Example annotated photo and sentences | Vocabulary test  Annotated pictures with sentences |
| 7 | im Haushalt helfen | Participating in conversations using strategies to sustain interactions, such as asking for repetition, clarification and confirmation, for example, *Wiederholen Sie die Frage, bitte! Was bedeutet das? Meinen Sie… ?* (ACLGEC018).  Recognising the role of pronunciation, rhythm and pace. (ACLGEU029).  Comparing the meanings and use of the German modal verbs with their English equivalents, for example, *Wir müssen eine Schuluniform tragen. Du musst das nicht essen* (ACLGEU30).  Compiling and comparing information and views/opinions from a range of spoken or written reports, for example, from interviews (ACLGEC021).  Participating in scenarios related to travelling or living in a German-speaking country (ACLGEC019).  Describing current, recurring and future actions using regular, irregular, modal, separable and inseparable verbs, for example, *Ich muss meine Hausaufgaben machen* (ACLGEU030). | Introduce im Haushalt words – Students play Kahoot games.  Students work in pairs to begin answering conversation questions 1-3.  Students watch müssen clip and complete worksheet  <https://www.youtube.com/watch?v=jCFOhNe1cJY>  Listening exercise: WB 57 I Ist Hausarbeit Frauenarbeit? \*Use this question as a general class conversation point to discuss students’ opinions.  Students quiz each other using TRAK sheet 115 Bist du fleißig oder faul?  Review of müssen - Students complete WB pg 60 N.  WB p59 ex M – listening assessment: fleißig oder faul?  **Hausaufgaben:** Learn vocab words for test | * Im Haushalt vocabulary list & oral questions * Katzensprung 2 WB * Kahoot * Müssen worksheet * Listening assessment task sheet | Vocabulary Test  Listening assessment |
| 8 - 10 | Wie wohne ich, im Vergleich zu anderen? | Establishing a deeper understanding of diversity, and reflecting on what own experience of linguistic and cultural diversity means for them (ACLGEU034).  Sharing ideas about how culture ‘works’ as a combination of beliefs, values and practices (ACLGEU034).  Understanding, creating and transforming texts with different purposes (to persuade, to entertain), different audiences (children, adolescents, German speakers, Australians) and different forms, including digital (ACLGEU31).  Translate and interpret aspects of informative and imaginative texts, identifying and explaining some of the challenges involved and adjustments required when transferring meaning between languages and cultures (ALCGEC025). | Assessment: Photo essay – see task sheet.  Once completed, students share their photo essays with others around the world to discuss the similarities and differences between ways of life and culture i.e. household chores, what their homes look like and the furniture that they own (they do not necessarily need to be fellow German learners). Can others share their photo essays with us? There is potential for students to share further (festivals that their families celebrate, sports that they play, foods they eat etc.)  “In Deutschland wohnen” task - students explore websites and analyse similarities and differences between housing in Australia and Germany. | Possible resources to share photo essays:  - Flipgrid  - Facebook (Languages latte group, Global Educators & Collaborators group).  - Twitter   * Photo essay assessment task sheet | Photo essay  Other assessment opportunities could arise through connections with others around the world. |