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| **Writer Plan – German**  ***LANGUAGE/ WORDS***   * *Wo ist das?* * *Das ist…* * *Es ist…* * *Wie ist (place)?* * *Das Essen ist..* * *Ich esse…* * *ich mag* (place or activity linked to place) * *Was macht man hier?* * *Ich esse* (food) and say why. * *Es ist cool, super…Es macht Spaß.* * *Am Wochenende* * *Im Sommer, Winter…*   Structure is place, why they like it… different verbs for reasons… *spiele… macht Spaß*  **Years 3-4 Band Unit 5: Amazing places**  **Intercultural understanding and experiences:**  Exploring interesting places across German-speaking countries   * comparing interesting places * urban and country/natural places and sights, the value of nature in German-speaking countries and   Australia  **Teaching and Learning:**  **Activities:**  **Activities:**   * Compare size of Germany and Australia (geographical features, language, statistics) * Compare creative use of space *Wohnungen und Parkanlagen Fahreradwege-Ständer* * Germany/Australia trivia quiz * Labelling capital, islands, rivers, mountains, oceans * Pop-up streetscape (modelled comparison of school/neighbourhood)   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 * participate in intercultural experiences to reflect on language and culture relating to ideas of space.   Concept questions:   1. What do you consider makes an amazing place? (sights and activities) 2. What amazing places do you already know? 3. Which amazing places in your community would you showcase to visitors from other countries? 4. What amazing places would you like to discover/explore (in other countries)? 5. How are amazing places different in different countries? (geography, size etc)   Ebook:  **Suggested culminating task:**  Create a poster for a class poster display of a favourite place. | | | |
| **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. * 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) | **Assessment task:** | | |
| **Learning Object** | **Learning Object:**  LO: 4 avas   1. Constantin aus Darmstadt, mit Familie nach Wyk auf Föhr   Strandspaziergang, Muscheln sammeln, baden, wattwandern, Rad fahren, Dünen   1. Stella aus Gstaad in der Schweiz,   wandern, skifahren,   1. Tobias aus Vaduz in Liechtenstein,   Postmuseum, Schloss     * Tour of German speaking countries/ places in them * Repeated structure for four major destinations reflecting the avatars form there. (See 31 slides JAP) * DACHL destinations:   Salzburg, Bregenz, sächsische Schweiz, Stella & Gstaad, Rothenburg, Föhr (as in unit 7, Band 7-8) spinning globe (5-10)  *Places to go/ travel:*   * *Willkommen in Darmstadt!* * *Wo ist das?(in)* * *Das ist im Sueden, Norden, Westen, Osten*   *Activities/ sights& food?*   * *Was macht man dort?* * *ich mag* (place or activity linked to place) * *Ich esse* (food) and say why. * *Es ist cool, super…Es macht Spaß.* | | |
| **Prior learning**  **What have we learned   …** | **Slideshow**  Ajectives,  Activities: tanzen, gehen, machen, Rad fahren, singen, sehen, lernen/studieren, fahren, essen & Tee trinken,  Amazing places with amazing pictures, Was kann man hier machen?  Man kann hier … Machen. | **Sheet**  Activity 1 … | |
| **Texts** | | |
| **Socialising 1:**  Share information with peers and teacher about aspects of their personal worlds such as friends, home, favourite objects and activities (ACLGEC120)  make statements related to their personal worlds   * exchanging information about my favourite place modelled on LO * *Wo ist das?* * *Es ist…* * *Wie ist (place)?* * *Das Essen ist..* * *Ich esse…* | **Slideshow** | **Sheet** Activity 1 *Hot seat activity with scaffolding card (year 5, U1)*  *Dice game* | |
| **Text LO1 (see above)**  **Location**:  Das ist im Westen/ …  *Places are much more than location, it’s about experience: doing, learning, eating*  **activities:**  *Hier kann man … machen*  ***Description****:*  *Mega cool, super schön,einfach spitze*  why they like it… different verbs for reasons… *spiele… macht Spaß* | | |
| **Informing 1:**  Obtain and process information from peers and texts related to personal, social and natural worlds (ACLGEC123)  and producing short scaffolded summaries   * Our country * Comparison of Australia and Germany or other DACHL country)   Aspects (JAP 17slides)   * Size * Population * Capital * Language * Money * Geography island continent vs land lock * States with labels * *Wo ist das?* * *Das ist in … Es ist in …* | **Slideshow** | | Activities  CHIN - visiting places, collecting info, (Tong) |
| **Informing 2: Amazing Australia**  Present information in modelled spoken and written texts relating to personal, social and natural worlds (ACLGEC124)  They create short, simple sentences from modelled language to compose short original texts. | Text | Sheet  Create a brochure/ poster | |
| **Texts**  LO 2: (as in FRE) Trip to Australia story book, German visitor where would they go?   * From the wide e.g. State, place to sight, * *Wo sind wir?* * *Es ist (place)* * *Es ist ( adjective: gross, klein, schön..)* * *Hier gibt es (crocs)* * *Sie sind (cool) Description of special thing/attraction* * *Das Krokodil ist groß* * Repeats for sporting activity (local) that they do. * *Wir machen das am Wochenende.* | | |
| **Systems of language 2:**  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)  They refer to time and place using familiar words and phrases,   * Elaboration: locating events in time with regard to days, months, seasons and ‘half past’ time, for example, *Ich spiele im Winter Fußball. Die Schule beginnt um halb neun* * *Am Wochenende* * *Im Sommer, Winter…* | **Slideshow** | **Sheet** | |
| **Texts** | | |
| **Language variation and change 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) [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); Key processes: identifying, exploring, researching] [(ACLGEU135)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLGEU135)  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.  What language do we speak (name of ss JAP)   * *Where is the TL spoken as an official language?* * *Comparison with language/s of Australia and Queensland* * *DACHL*   Relationship with English? | **Slideshow** | **Sheet**  Activity 1 — | |
| **Texts** | | |
| **Text types:**  Maps, signs, info guides/brochure, digital media, graphs (statistics), infographics (visual representation of data) | | | |