

Year Prep	GERMAN			
Unit 1:	Unit 2:	Unit 3:	Unit 4:	
<p><b>A package from Germany</b></p> <p>(SOC 1) (SOC2) (SOC3) (INF1) (SOL1) (LVC1)</p> <p>In this unit, students begin to engage with the German language and culture. They will explore the similarities and differences in greeting others in a variety of scenarios such as greetings in class and greeting friends and teachers.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>develop an awareness of German and German-speaking people</li> <li>participate in guided group activities such as games and songs</li> <li>use simple greetings and participate in classroom routines</li> <li>explore objects that originate from Germany</li> <li>participate in intercultural experiences to notice how language is used in different cultural contexts.</li> </ul> <p><b>Unit concept:</b> Self, routines, literacy, pronunciation, social practice</p> <p><b>Intercultural understanding and experiences:</b></p> <ul style="list-style-type: none"> <li>Recognising culture and developing respect</li> <li>Interacting and empathising with others</li> <li>Greet teachers and friends</li> <li>Participate in classroom routines</li> <li>Explore a range of items from Germany</li> <li>Students recognise and reproduce German sounds</li> <li>Explore how modifying language reflects different audience.</li> </ul> <p><b>Assessment task:</b> Monitoring task:</p> <ul style="list-style-type: none"> <li>Participating in classroom routines.</li> <li>Students demonstrate German language use in the classroom.</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>introduce themselves, exchange greetings and farewells, for example, Ich heiÙe ... Auf Wiedersehen!</li> </ul>	<p><b>Who am I?</b></p> <p>SOC1 SOC2 INF2 TRA1 TRA2 SOL1 SOL2</p> <p>In this unit, students reflect on similarities and differences in verbal and non-verbal ways of greeting, introducing and describing themselves in English and German.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>use language to introduce themselves and others</li> <li>participate in guided group activities such as games and songs</li> <li>convey factual information with simple statements about self and others</li> <li>translate meaning and create bilingual texts</li> <li>recognise and reproduce the sounds and rhythms of spoken German</li> <li>participate in intercultural experiences to reflect on similarities and differences in ways of introducing and giving information about oneself.</li> </ul> <p><b>Unit concept:</b> Self, play, interaction, action learning, routine</p> <p><b>Intercultural understanding and experiences:</b></p> <ul style="list-style-type: none"> <li>Students notice similarities and differences in verbal and non-verbal ways of greeting,</li> <li>Revise greetings and farewells in German</li> <li>Learn how to introduce and describe themselves in English and German.</li> <li>Recognising culture and developing respect</li> <li>Interacting and empathising with others</li> </ul> <p><b>Assessment task:</b> Students convey information of introductions in simple oral texts</p> <p>Greet your teacher and introduce yourself, in German.</p> <p>Composition: modes assessed: speaking</p> <p><b>Achievement standard:</b></p> <ul style="list-style-type: none"> <li>They convey factual information about self at word and simple sentence level (INF2)</li> </ul>	<p><b>My mascot</b></p> <p>SOC1 SOC2 INF2 REFL1 SOL1 SOL2</p> <p>In this unit, students engage with the concept of cultural representation through mascots from various countries. They will begin to use vocabulary for descriptions.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>interact with others to introduce and describe favourite mascots</li> <li>convey factual information using simple statements or using familiar words and phrases</li> <li>recognise and reproduce the sounds and rhythms of spoken German</li> <li>participate in intercultural experiences to notice how language is used in different cultural contexts.</li> </ul> <p><b>Unit concept:</b> Self, play, interaction, action learning, routine</p> <p><b>Intercultural understanding and experiences:</b></p> <ul style="list-style-type: none"> <li>Recognising culture and developing respect</li> <li>Different ways to engage and identify with an audience. How mascots are used to represent identity ( e.g. German mascots to represent sports, regions, cities, events.) Compare with mascots used in Australia.</li> </ul> <p><b>Assessment task:</b></p> <p>To describe and present information about favourite things using familiar words and phrases.</p> <p>Introduce and describe your mascot to your teacher in German.</p> <p><b>Composition</b> Modes assessed: oral</p> <p><b>Achievement standard:</b></p> <ul style="list-style-type: none"> <li>Students reproduce some distinctive sounds and rhythms of spoken German.</li> <li>They convey factual information about family and possessions at word and simple sentence level.</li> </ul>	<p><b>Sending greetings to Germany</b></p> <p>SOC 1 SOC 2 with REFL 2 INF 2 SOL 1 SOL 2 ROLC</p> <p>In this unit, students use language to greet, introduce and describe themselves to new German-speaking friends. Students use language and gestures to exchange gifts across cultures.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>interact with others to exchange gifts</li> <li>convey information about items to be included in a package to Germany</li> <li>recognise and reproduce the sounds and rhythms of spoken German</li> <li>participate in intercultural experiences noticing different language and behaviours associated with gift giving.</li> </ul> <p><b>Intercultural understanding and experiences:</b></p> <ul style="list-style-type: none"> <li>choosing items to include in a package to Germany that represent individual and national identity</li> <li>understand that the package will have to travel a long distance</li> <li>sending a special item in return in the package</li> </ul> <p><b>Assessment task:</b> <b>Monitoring task</b> (or speaking)</p> <ul style="list-style-type: none"> <li>Convey info</li> </ul> <p>interact with teachers and peers through action-related talk and play</p> <ul style="list-style-type: none"> <li><i>Hier ist ein Geschenk für dich.</i></li> <li><i>Bitte! Bitte schön!</i></li> <li><i>Danke! Danke schön! Vielen Dank.</i></li> </ul> <p>use short formulaic expressions when interacting.</p> <ul style="list-style-type: none"> <li><i>Das ist für dich.</i></li> <li><i>Bitte! Bitte schön!</i></li> <li><i>Danke! Danke schön! Vielen Dank.</i></li> </ul>	

<ul style="list-style-type: none"> <li>reproduce some distinctive sounds and rhythms of spoken German</li> <li>identify different ways of greeting and interacting with people.</li> </ul> <p><b>Achievement standard:</b> This assessment will gather evidence of the student's ability to:</p> <p>Introduce themselves, exchange greetings and farewells, for example, <i>Ich heiÙe ... Auf Wiedersehen!</i></p> <p>Reproduce some distinctive sounds and rhythms of spoken German.</p> <p>Identify different ways of greeting and interacting with people.</p> <p><b>Learning Object:</b> LO1: Video included in package of avatars (introducing themselves (name, age,)) LO2: Presenting items in the box/package ( Mascot - hedgehog, Schultüte, Bretzel on USB, ICE train, Neuschwanstein snow globe, cuckoo clock magnet) LO3: greeting the teacher. Greeting students and saying goodbye in German</p> <p><b>Content descriptors:</b></p> <p><b>Socialising 1:</b> Interact and socialise with peers and teacher to exchange greetings and information about self. (ACLGEC103)</p> <p>They introduce themselves, exchange greetings and farewells, for example, <i>Ich heiÙe ...</i></p> <p><b>Socialising 2:</b> Participate in guided group activities using simple repetitive language in songs, rhymes, games and transactions (ACLGEC104)</p> <p>use repetitive language and respond to simple instructions when participating in games, shared activities and classroom routines</p> <p><b>Socialising 3:</b> Recognise and respond to instructions and questions about activities, games and classroom routines, and make polite requests (ACLGEC105)</p> <p>They use repetitive language and respond to simple instructions when participating in games, shared</p>	<ul style="list-style-type: none"> <li>They use short phrases and simple sentences to identify and describe objects (SOL2)</li> </ul> <p><b>Learning Object:</b> LO1: This learning object is a spoken text modelling the language of self-introduction.</p> <p><b>Content descriptors:</b></p> <p><b>Socialising 1:</b> Interact and socialise with peers and teacher to exchange greetings and information about self</p> <p>When interacting, they use short formulaic expressions.</p> <p><b>Socialising 2:</b> Participate in guided group activities using simple repetitive language in songs, rhymes, games and transactions (ACLGEC104)</p> <p>use visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning.</p> <p><b>Informing 2</b> Convey factual information about self, family and possessions through pictures, labels, captions and short descriptions, using familiar words and modelled language (ACLGEC107)</p> <p>They convey factual information about self at word and simple sentence level</p> <p><b>Translating 1 (with TRA)</b> Share with peers and family what they know in German, identifying different words and expressions, moving between languages. (ACLGEC110)</p> <p>Students explain the meaning and use of different German words and expressions, and create texts in German and English for their immediate learning environment.</p> <p><b>Translating 2</b> Create print or digital texts such as labels, posters, word banks and wall charts for the immediate learning environment in both German and English (ACLGEC111)</p> <p><b>Systems of language 1</b> Recognise and reproduce the sounds and rhythms of spoken German, including distinctive sounds (ACLGEC114) reproduce some distinctive sounds and rhythms of spoken German</p>	<ul style="list-style-type: none"> <li>They create simple spoken texts, using modelled examples and formulaic language.</li> </ul> <p><b>Learning Object:</b> LO: Avatar introducing their favourite character/mascot</p> <p><b>Content descriptors:</b></p> <p><b>Socialising 1:</b> Interact and socialise with peers and teacher to exchange greetings and information about self. (ACLGEC103)</p> <p>Make simple statements, such as <i>Das ist</i></p> <p><b>Socialising 2</b> Participate in guided group activities using simple repetitive language in songs, rhymes, games and transactions (ACLGEC104)</p> <p>Use repetitive language and respond to simple instructions when participating in games.</p> <p><b>Informing 2:</b> Convey factual information about self, family and possessions through pictures, labels, captions and short descriptions, using familiar words and modelled language (ACLGEC107)</p> <p>Convey factual information about family and possessions at word and simple sentence level Create simple spoken texts, using modelled examples and formulaic language.</p> <p><b>Reflecting 1 (with SOL1)</b> Notice similarities and differences when using German compared to own language, such as how it feels, sounds and looks, and involves behaviours as well as words (ACLGEC112)</p> <p>Identify similarities and differences between German and their own language(s) and culture(s)</p> <p><b>Systems of language 1 (with REFL):</b> Recognise and reproduce the sounds and rhythms of spoken German, including distinctive sounds (ACLGEC114)</p> <p>Reproduce some distinctive sounds and rhythms of spoken German</p> <p><b>Systems of language 2:</b> Understand some first elements of German grammar, such as simple verb forms, definite articles and pronouns, to identify and describe people and objects in the family and school domains (ACLGEC115)</p> <p>Use short phrases and simple sentences to identify and</p>	<ul style="list-style-type: none"> <li><i>Das ist fantastisch / toll / süÙ.</i></li> </ul> <p>Respond to and create simple spoken texts.</p> <ul style="list-style-type: none"> <li><i>Wie ist dein Geschenk?</i></li> <li><i>(item) ist (adjective).</i></li> <li><i>(item) sind (adjective).</i></li> </ul> <p><b>Achievement standard:</b> Students interact with teachers and peers through action-related talk and play (SOC 1)</p> <p>Participate in guided group activities using simple repetitive language in songs, rhymes, games and transactions (SOC2)</p> <p>They convey factual information about possessions at word and simple sentence level. They respond to simple spoken texts (INF 2)</p> <p>Reproduce some distinctive sounds and rhythms of spoken German (SOL 1)</p> <p>They make connections between the languages people use and who they are and where they live. (ROLC)</p> <p><b>Learning Object:</b> LO1: presenting the items in a Schultüte and thanking mother.</p> <p>LO2: Australian avatars presenting the items they are sending back to Germany.</p> <p><b>Content descriptors:</b></p> <p><b>Socialising 1</b> Interact and socialise with peers and teacher to exchange greetings and information about self and family, and express likes and dislikes [Key concepts: self, family; Key processes: interacting, greeting, thanking] (ACLGEC103) students interact with teachers and peers through action-related talk and play.</p> <p>Key concepts: self</p> <p>they use short formulaic expressions for example ... Danke!</p> <ul style="list-style-type: none"> <li>Unpacking gifts: Schultüte</li> <li>Oh it's nice! Oh it's great!</li> <li><i>Hier ist ein Geschenk für dich.</i></li> <li><i>Bitte! Bitte schön!</i></li> </ul>
---	---	--	---

<p>activities and classroom routines</p> <p><b>Informing 1:</b></p> <p>Identify key words and information in simple shared texts related to personal worlds (ACLGEC106)</p> <p>identify specific words and information</p> <p><b>Systems of language 1:</b></p> <p>Recognise and reproduce the sounds and rhythms of spoken German, including distinctive sounds (ACLGEU114)</p> <p>reproduce some distinctive sounds and rhythms of spoken German</p> <p><b>Language variation and change1:</b></p> <p>Recognise that in German, as in English and other languages, there are different ways of greeting and interacting with people (ACLGEU117)</p> <p>identify different ways of greeting and interacting with people.</p> <p><b>Teaching and Learning:</b></p> <ul style="list-style-type: none"> <li>• unpacking a box from Germany</li> <li>• ABC, greeting and farewell songs</li> <li>• Role plays</li> <li>• Matching pictures with words</li> <li>• Mimic German pronunciation</li> <li>• Interactive activities with the teacher</li> <li>• Clapping game</li> </ul> <p><b>Text types:</b> songs, flashcards, labels pictures</p> <p><b>Language Functions: Productive (oral)</b></p> <ul style="list-style-type: none"> <li>• Guten Tag/Hallo!</li> <li>• Wie geht's?</li> <li>• Auf Wiedersehen!</li> <li>• Ich heiÙe ...</li> <li>• Guten Morgen/Tag</li> <li>• Wie heiÙt du?</li> <li>• Wer bist du?</li> <li>• Ich heiÙe ...</li> <li>• Danke sehr!</li> </ul>	<p><b>Systems of language 2</b> Understand some first elements of German grammar, such as simple verb forms, definite articles and pronouns, to identify and describe people and objects in the family and school domains (ACLGEU115)</p> <p>They use short phrases and simple sentences to identify and describe objects</p> <p><b>Teaching and Learning:</b></p> <ul style="list-style-type: none"> <li>• 'Simon says' game (Pumpnickl sagt)</li> <li>• Practice using new language with a variety of kinaesthetic activities.</li> <li>• Say their age</li> <li>• singing songs and move accordingly; interact and perform the song with teachers and each other</li> <li>• sing number songs</li> <li>• translate words and familiar phrases in German songs.</li> <li>• Create a simple bilingual print text about body parts.</li> <li>• Mimic correct German pronunciation, intonation and rhythm through shared responses.</li> </ul> <p><b>Text types:</b> Songs Games Labels Posters Flashcards</p> <p><b>Language Functions: Productive (oral)</b></p> <ul style="list-style-type: none"> <li>• Wer ist das?</li> <li>• Das ist ...</li> <li>• Wer fehlt?</li> <li>• ... fehlt.</li> <li>• Hande</li> <li>• FuÙe</li> <li>• Arme</li> <li>• Beine</li> <li>• Augen</li> <li>• Ohren</li> <li>• Nase</li> <li>• Mund</li> <li>• Ich bin ... Jahre alt. (Ich bin ein Jahr alt.)</li> <li>• Eins, zwei, drei, vier, funf, sechs, sieben, acht, neun, zehn.</li> <li>• Kopf</li> <li>• Schulter</li> <li>• Knie</li> <li>• FuÙ</li> <li>• Augen</li> <li>• Ohren</li> </ul>	<p>describe objects</p> <p><b>Teaching and Learning:</b></p> <ul style="list-style-type: none"> <li>• Sing colour songs</li> <li>• Students present their mascot to the class.</li> <li>• ...</li> </ul> <p><b>Text types:</b> Descriptions, Labels, Flashcards, Songs, Gestures, Charts</p> <p><b>Language Functions: Productive (oral)</b></p> <ul style="list-style-type: none"> <li>• Hier ist ...</li> <li>• Das ist mein Maskottchen.</li> <li>• klein</li> <li>• groÙ.</li> <li>• blau</li> <li>• grau</li> <li>• lila</li> <li>• rosa</li> <li>• schwarz</li> <li>• weiÙ</li> <li>• grun</li> <li>• braun</li> <li>• gelb</li> <li>• rot</li> <li>• orange.</li> <li>•</li> <li>• Isi ist klein.</li> <li>• Isi ist klein und grau.</li> </ul> <p><b>Receptive (aural)</b></p> <p><u>Tongue twister</u></p> <p><u>Alliteration</u></p> <p><u>Die Freunde sind dabei</u></p> <p><u>Big and small</u></p> <p><u>Colours</u></p> <p><u>Mascot colours</u></p>	<ul style="list-style-type: none"> <li>• Danke! Danke schön! Vielen Dank.</li> <li>• Das ist fantastisch/ toll/suÙ.</li> </ul> <p><b>Socialising 2 with Reflecting 1</b> Participate in guided group activities using simple repetitive language in songs, rhymes, games and transactions ACLGEC104) Key concept: performance Notice similarities and differences when using German compared to own language, such as how it feels, sounds and looks, and involves behaviours as well as words (ACLGEC112) Key concepts: language, culture, difference</p> <p><b>Informing 2</b> Convey factual information about self, family and possessions through pictures, labels, captions and short descriptions, using familiar words and modelled language [Key concepts: identity, belonging; Key processes: naming, labelling, describing] (ACLGEC107)</p> <p>They convey factual information about possessions at word and simple sentence level.</p> <p>cards with items from the package (Schultute) – Was ist das? ...</p> <ul style="list-style-type: none"> <li>• Wie ist dein Geschenk?</li> <li>• (item) ist (adjective)</li> <li>• (item) sind (adjective)</li> </ul> <p><b>Systems of language 1</b> Recognise and reproduce the sounds and rhythms of spoken German, including distinctive sounds (ACLGEU114) Key concepts: pronunciation</p> <p>reproduce some distinctive sounds and rhythms of spoken German.</p> <ul style="list-style-type: none"> <li>• recognise sounds and rhythms of spoken German and learn how sounds are produced, the sound e</li> </ul> <p><b>Role of language and culture (Exchanging presents)</b> Notice that the languages people use relate to who they are and where and how they live [Key concepts: place, culture; Key processes: noticing, exploring] (ACLGEU119)</p> <p>They make connections between the languages</p>
--	---	---	---

- Auf Wiedersehen/Tschüssi.
- Guten Morgen Frau König/Herr Wagner!
- Auf Wiedersehen Frau König/Herr Wagner!
- Hinsetzen!
- Herschauen!
- Aufstehen!
- Was ist das?
- Das ist ...
- Was fehlt?
- ... fehlt.

### Receptive (aural)

#### Hello and goodbye

Hallo, hallo, guten Tag!  
 Guten Morgen, wer ist da?  
 Servus, grüezi, ich bin hier!  
 Servus, grüezi, ich bin hier!  
 Tschüssi, tschüssi, ich muss gehen. Danke sehr!  
 Auf Wiedersehen!

#### What's your name?

Guten Morgen!  
 Guten Morgen!  
 Wie heißt du?  
 Wie heißt du?  
 Ich heiße Isi.  
 Ich heiße Isi.  
 Wer bist du?  
 Wer bist du?

#### Alphabet song

A B C D  
 E F G  
 H I J  
 K L M  
 N O P  
 Q R S T  
 U V W  
 Q R S T  
 U V W  
 X Y Z Juchhe!  
 Fertig ist mein ABC

#### Vowel song

A A, E E, I I, O  
 O O, U U, es geht so!

#### Suggested culminating task :

Prepare for culminating task in unit 4: A package to Germany

- Nase
- Mund
- Ich bin ... Jahre alt.(Ich bin ein Jahr alt)
- Ich wohne in ...
- Das ist in ...

### Receptive (aural)

#### Hands and feet

Die Hände machen klatsch, klatsch, klatsch. (clap hands with each klatsch)  
 Klatsch in die Hände, eins, zwei, drei! (clap hands with each number)  
 Die Füße machen stampf, stampf, stampf. (stomp feet with each stampf)  
 Stampf mit den Füßen, eins, zwei, drei! (stomp feet with each number)

#### Klipp klapp Hampelmann

Ich bin ein kleiner Hampelmann (point to self)  
 Der Arm und Bein bewegt. (dangle one arm with *Arm*, one leg with *Bein*)  
 Der Arm und Bein bewegt. (repeat)  
 Die Beine rechts und links. (swing one leg to the right, then left with *rechts* and *links*)  
 Und die Arme in die Höh'. (both arms up high)  
 Klipp, klapp! (star jump with one clap up high *Klipp*, and one clap down low *klapp*)

#### They are gone

Meine Augen sind weg. (cover both eyes with hands)  
 Da sind sie wieder. Schwuppdwupp. (take hands away, then rock motion)  
 Meine Ohren sind weg. (cover both ears with hands)  
 Da sind sie wieder. Schwuppdwupp. (take hands away, then rock motion)  
 Meine Nase ist weg. (cover nose with hands)  
 Da ist sie wieder. Schwuppdwupp. (take hands away, then side rock motion)  
 Mein Mund ist weg. (cover mouth with hands)  
 Da ist er wieder. Schwuppdwupp. (take hands away, then side rock motion)

#### Zehn Igelkinder

Eins, zwei, drei kleine Igel,  
 vier, fünf, sechs kleine Igel,  
 sieben, acht, neun kleine Igel,  
 zehn kleine Igelkinder!

#### Head, shoulders, knees and toes

Kopf, Schulter, Knie und Fuß, Knie und Fuß.  
 Kopf, Schulter, Knie und Fuß, Knie und Fuß.  
 Augen, Ohren, Nase und Mund.  
 Kopf, Schulter, Knie und Fuß, Knie und Fuß.

#### Der Plumpsack

people use and who they are and where they live.

- Present-giving across the globe.

### Teaching and Learning:

- receiving a present. Thank you, that's great!
- look at items to be included in the box to Germany: ( French example: oomerang, Vegemite, "sunnies", koala origami, etc.)
- Gather objects representing Australian culture
- reflect on what best represents themselves.
- Comment on your choice
- Choose the item

### Text types:

Photos realia  
 Labels

### Suggested culminating task :

Send a package to sister school.

### Productive language:

#### Schunkel danke song

Danke schön. Bitte schön.

Oh wie schön.

Danke schön.

Bitte schön.

#### Oh ja rhyme

Das ist toll.

Das ist süß.

Das ist fantastisch!

Oh ja!

#### Danke bitte song

Hier, hier, hier, hier. Das ist für Dich!

Danke, Danke! Danke schön!

Bitte, bitte, bitte schön!

Vielen, vielen Dank! Das ist so süß!

### Counting lamingtons

1, 2, 3 große Lamingtons,

4, 5, 6 große Lamingtons,

7, 8 große Lamingtons,

9 große Lamingtons!

### Geschenke rap

Was ist dein Geschenk? Die Münze ist silber.

Der Plumpsack geht rum!  
Dreht euch nicht um!  
Der Plumpsack geht rum!  
Dreht euch nicht um!

Aram sam-sam  
Aram sam-sam, aram sam-sam  
O gulli gulli gulli gulli  
ram sam-sam, ara-bi ara-bi  
O gulli gulli gulli gulli  
ram sam-sam

Was ist dein Geschenk? Das Surfboard ist grün.

Was ist dein Geschenk? Der Boomerang ist klein und bunt.

Was ist dein Geschenk? Das Kricketspiel ist grün und gelb.

Was ist dein Geschenk? Die Lamingtons sind groß und lecker.