

German 2019 v1.2

Unit 1 sample teaching, learning and assessment plan

Unit 1: Meine Welt — My world

Unit description

In Unit 1, students compare and contrast lifestyles and education in Australian and German-speaking communities, schools, homes and peer-group contexts. They communicate their understanding and experiences of relationships through the use of information and ideas in texts and language, such as formal and informal spoken language, and develop a variety of strategies to maintain communication. Students generate and compare information about their own and others' personal identities, and the cultural values related to personal and wider community lifestyles, leisure and education.

The subject matter engages students with aspects of language and textual conventions — to communicate similarities and differences, and to develop opinions about the lives and interests of young people — in familiar and unfamiliar school and home environments.

Unit objectives

By the end of this unit, students will:

1. comprehend German to understand information, ideas, opinions and experiences related to family/carers, friendships, lifestyle, leisure and education
2. identify tone, purpose, context and audience to infer meaning, values and attitudes related to family/carers, friendships, lifestyle, leisure and education
3. analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives related to family/carers, friendships, lifestyle, leisure and education
4. apply knowledge of German language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions related to family/carers, friendships, lifestyle, leisure and education
5. structure, sequence and synthesise information to justify opinions, ideas and perspectives related to family/carers, friendships, lifestyle, leisure and education
6. use strategies to maintain communication and exchange meaning in German to discuss family/carers, friendships, lifestyle, leisure and education with peers and German-speaking community members.

Assessment plan

Assessment details	%	Objectives to be assessed	Conditions	Date
Formative assessment: Examination — short response	—	<ol style="list-style-type: none">1. comprehend German to understand information, ideas, opinions and experiences related to family/carers and friends2. identify tone, purpose, context and audience to infer meaning, values and attitudes related to family/carers and friends3. analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives related to family/carers and friends <p>Note: Objectives 4, 5 and 6 are not assessed in this instrument.</p>	<ul style="list-style-type: none">• Time: 75-85 minutes plus 5 minutes planning.• Length: written short answer responses in English, up to 100 words per question, to a minimum of four and a maximum of six questions.• Resources<ul style="list-style-type: none">– dictionaries not permitted– German audio or audiovisual text/s may<ul style="list-style-type: none">▪ be heard up to three times▪ be delivered more slowly than background speaker pace▪ include judicious pausing.	At the conclusion of Topic 1

Assessment details	%	Objectives to be assessed	Conditions	Date
Formative assessment: Examination — combination response	—	<ol style="list-style-type: none"> 1. comprehend German to understand information, ideas, opinions and experiences related to lifestyle, leisure and education 2. identify tone, purpose, context and audience to infer meaning, values and attitudes related to lifestyle, leisure and education 3. analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives related to lifestyle, leisure and education 4. apply knowledge of German language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions related to lifestyle, leisure and education 5. structure, sequence and synthesise information to justify opinions, ideas and perspectives related to lifestyle, leisure and education 6. use strategies to maintain communication and exchange meaning in German to discuss lifestyle, leisure and education with peers and German-speaking community members. 	<p>Session 1, Parts 1 and 2: Short response — Criterion: Analysing German texts in English, and Extended response — Criterion: Creating German texts with German stimulus</p> <ul style="list-style-type: none"> • Time: 90–100 minutes plus 5 minutes planning for the session. • Length <ul style="list-style-type: none"> – Part 1: Short response <ul style="list-style-type: none"> ▪ written short answer responses in English, up to 100 words per item, with a minimum of three and a maximum of four questions. – Part 2: Extended response <ul style="list-style-type: none"> ▪ written extended response in German of 200–300 words. • Resources <ul style="list-style-type: none"> – German-English bilingual dictionaries permitted – word processor (with internet disabled) permitted – German audio or audiovisual stimulus text/s may <ul style="list-style-type: none"> ▪ be heard up to three times ▪ be delivered more slowly than background speaker pace ▪ include judicious pausing. <p>Session 2: Unprepared response — Criterion: Exchanging information and ideas in German</p> <ul style="list-style-type: none"> • Time: 10 minutes planning with the stimulus plus 3–7 minutes of student-centred conversation in German. • Resources: <ul style="list-style-type: none"> – no access to materials or notes other than stimulus materials – during 10 minutes planning, students may make notes to use as prompts – during 3–7 minutes of student-centred conversation, students may use notes prepared in planning time. 	At the conclusion of Topics 2 and 3

Teaching and learning plan

Please be advised that this resource may contain images, voices, names or references to deceased persons. This may be in the form of photographs, film, audio recordings or printed material included or referenced as part of this resource. Some references may contain terms or reflect attitudes that are inappropriate today but are provided in a historical context.

The notional hours provided are based on 55 hours of teaching, learning and assessment (including revision, assessment preparation and implementation). Schools make decisions about the actual time allocated to the teaching of subject matter.

Notional hours	Unit objectives	Subject matter	Sample learning experiences	Teaching and learning — underpinning factors	Possible resources
Topic 1: Family/carers and friends					
15 hours	1, 2, 3, 4, 5, 6	In creating and evaluating German texts, students will: <ul style="list-style-type: none"> consider and create introductions in a variety of age-appropriate settings in their own and German-speaking communities, e.g. introduce and describe themselves and others in a variety of settings and text types 	<p>Students:</p> <ul style="list-style-type: none"> brainstorm using the following questions <ul style="list-style-type: none"> <i>Hast du eine grosse oder kleine Familie?</i> <i>Hast du Geschwister?</i> <i>Wie viele Mitglieder hat deine deine Familie?</i> revise introducing themselves and asking questions <ul style="list-style-type: none"> complete listening comprehension exercises in groups, research popular German surnames and their origins <ul style="list-style-type: none"> create a list of the five most common German surnames and their origins introduce their families using possessive adjectives <ul style="list-style-type: none"> discuss an explanation of possessive adjectives complete teacher-created exercises watch <i>Toyland</i> (Note: This resource contains content that will require teachers to consider sensitivity of the students and the teaching context. Teachers should consult with school leaders and the school community about the suitability of any sample resources.) <ul style="list-style-type: none"> identify details, tone, purpose, context and audience analyse and evaluate the story. Consider the following questions <ul style="list-style-type: none"> What is the relationship between the two boys? Why is the mother concerned? What choice does the mother have at the end? select a member of their own family <ul style="list-style-type: none"> investigate the life of their selected family member film themselves telling this person's story and explaining why they selected them <ul style="list-style-type: none"> watch videos as a class discuss in pairs, interview peers to find out about them and their families <ul style="list-style-type: none"> use findings to write a small paragraph for the teacher to collect research Australian and German statistics on families and households <ul style="list-style-type: none"> create a table to compare similarities and differences revise use of past tenses <ul style="list-style-type: none"> complete exercises <ul style="list-style-type: none"> on both tenses and how to use them in one text on agreement of past participles bring in family photographs <ul style="list-style-type: none"> using these photographs as stimulus, prepare narratives to introduce their memories and tell the stories behind the pictures tell their stories to the class take notes while listening to each other's stories each answer a question about their peers' presentations. write an email to the teacher introducing themselves and their family in groups of three, create a board game <ul style="list-style-type: none"> questions should include the use of past tenses. 	<p>Literacy skills</p> <ul style="list-style-type: none"> comprehending German texts through listening, reading and viewing — grammar knowledge, text knowledge, visual knowledge, word knowledge composing German texts through speaking, writing and creating — grammar knowledge, text knowledge, visual knowledge, word knowledge <p>Numeracy skills</p> <ul style="list-style-type: none"> using measurement recognising and using patterns and relationships interpreting statistical information <p>21st century skills</p> <ul style="list-style-type: none"> critical thinking — analytical thinking, problem-solving, decision-making, reasoning, reflecting and evaluating, intellectual flexibility creative thinking — curiosity and imagination, creativity, generating and applying new ideas, identifying alternatives, seeing or making new links communication — effective oral and written communication; using language, symbols and texts; communicating ideas effectively with diverse audiences collaboration and teamwork — relating to others (interacting with others), recognising and using diverse perspectives, community connections personal and social skills — adaptability/flexibility, 	<p>German question words</p> <ul style="list-style-type: none"> <i>Learn German Coach</i>, 'The 6 basic question words in German', learngermancoach.com/6-basic-question-words <p>German surnames</p> <ul style="list-style-type: none"> <i>ThoughtCo.</i>, 'German surnames — meanings and origins', www.thoughtco.com/german-surnames-meanings-and-origins-1420789 <p>Possessive adjectives</p> <ul style="list-style-type: none"> <i>German Language</i>, 'German possessive adjective', www.germanlanguageguide.com/german/grammar/possessive-adjective.asp <i>Lingolia</i>, 'Possessive pronouns — exercises', deutsch.lingolia.com/en/grammar/pronouns/possessive-pronouns/exercises <p>Short film</p> <ul style="list-style-type: none"> <i>Toyland (English Subtitles)</i>, www.youtube.com/watch?v=Y0tBSx98knE <p>Family statistics</p> <ul style="list-style-type: none"> <i>Australian Bureau of Statistics</i>, 'Measures of Australia's progress, 2010: Family structure', www.abs.gov.au/ausstats/abs@.nsf/Lookup/bySubject/1370.0~2010~Chapter~Family+structure+(4.5.6.1) <i>Destatis</i>, 'Haushalte & Familien', www.destatis.de/DE/ZahlenFakten/GesellschaftStaat/Bevoelkerung/HaushalteFamilien/HaushalteFamilien <p>Past tenses</p> <ul style="list-style-type: none"> <i>German.net</i>, 'German perfect tense', german.net/exercises/tenses/perfect <i>German.net</i>, 'German simple past', german.net/exercises/tenses/simple-past <i>Jabbalab</i>, 'Past tense German — the imperfect tense', www.jabbalab.com/blog/1028/past-tense-german-the-imperfect-tense

Notional hours	Unit objectives	Subject matter	Sample learning experiences	Teaching and learning — underpinning factors	Possible resources
			<p>Concurrent delivery If Unit 3 students are in the classroom, they complete the following activities.</p> <ul style="list-style-type: none"> • Give students a text in the present tense and ask them to <ul style="list-style-type: none"> – change to the appropriate past tense – change the pronouns from singular to plural. • Students watch the <i>EDEKA Weihnachtsclip</i> advertisement. They <ul style="list-style-type: none"> – identify gist, text type, tone, purpose, context and audience – in pairs, summarise the storyline – analyse and evaluate the significance of family in the advertisement – compare with their own relationship with their grandparents – describe what happens in their family during a special family holiday or event. • In pairs, students write a 100-word response in German to the question 'How has the role of grandparents evolved?' <ul style="list-style-type: none"> – Volunteers read their texts to the class. – Students take notes while listening to each other's texts. – Ask students comprehension questions about the texts. 	<p>management (self, career, time, planning and organising), character (resilience, mindfulness, open- and fair-mindedness, self-awareness), citizenship, cultural awareness, ethical (and moral) understanding</p> <ul style="list-style-type: none"> • ICT skills — operations and concepts, accessing and analysing information, being productive users of technology, digital citizenship (being safe, positive and responsible online) (being safe, positive and responsible online) 	<ul style="list-style-type: none"> • <i>ThoughtCo.</i>, 'Learn the differences between "sein" and "haben" in German', www.thoughtco.com/sein-and-haben-1444701 • <i>German for Music Lovers</i>, 'Simple past tense of haben, sein, and modals', www.acampitelli.com/imperfekt_haben_s_ein_modalverben_uebung.htm <p>Board game ideas</p> <ul style="list-style-type: none"> • <i>LoveToKnow</i>, 'Create your own printable board game', boardgames.lovetoknow.com/Create_Your_Own_Printable_Board_Game <p>Advertisements</p> <ul style="list-style-type: none"> • <i>EDEKA Weihnachtsclip</i> — <i>#heimkommen</i>, www.youtube.com/watch?v=V6-0kYhqRo
		<ul style="list-style-type: none"> • comment on the similarities and differences in family/carers, friends and daily life in their own and German-speaking communities, e.g. compare family/carer structures, discuss relationships with family/carers or siblings, create explanatory texts about family/carers, friends and daily life. 	<p>Students:</p> <ul style="list-style-type: none"> • research family structures in Australia and compare with German-speaking communities • watch <i>Simpel</i> and complete teacher-created activities to show understanding, focusing on tone, purpose, context and audience • create a homestay guide for a German-speaking student visiting Australia for the first time. They consider expectations, rules and customs for their <ul style="list-style-type: none"> – household – home town • design and justify a plan for an exchange experience to a German-speaking country. They consider <ul style="list-style-type: none"> – which country, city or town to visit – expectations, worries, interests – reasons to go on exchange and potential benefits. <p>Concurrent delivery If Unit 3 students are in the classroom, they complete the following activities.</p> <ul style="list-style-type: none"> • Write an email from an Austrian family who is about to welcome their first Australian homestay student, and give this email to students. <ul style="list-style-type: none"> – Students complete teacher-created reading activities based on the email. • Complete a writing task. <ul style="list-style-type: none"> – Context: Your future Austrian homestay family has emailed you — they want to know more about you so they can plan your stay in Austria. – Task: Write a 250-word email in response to your homestay family. – Purpose: To introduce yourself, your family, friends and interests. – Audience: Your Austrian homestay family. – Text type: Personal email. 		<p>German family statistics <i>Destatis Statistisches Bundesamt</i>, 'Haushalte and Familien', www.destatis.de/DE/ZahlenFakten/GesellschaftStaat/Bevoelkerung/HaushalteFamilien/HaushalteFamilien.html;jsessionid=D6DE4366702BA4F48D987848EFF52F65.InternetLive2</p> <p>Trailer for <i>Simpel</i></p> <ul style="list-style-type: none"> • <i>Simpel Trailer German Deutsch (2017)</i>, www.youtube.com/watch?v=8iBSVb1i_Pg

Notional hours	Unit objectives	Subject matter	Sample learning experiences	Teaching and learning — underpinning factors	Possible resources
Topic 2: Lifestyle and leisure					
20 hours	1, 2, 3, 4, 5, 6	<p>In creating and evaluating German texts, students will:</p> <ul style="list-style-type: none"> consider how interests, traditions, events and celebrations impact on family/carer identity, community connections and cultural values in their own and German-speaking communities, e.g. research and compare significant events, leisure activities or sports in German-speaking communities and Australia 	<p>Students:</p> <ul style="list-style-type: none"> brainstorm using the following questions <ul style="list-style-type: none"> Welche typischen deutschen Sportarten kennst du? Was ist deiner Meinung nach ein typischer australischer Sport? Was ist der beliebteste Sport in Deutschland? Welchen Sport übst du aus? Welchen Sport schaust du im Fernsehen? revise <i>spielen</i> and <i>machen</i> in pairs, select one sport (e.g. parkour, soccer, rugby union, judo, netball) <ul style="list-style-type: none"> research the selected sport and summarise the details in a multimodal presentation. They consider <ul style="list-style-type: none"> origins and traditions seasons influence rules significant events popularity among genders and different communities famous players present findings to the class as a class, create a survey on sport, hobby and interest participation <ul style="list-style-type: none"> compare results with statistics on a variety of hobbies in German-speaking communities consider <ul style="list-style-type: none"> the amount of time spent in organised sports (school vs. community) the reasons for popularity restrictions revise the use of demonstrative adjectives play celebrity heads using sports. <p>Concurrent delivery</p> <p>If Unit 3 students are in the classroom, they research a significant sporting event and create a multimodal presentation to present to the teacher.</p> <ul style="list-style-type: none"> Follow presentations with interviews in which students individually and spontaneously respond to unseen open-ended questions in German. 	<p>Literacy skills</p> <ul style="list-style-type: none"> comprehending German texts through listening, reading and viewing — grammar knowledge, text knowledge, visual knowledge, word knowledge composing German texts through speaking, writing and creating — grammar knowledge, text knowledge, visual knowledge, word knowledge <p>Numeracy skills</p> <ul style="list-style-type: none"> using measurement recognising and using patterns and relationships interpreting statistical information <p>21st century skills</p> <ul style="list-style-type: none"> critical thinking — analytical thinking, problem-solving, decision-making, reasoning, reflecting and evaluating, intellectual flexibility creative thinking — curiosity and imagination, creativity, generating and applying new ideas, identifying alternatives, seeing or making new links communication — effective oral and written communication; using language, symbols and texts; communicating ideas effectively with diverse audiences collaboration and teamwork — relating to others (interacting with others), recognising and using diverse perspectives, community connections personal and social skills — adaptability/flexibility, management (self, career, time, planning and organising), character (resilience, mindfulness, open- and fair-mindedness, self-awareness), citizenship, cultural awareness, ethical 	<p>Spielen and machen</p> <ul style="list-style-type: none"> <i>Quizlet</i>, 'Regular verbs — spielen (to play) / machen (to do) — present tense', quizlet.com/210811989/regular-verbs-spielen-to-play-machen-to-do-present-tense-flash-cards <p>Sports and hobbies</p> <ul style="list-style-type: none"> <i>Australian Sports Commission</i>, 'Summary of key national findings: October 2015 to September 2016 data', www.ausport.gov.au/__data/assets/pdf_file/0007/653875/34648_AusPlay_summary_report_accessible_FINAL_updated_211216.pdf <i>Moving to Germany</i>, 'Top 10 sports in Germany', www.movingto-germany.com/top-10-sports-in-germany <i>marktmeinungsmensch</i>, 'Ranking der beliebtesten Sportarten in Deutschland 2017', www.marktmeinungsmensch.de/studien/ranking-der-beliebtesten-sportarten-in-deutschland <i>Topend Sports</i>, 'Sport in Austria', www.topendsports.com/world/countries/austria.htm <i>GEOlino</i>, 'Wie der Fußball nach Deutschland kam', www.geo.de/geolino/mensch/1836-rtkl-fussball-wie-der-fussball-nach-deutschland-kam <i>Österreich</i>, 'Hobby- und Kreativkurse in Österreich', www.austria.info/ch/aktivitaten/stadt-und-kultur/hobby-und-kreativkurse-in-osterreich <p>Demonstrative adjectives</p> <ul style="list-style-type: none"> <i>German Language</i>, 'Demonstrative adjective', germanlanguageguide.com/german/grammar/demonstrative-adjective.asp <p>Comparative adverbs and adjectives</p> <ul style="list-style-type: none"> <i>German for English Speakers</i>, 'Comparative & superlative forms', germanforenglishteachers.com/adjectives/comparative-and-superlative-forms <p>Food and healthy lifestyles</p> <ul style="list-style-type: none"> <i>Lecker</i>, 'Deutsche Rezepte — Klassiker, die wir lieben', www.lecker.de/deutsche-rezepte-klassiker-die-wir-lieben-51414.html
		<ul style="list-style-type: none"> compare and contrast lifestyle and leisure for themselves and their peers in German-speaking communities, e.g. negotiate leisure activity arrangements; compare what is considered a healthy lifestyle 	<p>Students:</p> <ul style="list-style-type: none"> brainstorm using the following questions <ul style="list-style-type: none"> Was ist dein Lieblingsessen? Was ist die australischste Speise, die du kennst? Welche typische deutsche Speise hast du bereits probiert oder würdest du gerne probieren? complete exercises on comparative adverbs and adjectives investigate the most popular food/dishes in several German-speaking countries and compare with Australia create a vlog about cooking a popular German dish 		

Notional hours	Unit objectives	Subject matter	Sample learning experiences	Teaching and learning — underpinning factors	Possible resources
			<ul style="list-style-type: none"> • watch <i>5 Snack Ideen für die Schule & Unterwegs mit Barbieloveslipsticks</i> xLaeta and complete teacher-created comprehension activities • create a survey to learn about peers' eating habits and consider the following questions, then discuss as a class <ul style="list-style-type: none"> – <i>Was sind die Unterschiede zwischen „Kantinenessen“ und „Schulkioskessen“?</i> – <i>Was bevorzugst du?</i> • analyse their high-school cafeteria menu • revise use of reflexive verb and agreement • evaluate their own eating and activity habits, and justify their choices of food and activity • summarise the eating habits and activity schedules of a range of Australian and German-speaking young people <ul style="list-style-type: none"> – categorise activities as healthy or unhealthy • compare German and Australian guides to healthy living <ul style="list-style-type: none"> – consider the impact of fast food on Australian and German-speaking communities – compare different perceptions of food and activity for a healthy lifestyle for Australian and German-speaking communities • create a top-ten list of advice for teenagers about how to maintain a healthy lifestyle • watch an episode of a German-cooking show <ul style="list-style-type: none"> – complete teacher-created comprehension activities, focusing on tone, purpose, context and audience – compare to an Australian cooking show • create a healthy German–Australian menu <ul style="list-style-type: none"> – visit German cooking websites and choose entree, main and dessert – submit menu to teacher – prepare dishes for the class – record an episode of a cooking show • examine and revise use of the imperative mood • design a German–Australian dish and record its recipe. <p>Concurrent delivery If Unit 3 students are in the classroom, they</p> <ul style="list-style-type: none"> • create and record dialogues between an Australian student and <ul style="list-style-type: none"> – a German-speaking cafeteria staff member (ordering food) – a German student on exchange in Australia (explaining what a swimming carnival is) – a German student (discussing each other's daily habits around food and activities) • develop use of the imperative mood. 	<p>(and moral) understanding</p> <ul style="list-style-type: none"> • ICT skills — operations and concepts, accessing and analysing information, being productive users of technology, digital citizenship (being safe, positive and responsible online) 	<ul style="list-style-type: none"> • <i>Süddeutsche Zeitung</i>, 'Währschaft und gluschtig', www.sueddeutsche.de/reisefuehrer/schweiz/essentrinken • <i>FOCUS Online</i>, 'So (un)gesund lebt Deutschland', www.focus.de/gesundheit/gesundleben/tid-19438/gesundheitsstudie-so-ungesund-lebt-deutschland_aid_539638.html • <i>5 Snack Ideen für die Schule & Unterwegs mit Barbieloveslipsticks</i> xLaeta, www.youtube.com/watch?v=8Oj6z9DTbM4 • <i>Laufvernarrt</i>, 'In 30 Tagen zur optimalen Ernährung: Tag 1 — Plan drucken und abhaken', www.laufvernarrt.de/30-tage-ernaehrungsumstellung-tag-1/ • <i>Schulen: Partner der Zukunft</i>, 'Der Boom der digitalen Fitness-Angebote', www.pasch-net.de/de/pas/cls/sch/jus/spo/3380367.html • <i>Schulen: Partner der Zukunft</i>, '„Man ist, was man isst“: Ernährung in Deutschland', www.pasch-net.de/de/pas/cls/sch/jus/sdz/3382859.html • <i>Healthier. Happier.</i>, www.healthier.qld.gov.au <p>Imperative mood</p> <ul style="list-style-type: none"> • <i>German.net</i>, 'German imperative', german.net/exercises/tenses/imperative • <i>ToLearnFree.com</i>, 'Imperative', german.tolearnfree.com/free-german-lessons/free-german-exercise-60821.php • <i>Lingolia</i>, 'Imperative', deutsch.lingolia.com/en/grammar/verbs/imperative <p>Reflexive verbs and tenses</p> <ul style="list-style-type: none"> • <i>GermanVeryEasy.com</i>, 'Reflexive verbs in German', www.germanveryeasy.com/reflexive-verbs <p>German cooking</p> <ul style="list-style-type: none"> • <i>German cooking show</i>, www.youtube.com/watch?v=1_gUxmzYF4g • <i>Das Erste</i>, 'Tim Mälzer Kocht — Rezepte', www.daserste.de/unterhaltung/koch-show/tim-maelzer-kocht/index.html

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		<ul style="list-style-type: none"> appraise the diversity of celebrations in their social sphere and those of their peers in German-speaking communities, e.g. give reasons for family/carer activity preferences and/or values. 	<p>Students:</p> <ul style="list-style-type: none"> brainstorm using the following questions <ul style="list-style-type: none"> Welche deutschsprachigen Länder kennst du? Welche Grundschule hast du besucht? study the location of German-speaking countries on a world map investigate celebrations in a range of German-speaking communities <ul style="list-style-type: none"> research origins evaluate the importance of a chosen celebration to the culture of the area it takes place in compare to Australian celebrations consider how family identity is linked to varying celebrations write articles about Australian celebrations for a German blog and hand them in to the teacher for feedback discuss different aspects of celebrations <ul style="list-style-type: none"> sale of merchandise variety and types of foods purpose revise how to give directions in pairs, write and roleplay conversations between an Australian teenager and a German-speaking <ul style="list-style-type: none"> friend (organising a time and place to meet) host parent (getting their approval to go to a celebration) salesperson at a celebration (purchasing tickets or food) bus driver (negotiating transport to an unfamiliar destination) analyse different types of invitations complete teacher-created activities on accepting/refusing an invitation create an online invitation for a special party <ul style="list-style-type: none"> exchange invitations with peers and respond by creating a series of voicemail or text messages accepting and refusing invitations describe and evaluate the best and worst party invitations and response features if Unit 3 students are in the classroom, compare responses <ul style="list-style-type: none"> Unit 1 students reflect on language used by Unit 3 students Unit 3 students offer advice to Unit 1 students. <p>Concurrent delivery If Unit 3 students are in the classroom, they complete the following activities.</p> <ul style="list-style-type: none"> Complete a writing task. <ul style="list-style-type: none"> Context: Your German friend is an exchange student at your school. You would like him to come with you and your friends to an Australian festival. Task: Write a 250-word persuasive speech. Purpose: To convince your German friend to come with you to your chosen festival. Audience: Your German friend. Text type: Transcript of a persuasive speech. Read and analyse a selection of poems that deal with celebrations, then try writing poems for various celebrations. 		<p>Celebrations</p> <ul style="list-style-type: none"> Schulen: Partner der Zukunft, 'Alles neu macht der Mai: Maibräuche', www.pasch-net.de/de/pas/cls/sch/jus/kul/20758544.html Schulen: Partner der Zukunft, '„Die Wiesn“ in München — das größte Volksfest der Welt', www.pasch-net.de/de/pas/cls/sch/jus/kul/3334984.html Oktoberfest.de, www.oktoberfest.de/de Schulen: Partner der Zukunft, 'Musikfestivals in Deutschland', www.pasch-net.de/de/pas/cls/sch/jus/kul/3334581.html Schulen: Partner der Zukunft, 'Die „fünfte Jahreszeit“: Karneval, Fastnacht, Fasching', www.pasch-net.de/de/pas/cls/sch/jus/kul/3327245.html Österreich, 'Veranstaltungen', www.austria.info/at/aktivitaten/stadt-und-kultur/veranstaltungs-highlights Australia.gov.au, 'Festivals in Australia', www.australia.gov.au/about-australia/australian-story/festivals-in-australia <p>Adverbs</p> <ul style="list-style-type: none"> GermanVeryEasy.com, 'German adverbs (das Adverb)', www.germanveryeasy.com/german-adverbs <p>How to give directions</p> <ul style="list-style-type: none"> Rocket Languages, 'Directions in German', www.rocketlanguages.com/german/vocabulary/directions-in-german

Notional hours	Unit objectives	Subject matter	Sample learning experiences	Teaching and learning — underpinning factors	Possible resources
Topic 3: Education					
20 hours	1, 2, 3, 4, 5, 6	In creating and evaluating German texts, students will: <ul style="list-style-type: none"> compare and explain education experiences, e.g. compare education systems or school expectations and traditions 	<p>Students:</p> <ul style="list-style-type: none"> brainstorm using the following questions <ul style="list-style-type: none"> Welche deutschsprachigen Länder hast du bereits besucht? Ist die Grundschule anders als das Gymnasium? Was bevorzugst du oder hast du bevorzugt? Grundschule oder Gymnasium? Weshalb? discuss the perspectives of young people in Australia and in German-speaking communities on the education system read a variety of texts related to school life in German-speaking communities <ul style="list-style-type: none"> complete teacher-created comprehension activities, focusing on tone, purpose, context and audience investigate the German system of school exams and compare with the Queensland Certificate of Education create a guide for a German-speaking student visiting Australia for the first time. They consider expectations, rules and customs for the school community. <p>Organise a debate.</p> <ul style="list-style-type: none"> On the board, write a statement about a cultural difference between Australian and German schools. Write students' names on pieces of paper and draw half for <i>für</i>, the other half for <i>gegen</i> — students should not get to choose which side of the argument they stand on. Choose one chairperson to keep track of time and marks (teacher decides when to give marks). Students spend 25 minutes preparing their argument, using the internet and dictionaries (no translators allowed). Encourage students to present their arguments in full sentences and challenge each other's ideas respectfully. Concurrent delivery <ul style="list-style-type: none"> Encourage Unit 3 students to ask more challenging questions and respond at a higher level. Unit 1 students should reflect on the questions and responses of Unit 3 students. <p>Concurrent delivery</p> <p>If Unit 3 students are in the classroom, they complete the following activities.</p> <ul style="list-style-type: none"> Analyse and comment on a schedule from a German-speaking school. <ul style="list-style-type: none"> Research unfamiliar subjects. Compare with subjects studied at school using comparative and superlative adjectives. Complete a writing task. <ul style="list-style-type: none"> Context: Your German sister school runs an online newsletter. You have been asked to write an article about Australian and German school schedules for the newsletter's latest edition. Task: Write a 250-word newsletter article. Purpose: To compare schedules and explain why one is better than the other. Audience: German students, teachers and parents who read the newsletter. Text type: Newsletter article. 	<p>Literacy skills</p> <ul style="list-style-type: none"> comprehending German texts through listening, reading and viewing — grammar knowledge, text knowledge, visual knowledge, word knowledge composing German texts through speaking, writing and creating — grammar knowledge, text knowledge, visual knowledge, word knowledge <p>Numeracy skills</p> <ul style="list-style-type: none"> using measurement recognising and using patterns and relationships interpreting statistical information <p>21st century skills</p> <ul style="list-style-type: none"> critical thinking — analytical thinking, problem-solving, decision-making, reasoning, reflecting and evaluating, intellectual flexibility creative thinking — curiosity and imagination, creativity, generating and applying new ideas, identifying alternatives, seeing or making new links communication — effective oral and written communication; using language, symbols and texts; communicating ideas effectively with diverse audiences collaboration and teamwork — relating to others (interacting with others), recognising and using diverse perspectives, community connections personal and social skills — adaptability/flexibility, management (self, career, time, planning and organising), character (resilience, mindfulness, open- and fair-mindedness, self-awareness), citizenship, cultural awareness, ethical (and moral) understanding 	<p>School in Australia</p> <ul style="list-style-type: none"> <i>Australien — 5 Monate Down under</i>, 'Mein normaler Tagesablauf', emily-goes-australia.blogspot.com.au/2015/08/mein-normaler-tagesablauf.html <p>School in Germany</p> <ul style="list-style-type: none"> <i>Mein Weg nach Deutschland</i>, 'Schulsystem — Für Zuwandernde mit Visum', www.goethe.de/lrn/prj/wnd/idl/sua/sys/deindex.htm <i>Schulen: Partner der Zukunft</i>, 'Schicker, teurer, besser? — Privatschulen in Deutschland', www.pasch-net.de/de/pas/cls/sch/jus/sua/3357927.html

Notional hours	Unit objectives	Subject matter	Sample learning experiences	Teaching and learning — underpinning factors	Possible resources
		<ul style="list-style-type: none"> analyse perspectives on the benefits and challenges of study, e.g. contrast experiences of peers in a variety of educational contexts in Australia and German-speaking communities 	<p>Students:</p> <ul style="list-style-type: none"> brainstorm using the following questions <ul style="list-style-type: none"> – <i>Wieso ist es wichtig zur Schule zu gehen?</i> – <i>Findest du die Schule einfach oder schwierig?</i> – <i>Wenn du irgendwo in der Welt hinreisen könntest, wo würdest du zur Schule gehen wollen und warum?</i> revise conditional tense <ul style="list-style-type: none"> – complete teacher-created exercises – play game created by Unit 3 students (see ‘Concurrent delivery’ section below) investigate news items that affect young German-speaking people <ul style="list-style-type: none"> – consider and discuss the challenges they face read ‘Schulkleidung — wie geht ihr in die Schule?’ <ul style="list-style-type: none"> – describe the tone and purpose of the article – analyse the opinions shared in the article – write a personal response to the article using evidence from the text in groups, construct an informative video for a German-speaking student visiting an Australian school. Include information about <ul style="list-style-type: none"> – interacting with teachers and administrative staff – arriving and leaving school – classes and breaks – if Unit 3 students are in the classroom, in their videos, they add a monologue about their own experiences of learning German, considering <ul style="list-style-type: none"> ▪ challenges ▪ rewards ▪ ‘light-bulb’ moments. <p>Concurrent delivery</p> <p>If Unit 3 students are in the classroom, they:</p> <ul style="list-style-type: none"> listen to <i>Hätt' ich einen Hammer</i> <ul style="list-style-type: none"> – complete teacher-created cloze activity – modify lyrics using ‘if’ structures and correct tenses design a board game with ‘if’ clauses for Unit 1 students to play (see above). 	<ul style="list-style-type: none"> ICT skills — operations and concepts, accessing and analysing information, being productive users of technology, digital citizenship (being safe, positive and responsible online) 	<p>School in Germany and Austria</p> <ul style="list-style-type: none"> <i>Schulen: Partner der Zukunft</i>, ‘Schulkleidung — wie geht ihr in die Schule?’, www.pasch-net.de/de/pas/cls/sch/jus/sua/20814733.html <i>Just Landed</i>, ‘Das österreichische Schulsystem’, www.justlanded.com/deutsch/Oesterreich/Artikel/Bildung/Schule <p>Conditional tense</p> <ul style="list-style-type: none"> <i>coLanguage</i>, ‘Conditional sentence in German’, www.colanguage.com/conditional-sentence-german <p>Hätt' ich einen Hammer</p> <ul style="list-style-type: none"> <i>Bob Gerry — Hätt' ich einen Hammer</i>, www.youtube.com/watch?v=61XjTEadhmk <p>Board game designs</p> <ul style="list-style-type: none"> <i>LoveToKnow</i>, ‘Create your own printable board game’, boardgames.lovetoknow.com/Create_Your_Own_Printable_Board_Game
		<ul style="list-style-type: none"> assess a variety of texts comparing education systems in German-speaking communities and Australia, e.g. discuss values and attitudes towards education and school traditions or expectations and societal and cultural factors. 	<p>Students:</p> <ul style="list-style-type: none"> brainstorm using the following questions <ul style="list-style-type: none"> – <i>Was weißt du über das deutsche Bildungssystem?</i> – <i>Denkst du die Schule ist schwieriger in Deutschland oder in Australien? Weshalb?</i> analyse German students’ accounts of their time in Australian schools: <ul style="list-style-type: none"> – summarise the accounts, identifying tone, purpose, context and audience – compare attitudes towards education – comment on differences and similarities find and read articles on schoolies, considering that schoolies does not exist in Germany <ul style="list-style-type: none"> – summarise the articles – write a list of advice for a German student attending schoolies – interview students in the class about their plans for schoolies – compare plans analyse the impact of societal expectations and conventions on their lives <ul style="list-style-type: none"> – identify and evaluate their responsibilities when attending a formal or schoolies – appraise and evaluate the cultural values that shape these experiences write a persuasive speech to convince German students to come and study in Australia <ul style="list-style-type: none"> – use teacher-created cards with descriptions of different students 		<p>School</p> <ul style="list-style-type: none"> <i>Schulen: Partner der Zukunft</i>, ‘Mein Klassenzimmer’, www.pasch-net.de/de/pas/cls/sch/jus/sua/3366142.html <i>Schulen: Partner der Zukunft</i>, ‘Meine Traumschule’, www.pasch-net.de/de/pas/cls/sch/jus/sua/3341480.html <i>bildungxperten</i>, ‘Das österreichische Bildungssystem — Unterschiede zu Deutschland’, www.bildungxperten.net/wissen/das-osterreichische-bildungssystem-unterschiede-zu-deutschland <i>die Schweizerische Konferenz der kantonalen Erziehungsdirektoren (EDK)</i>, ‘Bildungssystem Schweiz’, www.edk.ch/dyn/16600.php

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			<ul style="list-style-type: none"> - write a speech to convince their designated student - present speech to class - vote for the best speech • in groups, play a true or false game <ul style="list-style-type: none"> - each group is given a topic studied in class - using their notes, students write four statements about their topic — three are true, one is false - students take turns reading out the group's statements or writing them on the board - other groups discuss the statements and take a few minutes to decide which statement is false - when time is up, students raise their hands to give their answers - keep track of scores on the board - the group with the highest score wins a prize. Concurrent delivery If Unit 3 students are in the classroom, they complete the following activities. <ul style="list-style-type: none"> • Read 'Fünf Gründe für dein Studium in Deutschland'. <ul style="list-style-type: none"> - Summarise the article, identifying tone, purpose, context and audience. - Using evidence from the text, evaluate why a student from Australia would study in Germany. • Complete a writing task. <ul style="list-style-type: none"> - Context: Your German friend Claudia is thinking about coming to Australia to study in Year 12. She is curious about the ATAR and how students find out about their results. - Task: Based on your knowledge, write a 250-word email. - Purpose: To explain to Claudia what the ATAR is and how students find out about their ATAR results. - Audience: Your German friend Claudia. - Text type: Personal email. 		<ul style="list-style-type: none"> • <i>Studieren in Deutschland</i>, 'Fünf Gründe für dein Studium in Deutschland', www.study-in.de/de/deutschland-entdecken/zehn-gruende-fuer-deutschland_27121.php