

BOONDALL STATE SCHOOL GERMAN YEAR LEVEL PLAN – YEAR 2

GERMAN	40 MINS / WEEK	Band Description	<p><i>The nature of the learners</i> Children enter the early years of schooling with established oracy skills in one or more languages and varying degrees of early literacy capability. For young students, learning typically focuses on their immediate world of family, home, school, friends and neighbourhood. They are learning how to socialise with new people, share with others and participate in structured routines and activities at school. Typically they have little to no experience of German language and culture.</p> <p><i>German language learning and use</i> At this stage, games, music, movement, familiar routines, and imaginative activities such as role-plays provide essential scaffolding and relevant contexts for language development. Learners engage with the sounds, shapes and patterns of German through activities such as rhymes, songs, clapping and action games. They identify and use simple formulaic expressions, one- or two-word responses to prompts and cues, and non-verbal German communication strategies. They learn to write by tracing and copying, forming letters legibly. They learn to write words and simple sentences independently using modelled language, for example, by matching pictures with single words, labels or captions.</p> <p><i>Contexts of interaction</i> The primary context of interaction is the language classroom, as learners interact with the teacher and with one another. Their use of German relates primarily to classroom routines and activities, draws on curiosity about the world around them, and engages their interest in play, movement and games.</p> <p><i>Texts and resources</i> Learners engage with a variety of spoken, written and digital texts. They listen and respond to teacher talk, share ideas, and join in stories, songs, play and simple conversations. Physical, virtual and digital resources provide access to additional German language and cultural interactions, connecting learners' social worlds with those of their peers in other German-speaking contexts.</p> <p><i>Features of German language use</i> Learners become familiar with the sounds and rhythms of German, approximating the pronunciation and phrasing of single words and short phrases, including distinctive sounds such as ch, r, th, u and z, and diphthongs such as au, ei, eu and ie. They use simple basic sentence structures and familiar vocabulary for everyday functions such as greetings, asking and answering questions, responding to instructions, and participating in games, performances and simple shared tasks. They learn to write single words and simple phrases, noticing the use of the Eszett and how an Umlaut changes the sound of vowels. They notice similarities and differences between German and English. They use modelled language to produce their own short texts and to interact. They begin to notice that language behaves differently in different situations and that German speakers communicate in some ways that are different from their own. As they communicate about differences and similarities, they begin to understand that they are part of a connected world. This introduction to the reflective dimension of intercultural language learning begins to develop an understanding of culture.</p> <p><i>Level of support</i> Support is provided through visual and tactile materials such as pictures, realia, objects and charts, and through the use of gesture and movement. The teacher provides prompts, cues, and opportunities for repetition and recycling to help learners identify and remember frequently used words and simple phrases. Learners rely on modelled language, scaffolded tasks, feedback and encouragement to build their language capability.</p> <p><i>The role of English</i> Learners are encouraged to use German whenever possible, particularly when engaging in classroom interactions and routines. The teacher uses German as much as possible for instruction. English is used for explanation and discussion, allowing learners to communicate about differences and similarities they notice between German and their own language(s), to ask questions about language and culture, and to consider their experience of learning German.</p>			
		Unit Description	Unit 1 – Term 1	Unit 2 – Term 2	Unit 3 – Term 3	Unit 4 – Term 4
			Getting Ready for School	Cute and Cool	Stories, Songs and Rhymes	Our Mascot's Adventure
			<p>In this unit, students explore language to discuss daily life and getting ready for school.</p> <p>Students will:</p> <ul style="list-style-type: none"> listen to keywords for items children pack for school and interact about school preparation listen to and identify keywords for ownership of items demonstrate appropriate use of language and culture related to going to school recognise and reproduce the sounds and rhythms of spoken German, noticing how they are similar or different to English participate in intercultural experiences to explore language and routines associated with school preparations. 	<p>In this unit, students explore the concept of fashion for German children through language used to describe clothing and accessories.</p> <p>Students will:</p> <ul style="list-style-type: none"> discuss differences of clothing worn in different seasons present oral descriptions of clothing in a fashion parade construct posters with bilingual labels and captions use definite articles and pronouns to describe clothing participate in intercultural experiences to compare clothing worn in different seasons and choice of coordinated accessories. 	<p>In this unit, students use language to engage with simple traditional German stories, songs and rhymes.</p> <p>Students will:</p> <ul style="list-style-type: none"> listen to and view traditional stories, songs and rhymes express preferences for songs and rhymes reflect on the similarities and differences between English and German songs recognise elements and features of songs participate in intercultural experiences to notice and compare the language and culture relating to traditional German stories, songs and rhymes. 	<p>In this unit, students use language to present a story using textual features of traditional stories.</p> <p>Students will:</p> <ul style="list-style-type: none"> present a written and illustrated story about a class mascot express preferences for stories and describe characters recognise and reproduce the German letters <i>a</i>, <i>u</i> and <i>w</i>, noticing how they are pronounced differently in English participate in intercultural experiences to notice language and culture in stories.
		Assessment	Simple sentences in spoken form checking for pronunciation	Listening comprehension	Comprehending texts based around previous units in German and comprehending in English	Writing sentences about topics covered over the year

Student responses to summative assessment tasks contribute to their assessment folio. It provides evidence of their learning and represents their achievements over reporting period. The assessment folio should include a range and balance of assessments to make valid judgments about whether the student has met the achievement standard.

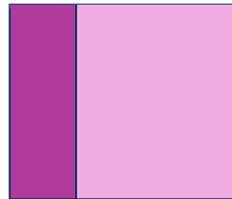
	<p>Assessment Conventions</p> <p>Text – conversations</p> <p>Techniques – practise/ performance</p> <p>Mode - speaking</p> <p>Conditions – with teacher/ or whole class</p>	<p>Text – analysis</p> <p>Techniques – written responses</p> <p>Mode - listening to German</p> <p>Conditions – whole class/individual responses</p>	<p>Text – responding formally</p> <p>Techniques – reading German</p> <p>Mode - writing in English</p> <p>Conditions –</p>	<p>Text – writing German sentences</p> <p>Techniques – writing in German</p> <p>Mode- writing simple sentences</p> <p>Conditions – groups / individual responses</p>
<p>Aspects of Achievement Standard</p>	<p>By the end of Year 2, students interact with teachers and peers through action-related talk and play. They introduce themselves, exchange greetings and farewells, for example, <i>Ich heiÙe ... Auf Wiedersehen!</i> and express likes and dislikes. When interacting, they use short formulaic expressions, for example, <i>Morgen! Danke! Alles Gute zum Geburtstag! Frohe Weihnachten! Guten Appetit!</i> and make simple statements, such as <i>Das ist ... Ich wohne in ... Ich mag ...</i> They use repetitive language and respond to simple instructions when participating in games, shared activities and classroom routines. They use visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning, and reproduce some distinctive sounds and rhythms of spoken German, including <i>ch, u, r</i> and <i>z</i>. Students identify specific words and information, such as names of people, places or objects, in simple shared texts related to personal worlds. They convey factual information about self, family and possessions at word and simple sentence level. They respond to and create simple spoken and written texts, using modelled examples and formulaic language. They use short phrases and simple sentences to identify and describe people and objects in the family and school domains such as <i>der Lehrer, eine Freundin, Das ist mein Stift</i>, including some pronouns, for example, <i>ich, du, er, sie, es, wir</i> and possessive adjectives, <i>mein/e, dein/e</i>. They use <i>nein</i> and <i>nicht</i> for negation, and verb forms <i>bin, bist</i> and <i>ist</i>, with an adjective. Students explain the meaning and use of different German words and expressions, and create texts in German and English for their immediate learning environment. They identify similarities and differences between German and their own language(s) and culture(s), noticing that using a language involves behaviours as well as words. Students identify ways that German sounds different to English but recognise that it uses the same alphabet. They identify some words that are written the same in both German and English but pronounced differently. They identify features of different types of texts. They give examples of words that German and English borrow from each other and from other languages, and identify different ways of greeting and interacting with people. They make connections between the languages people use and who they are and where they live.</p>	<p>By the end of Year 2, students interact with teachers and peers through action-related talk and play. They introduce themselves, exchange greetings and farewells, for example, <i>Ich heiÙe ... Auf Wiedersehen!</i> and express likes and dislikes. 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	Taught Assessed	Taught Assessed	Taught Assessed	Taught Assessed				
All unit assessment tasks provide evidence of student learning and provide opportunities for teachers to make judgments about whether students have met the Australian Curriculum: Languages — German Prep to Year 2 Achievement Standard.								
Moderation	Consistency of teacher judgments Teachers use moderation to support consistency of teacher judgments and comparability of reported results against the relevant achievement standards.							
General capabilities and cross-curriculum priorities	Opportunities to engage with: 	Opportunities to engage with: 	Opportunities to engage with: 					
Key	<i>General capabilities</i> Literacy Numeracy Information and Communication Technology (ICT) Capability	Personal and Social Capability Ethical Understanding Intercultural Understanding Critical and Creative thinking	<i>Cross-curriculum priorities</i> Aboriginal and Torres Strait Islander Histories and Cultures Asia and Australia's Engagement with Asia Sustainability					
Content descriptions for Prep to Year 2 Languages German Review for balance and coverage of Content Descriptions and Concepts of each unit	Communicating strand: Using language for communicative purposes				Term 1	Term 2	Term 3	Term 4
	Socialising							
	Interact and socialise with peers and teacher to exchange greetings and information about self and family, and express likes and dislikes (ACLGEC103)							
	Participate in guided group activities using simple repetitive language in songs, rhymes, games and transactions (ACLGEC104)							
	Recognise and respond to instructions and questions about activities, games and classroom routines, and make polite requests (ACLGEC105)							
	Informing							
	Identify key words and information in simple shared texts related to personal worlds (ACLGEC106)							
	Convey factual information about self, family and possessions through pictures, labels, captions and short descriptions, using familiar words and modelled language (ACLGEC107)							
	Creating							
	Engage with a range of imaginative texts through action, dance, singing, drawing, shared reading and collaborative retelling (ACLGEC108)							
	Express ideas and experiences in a variety of ways using familiar words and modelled language, such as through imaginative role-play, mime, drawing, oral discussion or scaffolded writing activities (ACLGEC109)							
	Translating							
	Share with peers and family what they know in German, identifying different words and expressions, moving between languages depending on the audience (ACLGEC110)							
	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)							
	Reflecting							
	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)							
	Express aspects of self, such as family, school/class, age and language(s), noticing how these are part of one's sense of identity (ACLGEC113)							
Understanding strand: Analysing language and culture				Term 1	Term 2	Term 3	Term 4	
Systems of language								
Recognise and reproduce the sounds and rhythms of spoken German, including distinctive sounds (ACLGEC114)								
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)								
Understand that language is organised as 'texts', which take different forms and use different structures and features to achieve their purposes (ACLGEC116)								
Language variation and change								

Unit

✓

✓

	Recognise that in German, as in English and other languages, there are different ways of greeting and interacting with people (ACLGEU117)				
	Recognise that Australia has speakers of many different languages, including German, and that German and English borrow words and expressions from each other (ACLGEU118)				✓
	Role of language and culture				
	Notice that the languages people use relate to who they are and where and how they live (ACLGEU119)				