BOONDALL STATE SCHOOL GERMAN YEAR LEVEL PLAN – YEAR 3

GERMAN — **40 MINS / WEEK**

Band Description

The nature of the learners
At this level, children are developing awareness of their social world and membership of various groups, including that of the German class. They have developed initial literacy in English, and this assists to some degree in learning German, such as writing in the Roman alphabet. They benefit from varied, activity-based learning that builds on their interests and capabilities and makes connections with other areas of learning.

German language learning and use
The development of oral proficiency at this stage continues to rely on rich language input in different modes and from different sources. Learners build active listening and comprehension skills, using contextual, grammatical, phonic and non-verbal cues. Language is authentic with some modification, involving familiar vocabulary and simple structures. The balance between listening and speaking gradually shifts as learners are supported to use the language themselves in familiar contexts and situations, exchanging simple ideas and information, and participating in predictable activities and interactions, shared tasks, performance and play. They continue to build vocabulary that can be adapted for different purposes, and to use simple grammatical forms with some accuracy to communicate in familiar contexts. A balance between language knowledge and language use is established by integrating focused attention to grammar, vocabulary building, pronunciation, and non-verbal and cultural dimensions of language use with opportunities for purposeful communication.

Contexts of interaction
The contexts in which learners interact in learning and using German are primarily local – the classroom, school, home and community – with some access to wider communities of German speakers through audiovisual and digital technologies.

Texts and resources
Learners develop literacy skills and textual knowledge through supported engagement with a range of spoken, written, visual and multimodal texts. Imaginative texts (such as picture books, fairy tales, puppet plays, songs and digital games) involve the expressive and cultural dimensions of language. Procedural, informative and descriptive texts (such as recipes, annotated posters, and family and class profiles) show how language is used for a variety of purposes.

Features of German language use
Learners notice features of German communication such as the use of gestures, facial expressions and intonation patterns. They become familiar with the idea of grammatical gender and become familiar with how to use singular and plural forms. Learning German contributes to the process of making sense of their personal/social worlds that characterises this stage of learners' development. As they encounter German language and culture they make comparisons with their own language(s) and culture(s) and consider their own ways of communicating. This leads to exploring concepts of identity, commonality and difference, and to becoming aware of themselves as communicators in particular cultural contexts and communities.

Level of support
This stage of learning involves extensive support. Form-focused activities build learners' grammatical knowledge and understanding, developing accuracy and control in spoken and written German. Teachers provide models and examples; introduce language, concepts and resources needed to manage and complete the task; make time for experimentation, drafting and redrafting; and provide support for self-monitoring and reflection.

The role of English
Learners use German for classroom routines and structured learning tasks, and for listening to and viewing German texts. English is used for class discussions, such as noticing and discussing aspects of German language and culture; for comparing English and German languages and cultures; and for reflecting on the process of learning another language.

	Unit 1 – Term 1	Unit 2 – Term 2	Unit 3 – Term 3	Unit 4 – Term 4
Unit Description	**Your place my place** In this unit, students use language to explore the concept of housing in German-speaking countries and make connections with students' own personal spaces within a home. Students will: • share information about aspects of their personal spaces (such as their bedroom) • engage with a range of texts about housing in German-speaking countries • use a range of language to discuss and describe aspects of housing • analyse and understand the systems of language relating to pronunciation • participate in intercultural experiences to notice, compare and reflect on language and culture associated with German homes.	**A Day in a German School** In this unit, students use language to explore the concept of school life in German-speaking countries and make connections with own school experiences. Students will: • share information about aspects of their personal world (school related) • use a range of language to discuss school experiences • engage with a range of texts about school experiences in German-speaking countries • participate in intercultural experiences to notice, compare and reflect on language and culture associated with school experiences.	**Active Kids** In this unit, students use language to explore the concept of leisure time and group activities. Students will: • use a range of language to participate appropriately in group activities • engage with a range of texts about children's activities in German-speaking cultures • compare types of games and language used in games in German-speaking cultures and Australia • participate in intercultural experiences to reflect on language and culture associated with leisure activities.	**Out and About** In this unit, students use language to explore the concept of community and everyday community interactions. Students will: • engage with a range of texts about places in the community • use a range of language to discuss different places in the community to buy food • role-play community interactions such as purchasing food items • recognise German as a global language • participate in intercultural experiences to compare communities in German-speaking countries and Australia.

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.

	Unit 1 – Term 1	Unit 2 – Term 2	Unit 3 – Term 3	Unit 4 – Term 4
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
Assessment Conventions	**Text –** conversations **Techniques –** practise/ performance **Mode -** speaking **Conditions –** with teacher or class	**Text –** analysis **Techniques –** written responses **Mode -** listening to German **Conditions –** whole class/ individual responses	**Text –** formal responses **Techniques –** reading German **Mode -** writing in English **Conditions –** whole class/ individual responses	**Text –** writing in German sentences **Techniques –** writing in German **Mode -** writing sentences **Conditions –** groups, then individual responses
Aspects of Achievement Standard	By the end of Year 4, students interact with teachers and peers in classroom routines, action-related talk and play. They respond to instructions and use formulaic expressions to interact, ask questions, seek assistance, and make statements related to their personal worlds,	By the end of Year 4, students interact with teachers and peers in classroom routines, action-related talk and play. They respond to instructions and use formulaic expressions to interact, ask questions, seek assistance, and make statements related to their	By the end of Year 4, students interact with teachers and peers in classroom routines, action-related talk and play. They respond to instructions and use formulaic expressions to interact, ask questions, seek assistance, and make statements related to their	By the end of Year 4, students interact with teachers and peers in classroom routines, action-related talk and play. They respond to instructions and use formulaic expressions to interact, ask questions, seek assistance, and make statements related to their

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Students identify German as an important European and global language and give examples showing how it is related to English. They differentiate statements, questions, imperatives and exclamations according to intonation, sentence structure and punctuation. They identify the purpose of the *Eszett* and show how the *Umlaut* alters the pronunciation of particular vowels (*ä, ö, ü*). They identify single letters, some consonant clusters (*sch*) and vowel combinations (*au, ei, eu, ie*). They identify the audience and purpose of familiar personal, informative and imaginative texts. They give examples of how language use varies according to the participants, purpose and context of an exchange. They give examples of how language and culture are intrinsically linked, and identify cultural values, traditions or practices that are conveyed in words and expressions they and others use.

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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 Years 3 and 4 Achievement Standard.

General capabilities and cross-curriculum priorities		Opportunities to engage with: ▤ ⓒ ᶜ⌕ ᴧᴧ	Opportunities to engage with: ▤ ⓒ ♟ ᶜ⌕ ᴧᴧ	Opportunities to engage with: ▤ ⓒ ♟ ᶜ⌕ ᴧᴧ	

Key	*General capabilities* ▤ Literacy ▦ Numeracy ⋰ Information and Communication Technology (ICT) Capability ♟ Personal and Social Capability ⋶ Ethical Understanding ᶜ⌕ Intercultural Understanding ⓒ Critical and Creative thinking *Cross-curriculum priorities* ⚘ Aboriginal and Torres Strait Islander Histories and Cultures ᴧᴧ Asia and Australia's Engagement with Asia ⊀ Sustainability

Content descriptions for Years 3 and 4 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					
Share information with peers and teacher about aspects of their personal worlds such as friends, home, favourite objects and activities (ACLGEC120)					
Participate collaboratively in shared class experiences and transactions (ACLGEC121)					
Participate in everyday classroom activities, responding to questions, instructions and requests, asking for clarification or assistance and making simple statements about own and others' learning (ACLGEC122)					
Informing					
Obtain and process information from peers and texts related to personal, social and natural worlds (ACLGEC123)					
Present information in modelled spoken and written texts relating to personal, social and natural worlds (ACLGEC124)					
Creating					
Respond to imaginative print and digital texts in a variety of ways such as by acting out events, identifying favourite elements and making simple statements about characters (ACLGEC125)					
Create imaginative texts such as simple plays, poems and stories, using formulaic expressions and modelled language as well as simple visual supports (ACLGEC126)					
Translating					
Compare aspects of German and English language, such as vocabulary, sounds and rhymes, and cultural information, and share with peers and family (ACLGEC127)					
Produce texts such as signs, class word lists and picture dictionaries in both German and English for the classroom and school community (ACLGEC128)					
Reflecting					
Notice and describe what looks or feels similar or different to own language and culture when interacting in German (ACLGEC129)					
Describe their own experiences of learning and using German and explore their sense of identity, including elements such as family, cultural heritage and friends (ACLGEC130)					
Understanding strand: Analysing language and culture	Term 1	Term 2	Term 3	Term 4	U 5
Systems of language					
Experiment with the pronunciation of vowel sounds, letter combinations and intonation patterns, and recognise and write high-frequency words and expressions in familiar contexts (ACLGEU131)					
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)					✓
Identify the purposes of familiar personal, informative and imaginative texts such as maps, calendars and fairy tales, and explain how particular features of such texts help to achieve these purposes (ACLGEU133)					
Language variation and change					
Recognise some of the common variations in German as it is used in different contexts by different people (ACLGEU134)					
Recognise that German and English are related languages and that German is an important European and global language (ACLGEU135)					✓
Role of language and culture					
Make connections between culture and language use, for example, by identifying vocabulary and expressions that reflect cultural values, traditions or practices (ACLGEU136)					