

BOONDALL STATE SCHOOL GERMAN YEAR LEVEL PLAN – YEAR 4

GERMAN	40 mins / week	Band Description	<p>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.</p> <p>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.</p>			
		Unit Description	Unit 1 – T1 Amazing Places	Unit 2 – T2 How do we celebrate?	Unit 3 – T3 Mini Chef	Unit 4 – T4 The journey of the tale
		Assessment	<p>In this unit, students explore the concept of holidays in German-speaking cultures and make connections with their own experiences.</p> <p>Students will:</p> <ul style="list-style-type: none"> engage with a range of texts about different family holidays in German-speaking cultures use a range of language to describe various places explore the geography of Germany/German-speaking countries in comparison to Australia identify German language connections with English participate in intercultural experiences to reflect on language and culture relating to ideas of place and space. 	<p>In this unit, students use language to explore the concept of celebrations and make connections with their own experiences.</p> <p>Students will:</p> <ul style="list-style-type: none"> engage with a range of texts about celebrations in German-speaking cultures use a range of language to discuss and describe a variety of celebrations compare celebrations in German-speaking countries with Australia collaborate in shared tasks, such as craft activities participate in intercultural experiences to reflect on how participation in certain celebrations shapes identity. 	<p>In this unit, students explore the concept of cuisine and ways of communicating about eating practices.</p> <p>Students will:</p> <ul style="list-style-type: none"> explore the traditions around cooking and eating in German-speaking countries use a range of language to discuss and describe traditional German dishes participate in shared cooking activities participate in intercultural experiences to reflect on the language and culture associated with cooking and cuisine in German and English-speaking cultures. 	<p>In this unit, students use language to explore the different representations of characters in traditional stories.</p> <p>Students will:</p> <ul style="list-style-type: none"> engage with a range of traditional German stories use a range of language to explore the representation of characters in traditional stories identify personality traits and physical features of characters identify the audience and purpose of familiar, imaginative texts participate in intercultural experiences to reflect on language and cultural values relating to character representation in imaginative texts.
		Assessment Conventions	<p>Text – conversations Techniques – practise/performance Mode - speaking Conditions – with teacher or whole class</p>	<p>Text – analysis Techniques – written responses Mode - listening to German Conditions – whole class/ individual responses</p>	<p>Text – formal responses Techniques – reading German Mode- writing in English Conditions – whole class</p>	<p>Text – writing in German sentences Techniques – writing in German Mode - writing sentences Conditions – groups then individual responses</p>
		Aspects of Achievement Standard	<p>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, for example, <i>bitte schön; Ich bin dran; Welche Farbe?</i></p>	<p>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, for example, <i>bitte schön; Ich bin dran;</i></p>	<p>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, for example, <i>bitte schön; Ich bin dran;</i></p>	<p>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, for example, <i>bitte schön; Ich bin dran;</i></p>
		<p>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>				

Wie viele Geschwister hast du? Mein Lieblingsspiel ist Lotto. They reproduce German short and long single vowel and diphthong sounds, including *Umlaute*, and *Eszett*, and initial consonants and blends, for example, *Post/los, mein, die, Bruder/Brüder, heißen, ja, rot, singen, Sport, Winter, zwei.* They answer questions related to their personal worlds with factual information, and respond to imaginative texts by identifying favourite elements, sequencing main events and producing short scaffolded summaries. They create short, simple sentences from modelled language and use coordinating conjunctions, for example, *und, aber, oder*, to compose short original texts. They use some forms of common regular verbs in the present tense, (for example, *heißen, kosten, spielen, wohnen*), some irregular verb forms, (for example, *bin, bist, ist, sind, hast, hat*), and limited forms of modal verbs, (for example, *kann, mag, möchte, muss*), simple past tense verbs, (for example, *hatte, ging, war*) and the accusative case, (for example, *Ich habe einen Hund.*). They respond to and use interrogatives, such as *was, wann, wer, wie, wie viele, wo* and some *ja/nein* questions. They refer to time, manner and place using familiar words and phrases, for example, *morgen, sehr gut, im Wald.* They compare aspects of German and English language and culture that are reflected in texts they have viewed, listened to or read and they create texts in German and English for the classroom and school community. They identify ways in which culture influences aspects of communication in routine exchanges such as greetings, and describe their own sense of identity, including elements such as family, cultural heritage and friends. 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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	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 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
		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)									