BOONDALL STATE SCHOOL GERMAN YEAR LEVEL PLAN – YEAR 6

GERMAN · **40 MINS / WEEK**

Band Description

The nature of the learners
At this level, students are expanding their social networks, experiences and communication repertoire in both their first language and German. They continue to need guidance and participate in structured, collaborative tasks that both recycle and extend language. They are gaining greater independence and becoming more conscious of their peers and social context, and of the world around them. They are noticing additional similarities and differences between German language and culture and their own.

German language learning and use
Learners use German with one another and the teacher for an increasing range of purposes: exchanging information, expressing ideas and feelings, and functioning within a German learning environment. They are able to work increasingly independently, but enjoy working collaboratively as well as competing with one another. Learners' ability to communicate within familiar contexts is developing in terms of fluency and accuracy. Their pronunciation, intonation and phrasing are more confident, and they control and access wider vocabulary resources and use an increasing range of strategies to negotiate meaning. Shared tasks develop social, cognitive and language skills, and provide a context for purposeful language experience and experimentation. Focused attention to language structures and systems, literacy skills development, and exploration of cultural elements of communication are conducted at least in part in German. Learners use digital technologies to support their learning in increasingly independent and intentional ways, such as exchanging resources and information with one another and with young people of the same age in German-speaking communities, accessing music and media resources, maintaining blogs and other web pages, creating presentations, and participating in social networks.
Oracy development at this level includes active listening to a range of input from different sources and building more elaborated conversational and interactional skills. This involves turn-taking, 'reading' language for cultural and contextual meaning, building on others' contributions, and making appropriate responses and adjustments. Learners begin to engage in debate and discussion. Individual and group oral presentation and performance skills are developed through researching and organising information; structuring, rehearsing and resourcing the content of presentations; and selecting appropriate language to engage particular audiences.

Contexts of interaction
The contexts in which learners interact in learning and using German are sometimes extended beyond the classroom, school, home and community as they have some access to German speakers and cultural resources in wider contexts and communities such as through the use of digital technologies.

Texts and resources
Literacy development involves increasingly independent engagement with a wider range of texts. Learners use a range of cues and decoding strategies to assist comprehension. They make connections between ideas, contexts and language within and between texts. Learners are able to provide simple summaries of and responses to texts. They begin to produce clearly structured original texts for different audiences and purposes. With support they are able to edit their own written work for common grammatical and orthographic errors.

Features of German language use
Learners increase their range of German vocabulary, pronunciation, and grammar and textual knowledge. They use present tense forms of regular and irregular verbs, including some modal verbs and common separable verbs, and use plural forms of nouns and possessive adjectives. They add detail and expand simple sentences by using adverbs, phrases and some conjunctions. They move between statement, question and imperative forms and use simple negative constructions. They develop metalanguage to comment on grammar and vocabulary. As they use German to interact in different situations and to engage with different resources, learners develop an understanding of how language and culture influence each other. They learn to recognise how language features and expressions reflect cultural values and experiences, for example, language variation relating to age, gender, and relationship between participants, and how grammatical forms or vocabulary choices can affect the 'meaning' that is made, for example, using informal or formal forms of address, or using adjectives expressing approval or disapproval. This leads to considering their own ways of communicating and using language, and to thinking about the construction of personal identity and the notion of multiple identities.

Level of support
While learners work more independently at this level, ongoing and systematic scaffolding, feedback and review support the interactive process of learning. Modelling and scaffolding are incorporated into task activity. Support materials include models, stimulus materials, and resources such as word charts, vocabulary lists, dictionaries and electronic reference resources.

The role of English
While the use of German in the classroom increases at this level, the use of English for discussion, reflection and explanation ensures the continued development of learners' awareness of the nature and function of language generally as well as of their own emerging intercultural capability. Using both German and English in the classroom develops a sense of what it means to be bilingual

Unit Description

Unit 1 – Term 1	Unit 2 – Term 2	Unit 3 – Term 3	Unit 4 -Term 4
Das Klassenzimmer (The classroom)	**How do I feel?**	**What are my interests and hobbies**	**What is change?**
In this unit, students will explore the vocabulary and grammar used in a classroom. Students will: • Comparing those to classrooms in Germany. • Classroom features will be introduced via explicit teaching and online resources • Gathering texts and expressions that relate to classroom situations • Reflect on similarities between school life in Australia and Germany • Understand the nuances of formal and informal register at school	In this unit, students will explore the concept of writing and speaking about their feelings on various topics Students will: • interact with others to discuss their personal likes and dislikes • gather information, vocabulary and expressions about likes and dislikes from explicit teaching and online resources • translate language, finding equivalent expressions when direct translations are not possible • reflect on similarities and differences between hobbies and interests in Australia and German youth • understand the nuances of formal and informal register	In this unit, students use language to communicate ideas relating to interests, activities and personality traits. Student will: • discuss leisure activities and interests • gather, classify and compare information about interests of German children • create bilingual profiles based on interests • identify borrowed words used to discuss interests • understand how language reflects roles and relationships.	In this unit, students will explore the concept of change and the experiences of young people in German-speaking countries and Australia. **Students will:** • discuss changes that they have experienced • read and create imaginative texts relating to a transition from a familiar to an unfamiliar situation • analyse language used to express emotions related to change • reflect on different ways people react to change • analyse how language changes including the use of borrowed and new words.

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.

Assessment Purpose Statement

Collection of work Modes assessed: writing, reflecting The assessment will gather evidence of the student's ability to: • produce short imaginative texts • use prepositions and possessive clauses • use simple connectives to connect ideas.	*Collection of work* Modes assessed: listening, reading, writing The assessment will gather evidence of the student's ability to: • translate everyday expressions and use context to assist with interpretation • use Language Nut to transcribe spoken language identify how the relationships of participants and context affect interactions	*Collection of work* Modes assessed: speaking, listening, analysing The assessment will gather evidence of the student's ability to: • describe and give information about themselves and their preferences, experiences and interests • access information and summarise key points	*Collection of work* Modes assessed: writing, speaking, analysing The assessment will gather evidence of the student's ability to: • recreate imaginative texts to reflect their imaginative experience • manipulate modelled language to describe current, recurring and future actions

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- identify the features of familiar text types in German and use these features to assist in interpreting meaning.
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- use a range of verbs, including some modal verbs to express interest or ability, and negate with durfen and mussen
- identify how the relationships of participants and context affect interactions
- recognise that variations exist within the German spoken language, and identify examples of this.
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- describe aspects of their intercultural interactions that are unfamiliar or uncomfortable, and discuss their own reactions and adjustments
- give examples of how German language and culture are continuously changing and are influenced by other languages and cultures.
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Assessment Conventions

Text – conversations	**Text –** analysis	**Text –** formal response	**Text –** writing German sentences
Techniques – practise/ performance	**Techniques –** written responses	**Techniques –** reading German	**Techniques –** writing in German
Mode - speaking	**Mode -** listening to German	**Mode -** writing in English	**Mode -** writing a variety of sentence structures
Conditions – with teacher or class	**Conditions –** whole class/ individual responses	**Conditions –** whole class/ individual responses	**Conditions –** groups then individual responses

Aspects of Achievement Standard

Column 1:

By the end of Year 6, students use written and spoken German for classroom interactions, to carry out transactions, and to share ideas and opinions, relate experiences and express feelings. They use complete sentences in familiar contexts to ask questions such as, *Bist du fertig? Was machst du jetzt? Verstehst du das?* respond to requests and share experiences of learning, for example, *Ich kann gut sprechen, aber ich finde das Lesen und Schreiben schwierig.* They use descriptive and expressive vocabulary, including adjectives such as *aufgeregt, glücklich, nervös, sauer* and *traurig*, to express feelings and make statements such as *Ich nehme ein Käsebrötchen.* They use appropriate intonation for simple statements, questions and exclamations, and correct pronunciation, for example, for the two different pronunciations of *ch*. They gather and compare information from different sources about social and natural worlds, and convey information and opinions in different formats to suit specific audiences and purposes. They describe characters, events and ideas encountered in texts, and re-create imaginative texts to reflect their imaginative experience. When creating texts, they manipulate modelled language to describe current, recurring and future actions, for example, *Wir gehen morgen schwimmen. Kommst du mit? Es geht mir nicht gut.* and produce original sentences with common regular and irregular verbs in the present tense, including limited forms of the modal verbs *dürfen* and *müssen* and some common separable verbs such as *mitbringen* and *fernsehen*. They use adjectives, adverbs and adverbial phrases to qualify meaning, for example, *viel Wasser, neue Schuhe; lieber, oft, jeden Tag*. They explain aspects of German language and culture, recognising that there are not always equivalent expressions in English, and create a range of bilingual texts to support their own language learning and the school community. They describe aspects of their intercultural interactions that are unfamiliar or uncomfortable, and discuss their own reactions and adjustments.

Students give examples of how German language and culture are continuously changing and are influenced by other languages and cultures. They identify and apply

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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 5 and 6 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:

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Key

General capabilities

📄 Literacy
🔢 Numeracy
🝣 Information and Communication Technology (ICT) Capability

🝖 Personal and Social Capability
🝘 Ethical Understanding
🝢 Intercultural Understanding
🝊 Critical and Creative thinking

Cross-curriculum priorities

🌿 Aboriginal and Torres Strait Islander Histories and Cultures
ᐱᐱ Asia and Australia's Engagement with Asia
🌱 Sustainability

Content descriptions for Years 5 and 6 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				
Initiate interactions with peers and known adults to plan and organise social activities (ACLCHC033)	✓	✓	✓	✓
Exchange correspondence and create simple written material to plan future activities and events and contribute ideas (ACLCHC034)				
Informing				
Obtain and process specific information from multiple spoken sources, selecting and sequencing appropriate content for specific audiences(ACLCHC035)	✓		✓	
Locate key points in written informative texts, summarising the points to report to known audiences(ACLCHC036)				✓
Creating				
Engage with characters and points of view in short imaginative texts, express personal opinions and create simple spoken imaginative texts (ACLCHC037)		✓		✓
Create written imaginative texts, describing characters and sequencing events, using scaffolded models of texts, learnt characters or word lists for support (ACLCHC038)	✓	✓		
Translating				
Interpret and translate simple texts used for everyday purposes, identifying actions, words and phrases that do not readily translate into English (ACLCHC039)			✓	
Create own bilingual texts such as signs, displays and posters (ACLCHC040)	✓			✓
Reflecting				
Describe aspects of own identity and reflect on differences between German and English language and culture, identifying how this knowledge can help their intercultural exchanges (ACLCHC041)	✓	✓	✓	
Understanding Strand: Analysing language and culture	Term 1	Term 2	Term 3	Term 4

	Systems of language				
	Discriminate between similar or related syllables and words by listening with attention to intonation, stress and phrasing (ACLCHU042)			✓	
	Identify how character structure, position, and component sequences relate the form of a character to its particular sound and meaning (ACLCHU043)				✓
✓	Form sentences to express details such as the time, place and manner of an action and to sequence ideas (ACLCHU044)		✓		
	Notice how the features of text organisation vary according to audience and purpose (ACLCHU045)				✓
	Language variation and change				
	Understand that German is characterised by diversity in spoken and written forms (ACLCHU046)	✓		✓	
✓	Examine how language is used to clarify roles and relationships between participants in interactions (ACLCHU047)	✓			✓
	Role of language and culture				
	Explore the ways in which everyday language use reflects culture-specific ideas, such as the influence of age, gender and social position on language choices (ACLCHU048)				✓