 Stage 4 German – mandatory 100 hours (10 weeks)

This unit starter can be modified to suit the needs of your learners, including adding your own resources, modifying content or duration and differentiating for learning needs and learner groups. The learning, teaching and assessment strategies and assessment task are suggestions only.

Harmony Day

Identity is a key aspect of who we are and very important to developing adolescents. Australia’s culture is so diverse, yet some students may not have the opportunity to experience this diversity first hand. It is important to emphasise and celebrate the diversity within our classrooms. Through learning how to communicate in German about the various backgrounds of their peers, students develop an understanding, appreciation and respect of their own and others’ cultures.

Key inquiry questions

* What elements contribute to our sense of identity?
* Why is it important to appreciate the heritage, culture and identity of ourselves and others?
* Where are students’ families from?
* Who is in our families?
* How can we gather, analyse and present information?

Learning across the curriculum

* General capabilities
	+ Information and communication technology capability
	+ Intercultural understanding
	+ Literacy
	+ Numeracy

Suggested vocabulary

| Introductions | Numbers and age | Nationality | Family | Possessive pronouns |
| --- | --- | --- | --- | --- |
| * *Wie heißt du?*
* *Ich heiße...*
* *Er heißt…*
* *Sie heißt…*
 | * Numbers 1-100
* *Wie alt bist du?*
* *Ich bin…Jahre alt.*
* *Er ist…Jahre alt.*
* *Sie ist…Jahre alt.*
 | * *Woher kommst du?*
* *Ich komme aus…*
* *Woher kommt dein Vater/deineMutter/deine Familie?*
* *Mein Vater/Meine Mutter/Meine Familie kommt aus…*
* *Woher kommen deine Eltern/Großeltern?*
* *Meine Eltern/Großeltern kommen aus…*
 | * *der Vater*
* *die Mutter*
* *die Eltern*
* *Hast du Geschwister?*
* *Nein, ich bin Einzelkind*
* *Ja, ich habe…*
* *die Schwester (-n)*
* *der Bruder (Brüder)*
* *Groß-* prefix
* *Stief-* prefix
* *Pflege-* prefix
 | * *mein, meine*
* *dein, deine*
 |

Suggested assessment of learning task

The German class is preparing a stall for Harmony Day on 21 March. As part of the stall, you will perform a role-play to showcase your German and create a bilingual infographic about your classmates’ family backgrounds. You may also want to dress in your national costume or in orange, signifying social communication and meaningful conversations.

(Note: In place of a stall at Harmony Day, role plays could be filmed for display in the front office, with the infographics.)

Part 1

In pairs, perform a role play, asking and sharing:

* names
* ages
* where you are from
* where your family is from.

Part 2

Using an online platform, design a bilingual infographic summarising where the students in our class (and their parents/grandparents) come from.

**Outcomes to be assessed: LGE4-1C, LGE4-5U, LGE4-6U, LGE4-7U**

Outcomes

* LGE4-1C uses German to interact with others to exchange information, ideas and opinions, and make plans
* LGE4-2C identifies main ideas in, and obtains information from texts
* LGE4-3C organises and responds to information and ideas in texts for different audiences
* LGE4-4C applies a range of linguistic structures to compose texts in German, using a range of formats for different audiences
* LGE4-5U applies German pronunciation and intonation patterns
* LGE4-6U applies features of German grammatical structures and sentence patterns to convey information and ideas
* LGE4-7U analyses linguistic, structural and cultural features in a range of texts
* LGE4-8U identifies that language use reflects cultural ideas, values and beliefs.

All outcomes referred to in this unit come from [German K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/wcm/connect/58c5f9fa-f877-41fe-8ab1-3cf31926e539/german-K-10-syllabus-2018.pdf?MOD=AJPERES&CVID=) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2018.

Unit plan

| Week | Outcomes | Suggested teaching and learning strategies | Evidence of learning | Completion date, evaluation and variation |
| --- | --- | --- | --- | --- |
| Week 1 | LGE4-8U* recognise their own and others’ ways of expressing identity, reflecting on the relationship between language, culture and identity
 | Who am I?Introduce the concept of identity – *Wer bin ich?* Students draw a visual representation of the elements which contribute to their identity, recording them on a mind map, for example [Bubble.us](https://bubbl.us/) – these elements will form the basis of the teaching and learning programs for the remainder of the course.Create a class display on *Wer bin ich?,* summarising the elements which contribute to our sense of identity. Allocate image/s for each student to bring in to contribute to the display.Direct the discussion around food, nationalities, culture and personal identity to introduce and orientate the students to language learning and to appreciating the heritage, culture and identity of ourselves and others.Read [Teenage Life in Germany](http://silverinternational.mbhs.edu/v201/v20.1.07a.germany.html). Discuss the ways German teenagers identify themselves and how that compares to our class.Discuss [Harmony Day](https://www.harmony.gov.au/) and the contributions the German class is going to arrange as part of their assessment task. | Students discuss their identity and draw a mind map to represent elements which contribute to their identity.Students consider identity from a variety of perspectives and share their opinions with their peers. |  |
| Weeks 2-3 | LGE4-1C* interact with peers and known adults on topics of interest

LGE4-5U* recognise and use features of the German sound system, including accent, rhythm and intonation
 | IntroductionsWatch a video introducing the key structures in this unit – *Wie heißt du?*, *Wie alt bist du?*, *Woher kommst du?* (for example [German for children video](https://www.youtube.com/watch?v=XyPE8yTrSks)).Introduce and practise structure: *Wie heißt du?,* *Ich heiße…*Introduce and practise numbers 1-20, consolidating with a range of games. Introduce and practise structure: *Wie alt bist du?,* *Ich bin...Jahre alt.* | Students say their name and age, with correct pronunciation. |  |
| Weeks 4-5 | LGE4-1C* interact with peers and known adults on topics of interest

LGE4-2C* locate information and identify gist in a range of spoken, written and digital texts

LGE4-5U* recognise and use features of the German sound system, including accent, rhythm and intonation

LGE4-6U* understand elements of German grammar, including the systematic nature of verb conjugation
 | **Where am I from?**Introduce structure:* *Woher kommst du? Ich komme aus…*

Introduce key countries represented in the class, in addition to *Deutschland*, *Österreich* and *die Schweiz*.Introduce countries where German is spoken and information on German and life in Germany, for example the [Lingoda website](https://www.lingoda.com/en/content/german-speaking-countries/).Practise structures using [Quizlet](https://quizlet.com/en-gb)/[Duolingo](https://www.duolingo.com/)/[Kahoot](https://kahoot.com/) games.Introduce structure:* *Woher kommt deine Familie? Mein Vater/Meine Mutter kommt aus…/Meine Eltern/Großeltern kommen aus...*

Highlight verb conjugations, so students are aware of the changes.Practise structures with a range of listening and/or writing activities, including matching text to pictures of families, for example:* *Ich heiße Ben und ich bin vierzehn Jahre alt. Ich komme aus Neuseeland. Mein Vater kommt aus Neuseeland und meine Mutter kommt aus Italien. Meine Groltern kommen aus Tonga und Italien.*
* *Ich heiße Anna und bin sechs Jahre alt. Ich kommen aus Australian, aber meine Eltern kommen aus China.*

Students create an avatar (for example with [Voki](https://l-www.voki.com/)), saying their name, their age, where they come from and where their family is from, and share it with the class. | Students say where they come from, and where their parents and grandparents are from.Students correctly identify information in texts.Students create an avatar, with voice recording, using correct pronunciation and intonation. |  |
| Week 6 | LGE4-1C* engage in collaborative activities that involve planning and making arrangements
 | **Where are we from?**Survey the class, using Google Forms – *Woher kommen wir?* The survey should include 3 generations – *Woher kommst du?*, *Woher kommt dein Vater/deine Mutter?*, *Woher kommt dein Großvater/deine Großmutter?*Share the results with students and discuss, for example *Wie viele Familien kommen aus Australien/aus dem Irak/aus China?* Students summarise data in graph form, labelled in German. Discuss characteristics of engaging infographics. Refer to [12 infographic tips](https://neilpatel.com/blog/12-infographic-tips/) or the [What makes an effective infographic? video](https://www.youtube.com/watch?v=rl9ZcfKt8sY&feature=youtu.be) to guide your discussion.  | Students answer questions in survey.Students present a graph representing class data.Students identify effective infographic techniques. |  |
| Week 7 | LGE4-1C* interact with peers and known adults

LGE4-5U* recognise and use features of the German sound system, including accent, rhythm and intonation

LGE4-6U* understand elements of German grammar, including the systematic nature of verb conjugation

LGE4-7U * analyses linguistic, structural and cultural features in a range of texts
 | **Harmony Day**All students will present the assessment task to the class. In pairs, students will perform a role-play, asking and sharing:* names
* ages
* where you are from
* where your family is from.

Three role-plays will be chosen by the class to perform as part of the Harmony Day stall. The class display developed in Week 1 will form the backdrop of the stall.Students design a bilingual infographic summarising where the students in our class (and their parents/grandparents) come from, using an online platform, for example [Canva](https://www.canva.com/) (copy link into new tab). Five infographics will be chosen by the class for display at the Harmony Day stall. (Students could identify simple criteria to help them choose, for example: Is the message clear? Is the design appealing?  | Refer to marking guidelines. |  |
| Week 8 | LGE4-2C* locate information and identify gist in a range of spoken, written and digital texts

LGE4-5U* recognise and use features of the German sound system, including accent, rhythm and intonation
 | **Who’s in my family?**Introduce and practise family structures, for example *Hast du Geschwister? Ja, ich habe einen Bruder und zwei Schwestern. Nein, ich bin Einzelkind.*Students practise new vocabulary through a range of question/answer games, and vocabulary games such as memory, Quizlet.Show students pictures of various families and describe the family – students identify which family is being described. | Students select the correct family picture when they hear the family being described in German |  |
| Week 9 | LGE4-2C* locate information and identify gist in a range of spoken, written and digital texts
* respond in English or German to information and ideas in a variety of spoken, written and digital
 | **Ages of family members**Introduce and practise larger numbers 20-100, consolidating with a range of games, for example buzz, and interactive worksheets, for example activities using [Wizer.me](https://www.wizer.me/) (see [sample worksheet](https://app.wizer.me/preview/0J2ZYM)).Introduce saying ages of family members – *Wie alt ist er/sie? Er/Sie ist zehn Jahre alt.*Students complete interactive worksheets, for example activities using [Wizer.me](https://www.wizer.me/) (see [sample worksheet](https://app.wizer.me/preview/SIR7DF)), including cloze activities, matching activities of families, siblings, names and ages. | Students complete cloze activities, matching activities and interactive worksheets. |  |
| Week 10 | LGE4-1C* interact with peers and known adults on topics of interest

LGE4-5U* recognise and use features of the German sound system, including accent, rhythm and intonation

LGE4-6U* understand elements of German grammar, including the systematic nature of verb conjugation

LGE4-7U* identifies variations in linguistic and structural features of text
 | **Names of family members**Introduce naming family members – *er heißt Jens, sie heißt Heike.*Students consolidate new structures by writing a paragraph in German about their own (or an imagined) family.Provide students with information on how to create an annotated family tree. Students can create their own family tree or a mock family. Annotations may be verbal or written.Students create a digital *Familienstammbaum* using an online platform, for example Google Slides.In pairs, students share the information on their family trees. | Students create an annotated family tree in German.Students describe their family in German to a classmate, including relationship, names and ages. |  |

Teacher name:

Teacher signature:

Date: