



| Year Level Plan | | Years 7 and 8 | | German | | Social Sciences and Languages | |
|---|--|---|--|--|--|---|--|
| Year 7 German | | | | | | | |
| Year 7 Unit 1 – Meeting New People | | Year 7 Unit 2 – What is School Life? | | Year 7 Unit 3 – What is Character? | | Year 7 Unit 4 – What's for Dinner? | |
| <p>In this unit, students will explore ways young people in Australia and German-speaking cultures convey aspects of their personal identity when meeting new people.</p> <p>Students will:</p> <ul style="list-style-type: none"> Exchange greetings and share information about themselves with their peers Identify information in texts about the personal identity of German-speaking teenagers Create texts about personal identity Explore how language varies depending on speakers and contexts of situations | | <p>In this unit, students explore the concept of school life in German-speaking communities and Australia.</p> <p>Students will:</p> <ul style="list-style-type: none"> interact with others to discuss their own school life and plan a tour of their school for German-speaking peers gather information about school life in Germany, comparing it with school in Australia translate school conversations, finding equivalent expressions when direct translations are not possible reflect on similarities and differences between school life in Australia and Germany understand the nuances of formal and informal register at school | | <p>In this unit, students explore the concept of character as reflected in personality traits and qualities of real people and imaginative characters in German-speaking cultures and Australia.</p> <p>Students will:</p> <ul style="list-style-type: none"> Use German to discuss qualities of people they admire Encounter authentic language in texts about imaginary characters Respond to imaginative texts and reinterpret them Reflect on intercultural experiences noticing similarities and differences in perspectives on personal qualities | | <p>In this unit, students will explore the concepts of meals and eating practices and how they are linked to language and culture.</p> <p>Students will:</p> <ul style="list-style-type: none"> encounter authentic language in a range of spoken and written texts about food and eating practices in German-speaking countries use a range of languages to discuss, give and follow instructions to prepare a meal summarise and analyse different perspectives on meals and eating practices reflect on the cultural values associated with meals understand how to give and follow instructions and how to pronounce loan words | |
| Year 7 German Assessment Tasks | | | | | | | |
| <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. 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 - Japanese Years 7 and 8 Achievement Standard.</p> | | | | | | | |
| <p>Unit 1 – Meeting New People</p> <p><i>Collection of work</i> Students present a self-introduction in German. Students demonstrate comprehension of information from a conversation and analyse language choices that reflect the speakers and contexts of the situation.</p> <p><i>Modes assessed: listening, speaking, reading, analysing</i></p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> use key features of pronunciation including vowel sounds, single consonants and diphthongs, in different words, phrases and sentences obtain key points of information and identify main ideas in simple texts relating to own world and that of teenagers in German-speaking countries, using contextual clues to help make meaning create short informative texts using modelled sentence structures and formulaic expressions with present tense forms of regular and some irregular verbs, and correct word order identify some of the common variations in German used in different contexts by different people | | <p>Unit 2 – What is School Life?</p> <p><i>Collection of work</i> Students obtain information from a text. Students differentiate statements, questions and exclamations according to intonation, sentence structure and punctuation.</p> <p><i>Modes assessed: reading, writing, reflecting</i></p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> obtain key points of information and identify main ideas in simple texts translate texts, noticing where equivalence is not possible differentiate statements, questions and exclamations according to intonation, sentence structure and punctuation identify that German is related to English | | <p>Unit 3 – What is character?</p> <p><i>Collection of work</i> Students create a short imaginative text, identify features of text type.</p> <p><i>Modes assessed: writing, reading, analysing</i></p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> use high-frequency vocabulary to describe characters encountered in imaginative texts create a short imaginative text using modelled sentence structures and formulaic expressions with present tense forms of regular and some irregular verbs identify common features of texts | | <p>Unit 4 – What's for Dinner?</p> <p><i>Collection of work</i> Students plan and organise a welcome meal for German guests. Students apply rules of pronunciation. Students explain how eating practices reflect culture.</p> <p><i>Modes assessed: speaking, reflecting</i></p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> Share information about their personal worlds, including likes, dislikes and preferences. Interact with others to carry out transactions and socialise. Use key features of pronunciation, stress and intonation in different words, phrases and sentences. Identify the relationship between language and culture giving examples of adjustments made as a result of intercultural experiences Understand and give examples of how language use is shaped by and reflects the values, ideas and norms of a community | |



| Year Level Plan | Years 7 and 8 | German | Social Sciences and Languages | AC Australian CURRICULUM |
|---|---------------|--|-------------------------------|--------------------------|
| Year 8 German | | | | |
| Year 8 Unit 5 –What’s for Dinner? | | Year 8 Unit 6 – What are Memorable Places? | | |
| <p>In this unit, students will explore the concepts of meals and eating practices and how they are linked to language and culture.</p> <p>Students will:</p> <ul style="list-style-type: none"> encounter authentic language in a range of spoken and written texts about food and eating practices in German-speaking countries use a range of languages to discuss, give and follow instructions to prepare a meal summarise and analyse different perspectives on meals and eating practices reflect on the cultural values associated with meals understand how to give and follow instructions and how to pronounce loan words | | <p>In this unit, students use language to explore memorable places around the German-speaking world.</p> <p>Students will:</p> <ul style="list-style-type: none"> discuss places and experiences that are memorable to them summarise a range of texts about different destinations in German-speaking cultures reflect on perceptions of distance understand how to use numbers, capitals and hyphens in German | | |
| Year 8 German Assessment Tasks | | | | |
| <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. 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 - Japanese Years 7 and 8 Achievement Standard.</p> | | | | |
| <p>Unit 5 – What’s for Dinner?</p> <p><i>Collection of work</i> Students plan and organise a welcome meal for German guests. Students apply rules of pronunciation. Students explain how eating practices reflect culture.</p> <p><i>Modes assessed: speaking, reflecting</i></p> <p>The assessment will gather evidence of the student’s ability to:</p> <ul style="list-style-type: none"> Share information about their personal worlds, including likes, dislikes and preferences. Interact with others to carry out transactions and socialise. Use key features of pronunciation, stress and intonation in different words, phrases and sentences. Identify the relationship between language and culture giving examples of adjustments made as a result of intercultural experiences Understand and give examples of how language use is shaped by and reflects the values, ideas and norms of a community | | <p>Unit 6 – What are Memorable Places?</p> <p><i>Collection of work</i> Students locate and analyse information from a range of texts. Students describe a memorable place in German.</p> <p><i>Modes assessed: listening, reading, writing, analysing</i> The assessment will gather evidence of the student’s ability to:</p> <ul style="list-style-type: none"> Obtain, summarise and evaluate information from a range of sources. Refer to a person, object or place using some demonstrative and interrogative adjectives. Use a range of everyday and topic-based prepositions, adverbs and adverbial phrases. Describe the similarities and differences between | | |