

*....Educating Global Citizens*

**Craigslea**  
State High School

**Social Sciences  
and Languages**

**German**

**Years 7 and 8**



An Independent Public School

Year Level Plan		Years 7 and 8		German		Social Sciences and Languages	
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"> <li>exchange greetings and share information about themselves with their peers</li> <li>identify information in texts about the personal identity of German-speaking teenagers</li> <li>create texts about personal identity</li> <li>explore how language varies depending on speakers and contexts of situations</li> </ul>		<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"> <li>interact with others to discuss their own school life and plan a tour of their school for German-speaking peers</li> <li>gather information about school life in Germany, comparing it with school in Australia</li> <li>translate school conversations, finding equivalent expressions when direct translations are not possible</li> <li>reflect on similarities and differences between school life in Australia and Germany</li> <li>understand the nuances of formal and informal register at school</li> </ul>		<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"> <li>use German to discuss qualities of people they admire</li> <li>encounter authentic language in texts about imaginary characters</li> <li>respond to imaginative texts and reinterpret them</li> <li>reflect on intercultural experiences noticing similarities and differences in perspectives on personal qualities</li> </ul>		<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"> <li>encounter authentic language in a range of spoken and written texts about food and eating practices in German-speaking countries</li> <li>use a range of languages to discuss, give and follow instructions to prepare a meal</li> <li>summarise and analyse different perspectives on meals and eating practices</li> <li>reflect on the cultural values associated with meals</li> <li>understand how to give and follow instructions and how to pronounce loan words</li> </ul>	
Year 8 Unit 5 – What are oral traditions?		Year 8 Unit 6 – What are Memorable Places?					
<p>In this unit, students explore traditional folktales, sagas, legends and myths in German-speaking cultures.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>discuss stories that are personally meaningful</li> <li>read and transform a variety of traditional stories</li> <li>perform a play in German</li> <li>use effective translating strategies</li> <li>reflect upon the cultural elements around change of language over time</li> </ul>		<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"> <li>discuss places and experiences that are memorable to them</li> <li>summarise a range of texts about different destinations in German-speaking cultures</li> <li>reflect on perceptions of distance</li> <li>understand how to use numbers, capitals and hyphens in German</li> </ul>					

## Year 7 German Assessment Tasks

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.

**Unit 1 – Meeting New People***Collection of work*

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.

*Modes assessed: listening, speaking, reading, analysing*

The assessment will gather evidence of the student's ability to:

- 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

**Unit 2 – What is School Life?***Collection of work*

Students obtain information from a text. Students differentiate statements, questions and exclamations according to intonation, sentence structure and punctuation.

*Modes assessed: reading, writing, reflecting*

The assessment will gather evidence of the student's ability to:

- 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

**Unit 3 – What is character?***Collection of work*

Students create a hero based on your self-identity by enhancing your best qualities and abilities. They plan their description in dot points and write in German. Students create a poster of their hero in German. Read two texts and answer questions in English.

*Modes assessed: writing, speaking, analysing*

The assessment will gather evidence of the student's ability to:

- 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

**Unit 4 – What's for Dinner?***Collection of work*

Students plan and organise a welcome meal for German guests. Students apply rules of pronunciation. Students explain how eating practices reflect culture.

*Modes assessed: speaking, reflecting*

The assessment will gather evidence of the student's ability to:

- share information about their personal worlds, including likes, dislikes and preferences. Interact with others to carry out transactions and socialise.
- 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

**Achievement Standard - Elements Assessed**

By the end of Year 8, students share information about their personal worlds, including personal details, family, friends, interests, likes, dislikes and preferences. They interact with others to carry out transactions, participate in class routines and socialise. They use modelled language and simple expressions to ask and respond to familiar questions and give and respond to instructions, such as, *Hört gut zu!*; *Hol' einen Laptop!*; *Wer ist das?*; *Woher kommt dein Vater?*; *Hast du Geschwister?*, request help or permission, for example, *Ich möchte ... , bitte.*; *Hilfe, bitte!*; *Darf ich bitte auf die Toilette gehen?*, ask for information, clarification or assistance, such as, *Wie bitte?*; *Hast du mein Buch?*; *Wie sagt man das auf Deutsch?*, and clarify answers, for example, *Das ist meine Freundin und sie kommt aus China. ... Ja, ich habe zwei Brüder, sie heißen Nick und Max.*. When socialising, they make simple statements such as *Ich mag Fußball, aber Toms Lieblingssport ist Basketball.* **They use key features of pronunciation, stress and intonation, including short and long vowel sounds, single consonants, blends and diphthongs, in different words, phrases and sentences, such as, ja, rot, singen, Sport, Winter, zwei, ich auch.** They 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. They use high-frequency vocabulary to describe characters, events and ideas encountered in imaginative texts, and create short informative and imaginative texts using modelled sentence structures and formulaic expressions with present tense forms of regular and some irregular verbs, and correct word order. They use a range of grammatical elements to describe people, objects, actions, events and relationships, including articles, such as, *der/ein*, personal pronouns and some possessive adjectives, for example, *mein, dein, sein, ihr* in the nominative and accusative. They qualify meaning with reference to time, manner and place using everyday adverbs and phrases, for example, *am Montag; besser; in der Schule*, and link words, phrases and sentences using *und, aber* and *oder*, and other connectives such as *dann, später* and *zuerst*. They work with German and English to translate texts and create simple bilingual texts for peers and family, noticing where equivalence is not possible. They identify the relationship between language and culture, giving examples of adjustments made as a result of reactions and intercultural experiences. They explain how aspects of their own identity impact on intercultural exchange.

Students identify German as an important European and global language and that it is related to English. **They identify some of the common variations in German used in different contexts by different people.** They differentiate statements, questions, imperatives and exclamations according to intonation, sentence structure and punctuation. They understand and apply grammatical concepts such as gender and number, and nominative and accusative case. They identify key similarities and differences between the phonological and orthographic systems of English and German, including the *Umlaut* and *Eszett*, capitalisation, and punctuation used in numbers (ordinals, decimals). They identify features of common spoken, written and multimodal texts. They understand and give examples of how language use is shaped by and reflects the values, ideas and norms of a community.

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**Unit 5 – What are oral traditions?**

*Collection of work*

Students modernise and present a traditional German story as a play. Students reflect on the language in their modernisation.

*Modes assessed: writing, speaking, reflecting*

The assessment will gather evidence of the student’s ability to:

- create short imaginative texts using modelled sentence structures and formulaic expressions
- understand and give examples of how language use reflects the values, ideas and norms of a community.

**Unit 6 – What are Memorable Places?**

*Collection of work*

Students locate and analyse information from a range of texts. Students describe a memorable place in German.

*Modes assessed: listening, reading, writing, analysing*

The assessment will gather evidence of the student’s ability to:

- 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.
- qualify meaning with reference to time, manner and place using everyday adverbs and phrases
- use a range of grammatical elements to describe actions and events
- identify key similarities and differences between the phonological and orthographic systems of English and German
- identify German as an important European language.

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German	Units					
	1	2	3	4	5	6
<b>Communicating Strand: Using Language for Communicative Purposes</b>						
Socialise and interact with teacher and peers to exchange greetings, good wishes, and factual information about self, family, home, school and interests, and express likes, dislikes and preferences (ACLGEC001)	✓	✓	✓	✓	✓	✓
Make plans and arrangements to carry out activities together and obtain goods or services, through transacting with others in simple and guided real or simulated situations (ACLGEC002)				✓		
Participate in classroom routines and exchanges by following instructions, asking and answering questions, apologising and making requests (ACLGEC003)	✓	✓				✓
Identify topic, gist and specific points of information in a range of simple spoken and written texts relating to own world and that of other teenagers (ACLGEC004)	✓	✓		✓		✓
Present in modelled spoken and written texts information relating to own world and that of other teenagers (ACLGEC005)	✓					✓
Engage with imaginative and creative texts by identifying, describing and discussing key elements, including characters, events and ideas (ACLGEC006)			✓		✓	
Reinterpret or adapt a familiar text and/or use a modelled structure and language to create simple and original imaginative texts (ACLGEC007)			✓		✓	
Translate and interpret texts such as greetings, signs, emails and conversations, from German to English and vice versa, noticing similarities and differences (ACLGEC008)		✓		✓	✓	
Create and maintain individual and shared bilingual texts and resources such as signs, word lists, posters, games and photo stories (ACLGEC009)						
Engage with German speakers and texts, noticing how interactions involve culture as well as language (ACLGEC010)				✓		✓
Reflect on experiences of learning and using another language, and share aspects of own identity, such as age, interests and family background, reflecting on how these impact on intercultural exchange (ACLGEC011)						

German	Units					
	1	2	3	4	5	6
<b>Understanding Strand: Analysing Language and Culture</b>						
Recognise and use key features of the German sound system, including pronunciation, rhythm, stress and intonation, and identify main similarities and differences between the phonological and orthographic systems of English and German (ACLGEU012)	✓	✓		✓		
Develop knowledge of elements of the German grammatical system, including gender and number, nominative and accusative cases, present tense of regular and some irregular verbs, personal pronouns, possessive adjectives and word order, to describe people, objects, actions, events and relationships (ACLGEU013)			✓	✓		✓
Recognise and use structures and other textual features of common spoken, written and multimodal texts such as invitations, emails, surveys, advertisements and music video clips (ACLGEU014)			✓			
Recognise some of the common variations in German as it is used in different contexts and locations by different people (ACLGEU015)	✓	✓				
Recognise that German and English are related languages and that German is an important European and global language (ACLGEU016)						
Understand that language use is shaped by and reflects the values, ideas and norms of a community (ACLGEU017)				✓	✓	