

# VICTORIAN CURRICULUM: LANGUAGES UNIT PLANNER

LANGUAGE:	German	YEAR LEVEL:	Foundation	TERM:	Term 2	DURATION:	7 weeks x 120 minutes lessons	NUMBER OF LESSONS IN UNIT:	7
UNIT TITLE:	Forest Art Project								
ESSENTIAL QUESTION:	What do I know about forests in Germany? What vocabulary do I need to talk about forests?								
UNIT OVERVIEW:	The unit is designed to create opportunities for students to learn about basic key words and phrases in German e.g. greetings, classroom routines as well as develop appropriate language skills to express feelings, likes and dislikes using art activities. The topic “forests” introduces German culture and extends the vocabulary students are able to use e.g. forest animals, colours, plants (trees, flowers).								
UNIT GOALS:	<p>Through this unit, students will be working towards being able to:</p> <ul style="list-style-type: none"> <li>• interact with teachers and peers through action-related talk and play. (achievement standard 1)</li> <li>• introduce themselves, exchange greetings and farewells, for example, <i>Ich heiÙe ... Auf Wiedersehen!</i> and express likes and dislikes. (2)</li> <li>• use short formulaic expressions, for example, <i>Guten Morgen! Danke! Alles Gute zum Geburtstag! Frohe Weihnachten! Guten Appetit!</i> and make simple statements, such as <i>Das ist... Ich wohne in... Ich mag...</i> (3)</li> <li>• identify specific words and information, such as names of people, places or objects, in simple shared texts related to personal worlds. (6)</li> <li>• convey factual information about self, family and possessions at word and simple sentence level. (7)</li> </ul>								
Victorian Curriculum: Languages  STRANDS AND CONTENT DESCRIPTIONS included in this unit	COMMUNICATING				UNDERSTANDING				
	<ul style="list-style-type: none"> <li>• Interact and socialise with peers and teacher to exchange greetings and information about self and family, and express likes and dislikes (<a href="#">VCDEC103</a>)</li> <li>• Participate in guided group activities using simple repetitive language in songs, rhymes, games and transactions (<a href="#">VCDEC104</a>)</li> <li>• Recognise and respond to instructions and questions about activities, games and classroom routines, and make polite requests (<a href="#">VCDEC105</a>)</li> <li>• Identify key words and information in simple shared texts related to personal worlds (<a href="#">VCDEC106</a>)</li> </ul>				<ul style="list-style-type: none"> <li>• Recognise and reproduce the sounds and rhythms of spoken German, including distinctive sounds (<a href="#">VCDEU114</a>)</li> <li>• Understand some first elements of German grammar, such as simple verb forms, definite articles and pronouns, to identify and describe people and objects in the family and school domains (<a href="#">VCDEU115</a>)</li> <li>• Recognise that in German, as in English and other languages, there are different ways of greeting and interacting with people (<a href="#">VCDEU117</a>)</li> </ul>				

	<ul style="list-style-type: none"> <li>• Convey factual information about self, family and possessions through pictures, labels, captions and short descriptions, using familiar words and modelled language (<a href="#">VCDEC107</a>)</li> <li>• Engage with a range of imaginative texts through action, dance, singing, drawing, shared reading and collaborative retelling (<a href="#">VCDEC108</a>)</li> <li>• Express ideas and experiences in a variety of ways using familiar words and modelled language, such as through imaginative role-play, mime, drawing, oral discussion or scaffolded writing activities (<a href="#">VCDEC109</a>)</li> </ul>	
<p>KEY LANGUAGE INTRODUCED (KEY WORDS &amp; PHRASES)</p>	<ul style="list-style-type: none"> <li>• Greetings &amp; farewells</li> <li>• Expressing feelings, likes, dislikes (e.g. <i>Wie geht's, mir geht es gut/nicht gut, ich mag/mag nicht, meine Lieblings-</i>)</li> <li>• Colours (<i>rot, blau, gruen...</i>)</li> <li>• Forest animals (<i>das Reh, der Baer, der Wolf, der Dachs...</i>)</li> <li>• Classroom instructions (e.g. <i>wir setzen uns im Kreis, Bitte/Danke, gib mir bitte...</i>)</li> </ul>	

LESSON:	LEARNING INTENTIONS:	LEARNING ACTIVITIES:	KEY ASSESSMENT TASKS:	KEY LANGUAGE:	RESOURCES:
1	<ul style="list-style-type: none"> <li>We are learning to use greetings in German</li> <li>We are learning to express our feelings</li> <li>We are learning German words for animals</li> </ul>	<p><b>Morning circle time – encourage students to repeat modelled TL language:</b> Students express their feelings (<i>Mir gehts...</i>), share a highlight of their week (if possible in TL, in English if necessary) – teacher translates and students repeat in German</p> <p><b>Learning Experiences</b></p> <ol style="list-style-type: none"> <li><b>Teacher introduces new vocabulary for animals.</b> Explicit teaching and modelling by using pictures, books, sounds, gestures etc. Teacher explicitly models use of article, e.g. <i>der Fuchs, die Kuh</i></li> <li><b>Independent learning activity:</b> BLM Tangram, various tangram puzzles of animals – students choose their puzzle/tangram</li> <li><b>Teacher transitions group back into circle and models TL for students:</b> Sharing work by speaking/repeating modelled sentence “<i>Ich</i></li> </ol>	<ul style="list-style-type: none"> <li>respond to and/or repeat modelled language by using key phrases (<i>mir geht es gut/nicht gut, ich mag/ich mag nicht, ich habe eine/n...gemacht, der Ball ist rot, die Rutsche ist gelb</i>)</li> </ul>	<p><i>Guten Morgen</i> <i>Bitte/Danke</i> <i>Bitte gib mir...</i> <i>Mir geht es gut/nicht gut</i> <i>Ich mag/mag nicht</i> <i>Gruen, gelb, blau, rot, braun</i> <i>Das Reh, der Hirsch, der Dachs, der Fuchs, der Vogel, der Uhu</i> <i>Guten Morgen</i></p>	<ul style="list-style-type: none"> <li>BLM Tangram</li> <li>various tangram puzzles</li> <li><i>Hueber Spielerisch Deutsch lernen Lernstufe 1, p.20 Auf dem Spielplatz</i></li> </ul>

LESSON:	LEARNING INTENTIONS:	LEARNING ACTIVITIES:	KEY ASSESSMENT TASKS:	KEY LANGUAGE:	RESOURCES:
		<p><i>habe ein-e-n ... gemacht.</i>" (I made a ... name the animal represented in the puzzle)</p> <p>4. <b>Movement and learning:</b> <b>Teacher models naming playground equipment and colours in TL.</b> Orientation in the school space– going outside together: Students are encouraged to repeat in TL.</p> <p>5. <b>Back in class:</b> Circle/colour all the playground equipment you like on BLM <b>Teacher models</b> labeling informal sharing /individual speaking about likes/dislikes in TL with peers - sharing work in circle by speaking/repeating modeled sentence "<i>Auf dem Spielplatz mag ich...</i>" (In the playground I like to...) and list likes/dislikes</p> <p><b>Reflection time:</b> What did we learn today? <b>Teacher models key vocab/sentences</b></p>			

LESSON:	LEARNING INTENTIONS:	LEARNING ACTIVITIES:	KEY ASSESSMENT TASKS:	KEY LANGUAGE:	RESOURCES:
2	<ul style="list-style-type: none"> <li>We are learning German words for colours and animals</li> </ul>	<p><b>Morning circle time – encourage students to repeat modelled TL language:</b> Students express their feelings (<i>Mir geht es...</i>), share a highlight of their week (if possible in TL, in English if necessary) – teacher translates and students repeat in German</p> <p><b>Learning Experiences</b></p> <ol style="list-style-type: none"> <li><b>Game</b> (repetition of key vocabulary of last session): Go outside for game of colour recognition on playground equipment (e.g. <i>Ich sehe was du nicht siehst und das ist "gruen"</i> – I can see something you can't see and it is green – students have to guess what it is. The winner gets to ask the next question)</li> <li><b>Teacher transitions students back into class to introduce term topic:</b> German forests. KWL – What do we know about forests in Germany, what do we want to know – brainstorm on</li> </ol>	<ul style="list-style-type: none"> <li>respond to and/or repeat modelled language by using key phrases (<i>mir geht es gut/nicht gut, ich mag/ich mag nicht</i>)</li> <li>join class activity/discussion about forest animals, repeating modelled language</li> <li>label a picture of a forest animal correctly by using modelled sentences on the board</li> </ul>	<p><i>Guten Morgen</i> <i>Bitte/Danke</i> <i>Bitte gib mir...</i> <i>Mir geht es gut/nicht gut</i> <i>Ich mag/mag nicht</i> <i>Gruen, gelb, blau, rot, braun</i> <i>das Reh, der Hirsch, der Dachs, der Fuchs, der Vogel, der Uhu, der Igel, der Wald, der Baum</i> – <i>die Baeume, die Blume, der Ast</i></p>	<ul style="list-style-type: none"> <li><i>Zaubereinmaleins: Waldtiere</i></li> <li>Pictures/drawings of forest animals</li> </ul>

LESSON:	LEARNING INTENTIONS:	LEARNING ACTIVITIES:	KEY ASSESSMENT TASKS:	KEY LANGUAGE:	RESOURCES:
		<p>whiteboard</p> <p>3. <b>Teacher reads TL text</b> <i>Zaubereinmaleins</i> <i>Waldtiere</i> about forest animals, whole class shares verbal description of animals (colours, body parts) using TL modeled by teacher</p> <p>4. <b>Game:</b> What animal am I?</p> <p>5. <b>Teacher models labeling a drawing/picture of an animal.</b> Serves to model labelling/writing about and illustrating a forest animal of own choice</p> <p>6. <b>Independent learning activity</b> Students label drawing/picture of an animal of their choice</p> <p><b>Reflection time:</b> what did we learn today? <b>Teacher models key vocab/sentences</b></p>			
3	<ul style="list-style-type: none"> <li>We are learning to listen carefully in German</li> <li>We are learning to describe a hedgehog in</li> </ul>	<p><b>Morning circle time – encourage students to repeat modelled TL language:</b> Students express</p>	<ul style="list-style-type: none"> <li>respond to and/or repeat modelled language by using key phrases (<i>mir geht es</i></li> </ul>	<p><i>Guten Morgen</i> <i>Bitte/Danke</i> <i>Bitte gib mir...</i> <i>Mir geht es gut/nicht gut</i></p>	<ul style="list-style-type: none"> <li>Video clip “<i>der Igel</i>”</li> <li>Craft material, leaves</li> <li>Hedgehog drawing (outline)</li> </ul>

LESSON:	LEARNING INTENTIONS:	LEARNING ACTIVITIES:	KEY ASSESSMENT TASKS:	KEY LANGUAGE:	RESOURCES:
	<p>German and to write about "Der Igel"</p>	<p>their feelings (<i>Mir gehts...</i>), share a highlight of their week (if possible in TL, in English if necessary) – teacher translates and students repeat in German</p> <p><b>Learning experiences</b></p> <ol style="list-style-type: none"> <li><b>Game:</b> what animal is it? (repetition of key vocabulary of last session) <b>Teacher describes an animal in TL</b> (colour, features, sounds...); students call out animal names in TL.</li> <li><b>Teacher introduces focus animal &amp; models vocabulary:</b> Hedgehog - <i>Der Igel</i>. Teacher writes key vocabulary on the board and models pronunciation. Students are encouraged to contribute words they know/want to know. Students repeat key vocabulary.</li> <li><b>Class watches a video clip</b> about a hedgehog together (in TL German) <b>Teacher stops clip when necessary &amp; leads class</b></li> </ol>	<p><i>gut/nicht gut, ich mag/ich mag nicht</i></p> <ul style="list-style-type: none"> <li>join class activity/discussion about "der Igel"</li> <li>student is able to demonstrate use of modelled language (words/sentences)</li> <li>student uses modelled language to write words/short sentence about "der Igel"</li> </ul>	<p><i>Ich mag/mag nicht das Reh, der Hirsch, der Dachs, der Fuchs, der Vogel, der Uhu, der Igel, der Wald, der Baum – die Bäume, die Blume, der Ast, das Blatt die Pfote/die Pfoten, die Stacheln, die Schnauze, das Auge/die Augen, der Bauch, der Ruecken</i></p>	

LESSON:	LEARNING INTENTIONS:	LEARNING ACTIVITIES:	KEY ASSESSMENT TASKS:	KEY LANGUAGE:	RESOURCES:
		<p><b>discussion</b> about the words (animals, forest words) students can identify in the clip.</p> <p><b>4. Teacher models planning for next week's activity in TL</b></p> <p>Brainstorming in TL using key vocabulary. What do we need to craft a hedgehog? (<i>Was brauchen wir um einen Igel zu basteln? Wir brauchen/Ich brauche braune Blaetter, ich brauche gruenes Gras, wir brauchen Uhu...</i>)</p> <p><b>Reflection time:</b> what did we learn today? <b>Teacher models key vocab/sentences</b></p>			
4	<ul style="list-style-type: none"> <li>We are learning to write about our hedgehog</li> <li>We are crafting our own "Igel"</li> <li>We are learning to talk and write about colours</li> </ul>	<p><b>Morning circle time – encourage students to repeat modelled TL language:</b></p> <p>Students express their feelings (<i>Mir gehts...</i>), share a highlight of their week (if possible in TL, in English if necessary) – teacher translates and students repeat in German</p>	<ul style="list-style-type: none"> <li>respond to and/or repeat modelled language by using key phrases (<i>mir geht es gut/nicht gut, ich mag/ich mag nicht</i>)</li> <li>join class activity/discussion about "das Farbenrad"</li> <li>student uses modelled language to talk</li> </ul>	<p><i>Farben (gruen, blau, weiss, Schwarz, gelb, rot, rosa, hell-, dunkel-, violet...)</i></p> <p><i>Mischen</i></p> <p><i>Farbenrad</i></p> <p><i>Meine Lieblingsfarbe ist...</i></p> <p><i>Ich mag ....nicht</i></p> <p><i>Primarfarben</i></p> <p><i>Sekundaerfarben</i></p>	<ul style="list-style-type: none"> <li>craft material</li> </ul>



LESSON:	LEARNING INTENTIONS:	LEARNING ACTIVITIES:	KEY ASSESSMENT TASKS:	KEY LANGUAGE:	RESOURCES:
		<p><b>Learning experiences</b></p> <ol style="list-style-type: none"> <li>1. <b>Teacher models writing information/words about the hedgehog on the whiteboard (repetition of key vocabulary in last session)</b></li> <li>2. Students craft their own hedgehog drawing with leaves, craft materials etc.</li> <li>3. Students write about their hedgehog using modelled language on the board (applying new vocabulary <i>das Blatt – die Blaetter, der Igel/die Igel</i>, body parts of a hedgehog)</li> <li>4. <b>Teacher introduces colour wheel</b> (Basics of colour theory) Students experience appearance of colour wheel. <b>Teacher describes the process and explains/names primary + secondary colours using TL.</b> (e.g. <i>Blau, rot und gelb sind Primaerfarben. Orange, gruen sind Sekundaerfarben</i>) Mixing primary colours with water colours. Students pick one primary</li> </ol>	<p>words/short sentence about "<i>Lieblingsfarbe</i>"</p>		

LESSON:	LEARNING INTENTIONS:	LEARNING ACTIVITIES:	KEY ASSESSMENT TASKS:	KEY LANGUAGE:	RESOURCES:
		<p>colour and fill in a worksheet with various shades of it. <b>Teacher verbally models TL – <i>meine Lieblingsfarbe ist...</i></b> (my favorite colour is...)</p> <p><b>Reflection time:</b> what did we learn today? <b>Teacher models key vocab/sentences in TL</b></p>			
5	<ul style="list-style-type: none"> <li>We are making a colour wheel</li> <li>We are learning to describe an art work in German</li> </ul>	<p><b>Morning circle time – encourage students to repeat modelled TL language:</b> Students express their feelings (<i>Mir gehts...</i>), share a highlight of their week (if possible in TL, in English if necessary) – teacher translates and students repeat in German</p> <p><b>Learning experiences</b></p> <ol style="list-style-type: none"> <li><b>Colour game –</b> “<i>ich sehe was was du nicht siehst und das ist...</i>”</li> <li><b>Teacher writes simple sentences</b> about student’s favourite colour using modelled language (<i>Meine Lieblingsfarbe ist..., ich mag die Farbe</i>)</li> </ol>	<ul style="list-style-type: none"> <li>Circle time: observe use of modelled language (greetings, <i>es geht mir gut/nicht gut...</i>)</li> <li>colour game to observe active use of vocabulary (colours)</li> <li>Observation of classroom interactions: use of modelled language</li> <li>student uses modelled language to write words/short sentence about “<i>Lieblingsfarbe</i>”</li> </ul>	<p><i>Farben (gruen, blau, weiss, Schwarz, gelb, rot, rosa, hell-, dunkel-, violet...)</i></p> <p><i>Mischen</i></p> <p><i>Farbenrad</i></p> <p><i>Meine Lieblingsfarbe ist...</i></p> <p><i>Ich mag ... nicht</i></p> <p><i>Primaerfarben</i></p> <p><i>Sekundaerfarben</i></p> <p>Vocab to describe art work: <i>Der Vordergrund, der Hintergrund, das Kunstwerk, der Kuenstler, malen, der Pinsel, der Schwamm, die Schere, das Papier, der Uhu</i></p> <p>Vocab for classroom: activities e.g. “<i>Bitte gib mir die rote Farbe</i>”, “<i>ich brauche die Schere</i>”</p>	<ul style="list-style-type: none"> <li>Book Eva Heller: “<i>die wahre Geschichte von allen Farben</i>”</li> <li>picture of art work</li> <li>Max Ernst: “<i>Der Ausbrecher</i>”</li> <li>Craft materials</li> </ul>

LESSON:	LEARNING INTENTIONS:	LEARNING ACTIVITIES:	KEY ASSESSMENT TASKS:	KEY LANGUAGE:	RESOURCES:
		<p>3. Students create their own colour wheel            Creating a colour spinning top – students realize how our eyes mix colours            Students pick secondary colour they want to create            Students cut out cardboard circle and divide it in little “pieces of cake”            Colouring in the pieces in specific colours: for green the colour blue and yellow alternately, for purple they use blue and red and for orange they use yellow and red.            Put together the spinning top + see effect</p> <p><b>Teacher models classroom routines in TL</b>            e.g. <i>Bitte gib mir den Uhu</i> (please give me the glue stick), <i>da ist der Pinsel</i> (there is the brush), etc.            Students write words/short sentences about their favorite colour (e.g. <i>Ich mag die Farbe blau</i>/I like the colour blue. <i>Meine Lieblingsfarbe ist rot</i>/my favorite colour is red)</p>			

LESSON:	LEARNING INTENTIONS:	LEARNING ACTIVITIES:	KEY ASSESSMENT TASKS:	KEY LANGUAGE:	RESOURCES:
		<p>4. <b>Reading a book together</b> Listen to and speak along to story by Eva Heller: <i>“Die wahre Geschichte von allen Farben”</i></p> <p>5. <b>Prompt: Max Ernst – Der Ausbrecher</b> Teacher introduces Max Ernst and some of his works using key vocabulary to describe the art. E.g. <i>Der Kuenstler verwendet einen Schwamm/Pinsel. Welche Farben sehen wir in dem Bild? Wie hat er das Bild gemalt?</i> (How was this artwork created?). Teacher encourages students to use TL to describe the art work.</p> <p><b>Reflection time:</b> what did we learn today? Teacher models key vocab/sentences</p>			
6	<ul style="list-style-type: none"> <li>We are learning to describe an art work in German</li> <li>We are making our own art work</li> </ul>	<p><b>Morning circle time – encourage students to repeat modelled TL language:</b> Students express their feelings (<i>Mir gehts...</i>), share a highlight of their</p>	<ul style="list-style-type: none"> <li>Observation of student interaction – use of modelled language</li> <li>Students share their work – use of modelled language to describe the</li> </ul>	<p><i>Farben (gruen, blau, weiss, Schwarz, gelb, rot, rosa, hell-, dunkel-, violet...)</i> <i>Mischen</i> <i>Farbenrad</i> <i>Meine Lieblingsfarbe ist...</i></p>	<ul style="list-style-type: none"> <li>picture of art work</li> <li>Max Ernst: <i>“Der Ausbrecher”</i></li> <li>craft materials</li> </ul>

LESSON:	LEARNING INTENTIONS:	LEARNING ACTIVITIES:	KEY ASSESSMENT TASKS:	KEY LANGUAGE:	RESOURCES:
		<p>week (if possible in TL, in English if necessary) – teacher translates and students repeat in German;</p> <p><b>Learning experiences</b></p> <ol style="list-style-type: none"> <li><b>Teacher models key vocabulary to describe art work on whiteboard</b> (repetition of key vocabulary of last session)</li> <li><b>Classroom discussion – how to make your own art work</b> Teacher models TL for planning activity. Sharing ideas what students want to do by using TL (<i>ich male einen Wald</i>/I paint a forest, <i>ich brauche rote Farbe und einen Pinsel</i>/I need the red paint and a brush) etc.</li> <li><b>Students experiment with technique</b> Students move around in classroom and experiment with frottage technique (finding eight things they can use for their rubbing)</li> <li><b>Circle time:</b> Students share their experience using simple</li> </ol>	<p>art work</p>	<p><i>Ich mag ....nicht Primaerfarben Sekundaerfarben</i></p> <p>Vocab to describe art work: <i>Der Vordergrund, der Hintergrund, das Kunstwerk, der Kuenstler, malen, der Pinsel, der Schwamm, die Schere, das Papier, der Uhu</i></p> <p>Vocab for classroom: activities e.g. <i>“bitte gib mir die rote farbe”, “ich brauche die schere”</i></p>	

LESSON:	LEARNING INTENTIONS:	LEARNING ACTIVITIES:	KEY ASSESSMENT TASKS:	KEY LANGUAGE:	RESOURCES:
		<p>language. <b>Teacher models TL, students repeat.</b></p> <p>5. <b>Students create a collage</b> Forest animal (frottage technique)/ forest background (sponge technique), stick it on black background paper</p> <p>6. <b>Students present their art work in class</b> Students share their work with peers. <b>Teacher models TL for sharing</b> e.g. <i>mein Wald ist dunkelgruen/my forest is dark green, ich mag den Fuchs/I like the fox, der Igel hat Stachel/the hedgehog has spikes</i> etc.</p> <p><b>Reflection time:</b> what did we learn today? <b>Teacher models key vocab/sentences</b></p>			
7	<ul style="list-style-type: none"> <li>We are learning to share our work in German (TL)</li> </ul>	<p><b>Morning circle time – encourage students to repeat modelled TL language:</b> Students express their feelings (<i>Mir gehts...</i>), share a highlight of their week (if possible in TL, in English if necessary) – teacher translates and</p>	See lesson 6	<p><i>Farben (gruen, blau, weiss, Schwarz, gelb, rot, rosa, hell-, dunkel-, violet...)</i> <i>Mischen</i> <i>Farbenrad</i> <i>Meine Lieblingsfarbe ist...</i> <i>Ich mag ....nicht</i> <i>Primaerfarben</i> <i>Sekundaerfarben</i></p>	

LESSON:	LEARNING INTENTIONS:	LEARNING ACTIVITIES:	KEY ASSESSMENT TASKS:	KEY LANGUAGE:	RESOURCES:
		<p>students repeat in German</p> <p><b>Learning experiences</b></p> <ol style="list-style-type: none"> <li>1. <b>Warm up game</b> Students choose game</li> <li>2. <b>Teacher models key vocabulary to describe art work on whiteboard</b> Using students' art work (repetition of key vocabulary of last session)</li> <li>3. <b>Class splits in groups to prepare presentation of work</b> Groups present finished work e.g. hedgehog, forest painting, colour wheel Groups present to peers in class using modelled TL If possible: students invite students from other classrooms or parents to do a second presentation/sharing using TL</li> <li>4. <b>Teacher models writing in reflection journal</b> Students use a journal to reflect on their learning by writing simple sentences about what they learned. TL is modeled by teacher (teachers write student</li> </ol>		<p>Vocab to describe art work: <i>Der Vordergrund, der Hintergrund, das Kunstwerk, der Kuenstler, malen, der Pinsel, der Schwamm, die Schere, das Papier, der Uhu</i></p> <p>Vocab for classroom: activities e.g. <i>"bitte gib mir die rote farbe", "ich brauche die schere"</i></p>	

LESSON:	LEARNING INTENTIONS:	LEARNING ACTIVITIES:	KEY ASSESSMENT TASKS:	KEY LANGUAGE:	RESOURCES:
		<p>input on board)</p> <p><b>Reflection time:</b> what did we like/didn't like learning about colours and the forest? Are our questions from the KWL answered? What else do we want to know? <b>Teacher models key vocab/sentences in TL</b></p>			



## Victorian Curriculum: German Achievement Standards

By the end of level 2: (standards covered in this unit are underlined and numbered in brackets below as well as above)

- Students interact with teachers and peers through action-related talk and play. (achievement standard 1)
- They introduce themselves, exchange greetings and farewells, for example, *Ich heiÙe ... Auf Wiedersehen!* and express likes and dislikes. (2)
- When interacting, they use short formulaic expressions, for example, *Morgen! Danke! Alles Gute zum Geburtstag! Frohe Weihnachten! Guten Appetit!* and make simple statements, such as *Das ist ... Ich wohne in ... Ich mag ...* (3)
- They use repetitive language and respond to simple instructions when participating in games, shared activities and classroom routines. (4)
- They use visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning, and reproduce some distinctive sounds and rhythms of spoken German, including *ch, u, r* and *z*. (5)
- Students identify specific words and information, such as names of people, places or objects, in simple shared texts related to personal worlds. (6)
- They convey factual information about self, family and possessions at word and simple sentence level. (7)
- They respond to and create simple spoken and written texts, using modelled examples and formulaic language. (8)
- They use short phrases and simple sentences to identify and describe people and objects in the family and school domains such as *der Lehrer, eine Freundin, Das ist mein Stift*, including some pronouns, for example, *ich, du, er, sie, es, wir* and possessive adjectives, *mein/e, dein/e*. (9)
- They use *nein* and *nicht* for negation, and verb forms *bin, bist* and *ist*, with an adjective. (10)
- Students explain the meaning and use of different German words and expressions, and create texts in German and English for their immediate learning environment. (11)
- They identify similarities and differences between German and their own language(s) and culture(s), noticing that using a language involves behaviours as well as words. (12)
- Students identify ways that German sounds different to English but recognise that it uses the same alphabet. (13)
- They identify some words that are written the same in both German and English but pronounced differently. (14)
- They identify features of different types of texts. (15)
- They give examples of words that German and English borrow from each other and from other languages, and identify different ways of greeting and interacting with people. (16)
- They make connections between the languages people use and who they are and where they live. (17)

## VICTORIAN CURRICULUM: GERMAN ACHIEVEMENT STANDARD

By the end of Level 2, students:	Activities from this unit which contribute to longer term assessment and reporting against elements of the Achievement Standards
Students interact with teachers and peers through action-related talk and play.	<i>Games, e.g. colour game</i> <i>Explore the playground</i> <i>Craft activities</i>
They introduce themselves, exchange greetings and farewells, for example, <i>Ich heiÙe</i> ... <i>Auf Wiedersehen!</i> and express likes and dislikes.	Morning circle Reflection time Class discussion about favorite colour, animal
When interacting, they use short formulaic expressions, for example, <i>Morgen! Danke! Alles Gute zum Geburtstag! Frohe Weihnachten! Guten Appetit!</i> and make simple statements, such as <i>Das ist</i> ... <i>Ich wohne in</i> ... <i>Ich mag</i> ...	Morning circle Reflection time
They use repetitive language and respond to simple instructions when participating in games, shared activities and classroom routines.	Craft activities e.g. forest project
Students identify specific words and information, such as names of people, places or objects, in simple shared texts related to personal worlds.	Class reading about <i>Waldtiere</i> (by <i>Zaubereinmaleins</i> ) Class reading " <i>Die wahre Geschichte aller Farben</i> " by Eva Heller
They convey factual information about self, family and possessions at word and simple sentence level.	Morning circle Class discussion about forest animals
They respond to and create simple spoken and written texts, using modelled examples and formulaic language.	All activities
They respond to and create simple spoken and written texts, using modelled examples and formulaic language.	Labeling and writing about forest animal of choice
They use short phrases and simple sentences to identify and describe people and objects in the family and school domains such as <i>der Lehrer, eine Freundin, Das ist mein Stift</i> , including some pronouns, for example, <i>ich, du, er, sie, es, wir</i> and possessive adjectives, <i>mein/e, dein/e</i> .	Craft activities Describing own art work to peers and parents