



AUSTRALIAN CURRICULUM: GERMAN UNIT PLAN

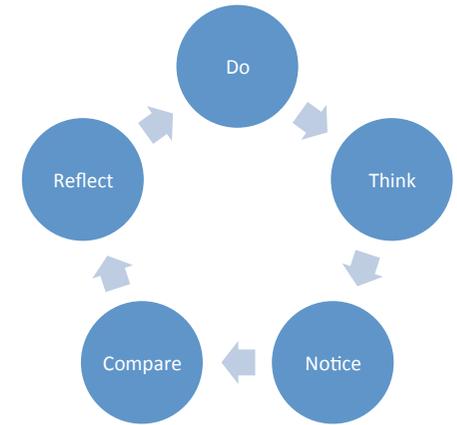
SEQUENCE: 7-10

YEAR LEVEL/BAND: 9-10

UNIT: UNTERNEHMEN DEUTSCH:

MODUL 1 – UNSER WIRTSCHAFTSRAUM

This Unit Planner developed by, and kindly shared by former [AFMLTA](#) President, Kylie Farmer, has been adopted by the Goethe-Institut Australien.



Australian Curriculum: German Unit Plan

Sequence: 7-10 **Year Level/Band:** 9-10 **Unit:** Our economic region/zone

Focus Question: What is the influence of German products in your life?

Aspects of the 9-10 Band Achievement Standard being addressed through this Unit:

Suggested aspects of the Achievement Standard for the proposed Assessment Tasks are noted numerically on the following page next to each task. A full listing of all aspects of the Achievement Standard is to be found on the final page, noting that the numbering system is not from ACARA, but rather developed for the purpose of presenting this series of Unit Plans.

| | Language Focus | | Focusing Questions (to elicit intercultural understandings) | Content Focus | |
|-------|--|------------------------------|---|-----------------------------|---|
| | Communicating Strand | Understanding Strand | | Cross Curriculum Priorities | General Capabilities |
| Goals | Socialising Informing Reflecting Creating | Role of Language and Culture | <ul style="list-style-type: none"> How are German companies represented in Australia, particularly your local region? What is the reputation of German companies and their products in Australia? | | Literacy Intercultural Understanding Personal and Social Capability ICT Capability Critical and Creative Thinking |

| | Student Tasks | Assessment | | Resources |
|-----------------------|--|---|---|---|
| Implementation | <ul style="list-style-type: none"> • Identify company logos and sort according to country • Discuss the reputation of German companies and products, and share with the group • Match product vocabulary to images • Link images and words for products and services • Identify industries/branches & match products and services to them and specific companies • Research location of German companies in Australia and compare with other students • Search for German products at home and around you and discuss results with others • Research German companies and those with links to Germany in your region. Present findings • Create a hit list of preferred partner companies and discuss • Complete unit quiz • Create key unit word list and sample sentences using the words | Audiovisual: Create a video/poster/PPT presentation showing German-related industry in your region | 5, 6, 8, 9, 10, 11, 12, 14, 17 | <ul style="list-style-type: none"> • G.I. Worksheets 1.1 – 1.9 • W1 G.I. vocab list • Bilingual dictionary (print or online) |
| | | Oral/Audiovisual: Create a marketing campaign for a German product, in particular a slogan to advertise it. | 6, 8, 9, 10, 11, 12, 13, 18, 21, 22, 23 | |
| | | | | |

Australian Curriculum: German 9-10 Band Achievement Standard (7-10 Sequence)

1. Students can initiate and maintain interactions in written and spoken German to communicate ideas, thoughts, feelings and information related to relationships, school experiences, the community and future plans.
2. Students can interact with others to make decisions, solve problems, and negotiate and plan action in response to issues. When interacting, they use both rehearsed and spontaneous language.
3. Students can ask and respond to familiar questions, for example, *Wir sind in den Ferien oft ins Schwimmbad gegangen. Was hast du gemacht? Ich finde meine Schule gut, und du? Wie findest du deine Schule?* and make comparisons, such as, *Meine Freundin ist fleißiger als ich.*
4. Students can give opinions, explain problems and ask for advice or clarification, for example, *Ich wohne gern auf dem Land, weil ... , Ich habe mein Passwort vergessen. Was soll ich machen? Wie lernt man die deutschen Verben?.*
5. Students can apply rules of pronunciation, intonation and stress, including variations such as contractions.
6. Students can locate, analyse and record information, feelings and opinions from a range of texts.
7. Students can respond to and re-create imaginative texts, and use descriptive and expressive vocabulary to communicate about experiences and emotions. They modify meaning with a range of adverbs and adverbial phrases, such as, *Wir haben das schon am Montag mit Frau Rolf gemacht.*
8. Students can create personal, descriptive, informative and imaginative texts for different purposes, audiences and contexts.
9. Students can use a range of grammatical elements to describe, situate and link people, objects and events in time and place. Students can use articles, for example, *der/ein*, personal pronouns, some demonstrative and interrogative adjectives such as *dieser, jeder* and *welcher*, possessive adjectives in the nominative, accusative and dative case, and a range of prepositions in everyday and topic-based phrases.
10. Students can use present and future tenses of a range of regular and irregular verbs, including some modal, separable and inseparable verbs.
11. Students can describe past events and experiences using the present perfect and simple past tenses with a range of common verbs.
12. Students can use some common reflexive verbs in the present tense, such as, *Ich dusche mich morgens.; Interessierst du dich für Geschichte?*
13. Students can use a variety of conjunctions and cohesive devices, for example, *als, dass, wenn, weil; dann, früher, danach, vorher*, to create cohesion and interest.
14. Students can translate and interpret excerpts from informative and imaginative texts, identifying and explaining challenges and adjustments required when transferring meaning between languages and cultures.
15. Students can explain the importance of audience and context in intercultural exchanges.
16. Students can explain how cultural identity is both shaped by and influences ways of communicating and thinking.
17. Students can give examples of how language changes over time and identify reasons for change.
18. Students can apply the German case system (mainly nominative, accusative, dative) and explain the relationships between noun gender, article, pronoun, adjectival ending and case.
19. Students can name some grammatical terms and their functions.
20. Students can identify variations in the features of spoken and written German in relation to pronunciation, spelling and punctuation.
21. Students can identify textual conventions in a range of texts and explain how they shape meaning and influence responses.
22. Students can identify how features of German in familiar spoken and written texts vary according to audience, context and purpose.
23. Students can reflect on their own cultural identity in the light of their experience of learning German, identifying how their ideas and ways of communicating are influenced by their membership of cultural groups.