AUSTRALIAN CURRICULUM: GERMAN UNIT PLAN
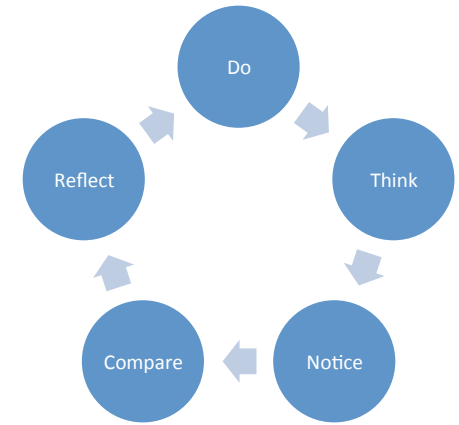
SEQUENCE: F-10

YEAR LEVEL/BAND: 9-10

UNIT: UNTERNEHMEN DEUTSCH:

MODUL 3 – UNSERE GESCHÄFTSIDEE

GOETHE INSTITUT

Sprache. Kultur. Deutschland.

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: F-10   **Year Level/Band:** 9-10   **Unit:** Our business idea

Focus Question: How do companies advertise products and services?

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 Translating	Systems of language Role of Language and Culture	• How do companies advertise their products? • Are there differences between Australian and German advertisements? • What factors need to be taken into account when creating an advertisement? • What do you notice when writing a slogan in German?		Literacy Intercultural Understanding Personal and Social Capability ICT Capability Critical and Creative Thinking Ethical Understanding

	Student Tasks	Assessment		Resources
Implementation	• In a small team, select a German company, determine a new product/service and note down target group, advantages and price • In class, match German-English terms then brainstorm advertising components • Analyse and compare print and/or online advertisements for an Australian and German products • Analyse a German advertisement for a service and note details • In the team, experiment with language to create a name and advertising slogan • Decide on the advertisement format. Apportion tasks, finalise details and produce the advertisement • Complete unit quiz • Create key unit word list and sample sentences using them • EXTENSION ACTIVITY: Students discuss ethical factors involved in advertising a product accurately	**Written/Audiovisual**: • In a small group, write a 150-250-word text outlining an advertising concept for a German company's product/service. • Produce the advertisement (print newspaper/magazine, brochure, billboard, radio, TV, online). NOTE: May also be for an Australian company wishing to market into Germany	1, 3, 6, 11, 16, 17, 18 3, 4, 5, 7, 9, 10, 12, 14, 15	• G.I. Worksheets 3.1 – 3.6 • G.I. 3.7 *Was weiß ich*? vocab list • Bilingual dictionary (print or online)
		EXTENSION ACTIVITY **Oral/Written**: • Students produce a list of ethical factors to be considered when creating an ad, providing recommendations and advice where appropriate. Presented in written and/or oral form OR • Students act as an advisor to the team/class briefing them to ensure ethical factors are taken into consideration	1, 4, 5, 13,	

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

1. Students use written and spoken German to initiate and sustain interactions with teachers, peers and others in a range of settings and for a range of purposes.

2. Students use language spontaneously in the classroom environment to seek clarification and advice, assist others, initiate conversations and discussions, debate a course of action, share learning strategies and comment on the contribution of others, for example, *Meinen Sie, dass …? Was würdest du an meiner Stelle tun? Simon hat Unrecht. Meiner Meinung nach ist Kims Geschichte am lustigsten. Ich sehe deutsche Filme, um meine Aussprache zu verbessern.*

3. Students describe plans and aspirations using future tense, for example, *Wir werden bald in Deutschland sein. Ich werde sicher die 12. Klasse zu Ende machen, und dann werde ich hoffentlich studieren*.

4. Students state facts and relate experiences, such as, *Wir haben fast alle unsere Lernziele für das Halbjahr erreicht. Mit 5 Jahren spielte ich mit Puppen und konnte lesen*, using past tense forms, *Perfekt* and *Imperfekt*, of regular and irregular verbs.

5. When speaking, students use appropriate pronunciation, intonation and stress in a range of sentence types, including variations such as contractions.

6. Students locate, synthesise and evaluate information on local and global issues from a range of perspectives and sources.

7. Students present ideas, information and views in a range of texts selected to suit audience, purpose and context.

8. Students analyse the main ideas and themes in imaginative texts and use evidence to support their views.

9. Students plan, draft and present imaginative texts using literary devices (imagery, similes, onomatopoeia) to engage a range of audiences.

10. When creating informative, persuasive and imaginative texts, students use a variety of conjunctions, relative clauses and other cohesive devices to build cohesion, for example, *Ich skype oft mit den Austauschschülern, die letztes Jahr bei uns waren*.

11. Students specify and describe people, places and objects by applying knowledge of the case system to articles, common demonstratives and possessives followed by adjectives, for example, *Ich habe mit meinem neuen Computer große Probleme*.

12. Students interpret and/or translate excerpts from German texts, identifying and explaining culture-specific aspects, and create texts that reflect and explain aspects of culture and language for different German-speaking and Australian audiences.

13. Students identify and challenge their own assumptions and take responsibility for modifying language and behaviours in relation to different cultural perspectives.

14. Students identify ways that language influences people's actions, values and beliefs, and appreciate the scale and importance of linguistic diversity.

15. Students explain the roles of different German cases (nominative, accusative, dative and genitive) and tenses, and variations in spoken and written German in relation to pronunciation, spelling and punctuation.

16. Students explain the relationship between text type, audience and purpose.

17. Students identify the role culture plays in the creation and interpretation of texts, and explain how language and text features (layout, structure and formal/informal register) are used differently in a range of texts.

18. Students explain ways in which language and culture are interrelated and influence each other.