AUSTRALIAN CURRICULUM: GERMAN UNIT PLAN

SEQUENCE: F-10
YEAR LEVEL/BAND: 3-4
CLIL UNIT: MEINE BOHNENPLANZE -
DER LEBENSZYKLUS EINER PFLANZE
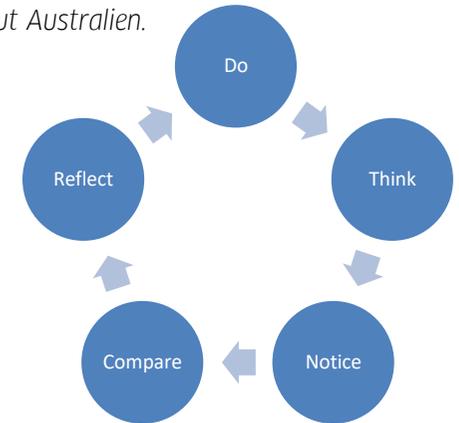
GOETHE INSTITUT
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Australian Curriculum: German Unit Plan

Sequence: F-10   **Year Level/Band:** 3-4   **CLIL Unit:** My bean plant - life cycle of a plant

Focus Questions: Why is caring for plants important for our environment? What conditions do bean seeds need for healthy growth? How do you grow a bean plant from a seed?

Aspects of the 3-4 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	Informing Reflecting Creating Translating	Role of Language and Culture	• How do the seasons differ between your home city/town in Australia and German-speaking countries? • How do these differences influence what can be grown outside, especially considering plant life cycles? • What are some typical plants that are grown for food in your home city/town, and in German-speaking countries? • Why are plants important for people, in various parts of the world? • How do beans feature in fairy-tales?		Literacy Intercultural Understanding Personal and Social Capability ICT Capability Critical and Creative Thinking

	Student Tasks	Assessment		Materials & Resources

Implementation	IMPORTANT NOTE TO TEACHERS:
	• These resources are designed to be implemented optimally with an immersion teaching style
	• CLIL is flexible, but minimally should involve:
	   o several, regular lessons per week, or an intense period of instruction, e.g. as part of a German or STEM day
	   o the learning of new content and/or skills through the Target Language.
	
	• Students' prior knowledge is harnessed ie bean growth cycle, healthy growing conditions, and beans in German literature
	• Students learn how to sow a bean seed, and what they need to do to support healthy growth
	• Students record the growth of the bean plant
	• Students learn about, and analyse the plant life cycle, then describe the cycle in their own words
	• Students analyse the effects of different growing conditions (growing media, light)
	• Students reflect on their learning (ongoing)
	• Students reflect on:
	   o the importance of plant life and its produce to humans
	   o how sustainable plant growing can be achieved
		Aural/Oral:
		Students respond to teacher questions and ask questions for clarification throughout the Unit, including when reflecting on learning
			1, 2, 3, 4, 5, 6, 7, 8, 9, 12, 13, 14, 17	**Materials:**
				• 1 x cardboard flower pot per student
				• garden soil
				• 1 x bean seed per student
				• extra bean seeds for backup, demo plants, and experiments
				• 2 x watering cans
				• 4 x small shovels
				• digital microscope with VGA adaptor
				• iPad for pictures and videos
				
				Resources:
				• *Arbeitsblätter*
				• *PP Meine Bohnenpflanze – Bildmaterial*
				• *Meine Bohnenpflanze – 3. und 4. Klasse*

		Aural/Oral: Students interact with others in the class while nurturing their own bean plant	1, 2, 3, 5, 6, 7, 8, 12	
		Oral/Aural/Audiovisual/Written: Students discuss the time lapse video, and complete the associated worksheets	1, 2, 3, 5, 6, 7, 8, 12	
		Written: Students complete observation sheets - *Beobachtungsprotokolle* (contributing to observation journal)	5, 6, 7, 8	

Australian Curriculum: German 3-4 Band Achievement Standard (F-10 Sequence)

1. Students can respond to instructions and use formulaic expressions to interact, ask questions, seek assistance, and make statements related to their personal worlds, for example, *bitte schön*; *Ich bin dran; Welche Farbe? Wie viele Geschwister hast du? Mein Lieblingsspiel ist Lotto.*
2. Students reproduce German short and long single vowel and diphthong sounds, including *Umlaute*, and *Eszett,* and initial consonants and blends, for example, *Post/los*, *mein*, *die, Bruder/Brüder*, *heißen*, *ja*, *rot*, *singen*, *Sport*, *Winter*, *zwei.*
3. Students answer questions related to their personal worlds with factual information.
4. Students respond to imaginative texts by identifying favourite elements, sequencing main events and producing short scaffolded summaries.
5. Students create short, simple sentences from modelled language and use coordinating conjunctions, for example, *und*, *aber*, *oder*, to compose short original texts.
6. Students use some forms of common regular verbs in the present tense, (for example, *heißen, kosten, spielen, wohnen)*, some irregular verb forms, (for example*, bin*, *bist*, *ist*, *sind*, *hast*, *hat*), and limited forms of modal verbs, (for example, *kann*, *mag*, *möchte*, *muss)*, simple past tense verbs, (for example*, hatte*, *ging*, *war*) and the accusative case, (for example*, Ich habe einen Hund.).*
7. Students respond to and use interrogatives, such as *was*, *wann*, *wer*, *wie*, *wie viele*, *wo* and some *ja/nein* questions.
8. Students refer to time, manner and place using familiar words and phrases, for example, *morgen*, *sehr gut*, *im Wald*.
9. Students compare aspects of German and English language and culture that are reflected in texts they have viewed, listened to or read and they create texts in German and English for the classroom and school community.
10. Students identify ways in which culture influences aspects of communication in routine exchanges such as greetings, and describe their own sense of identity, including elements such as family, cultural heritage and friends.
11. Students identify German as an important European and global language and give examples showing how it is related to English.
12. Students differentiate statements, questions, imperatives and exclamations according to intonation, sentence structure and punctuation.
13. Students identify the purpose of the *Eszett* and show how the *Umlaut* alters the pronunciation of particular vowels (*ä, ö, ü*).
14. Students identify single letters, some consonant clusters (*sch*) and vowel combinations (*au, ei, eu, ie*).
15. Students identify the audience and purpose of familiar personal, informative and imaginative texts.
16. Students give examples of how language use varies according to the participants, purpose and context of an exchange.
17. Students give examples of how language and culture are intrinsically linked, and identify cultural values, traditions or practices that are conveyed in words and expressions they and others use.