AUSTRALIAN CURRICULUM: GERMAN UNIT PLANNER

SEQUENCE: 7-10

YEAR LEVEL/BAND: 9-10

UNIT: ,NATÜRLICH, NACHHALTIG`
UNTERRICHTSMATERIALIEN
ZUM FILM AUS DER REIHE UMWELTEN

GOETHE INSTITUT
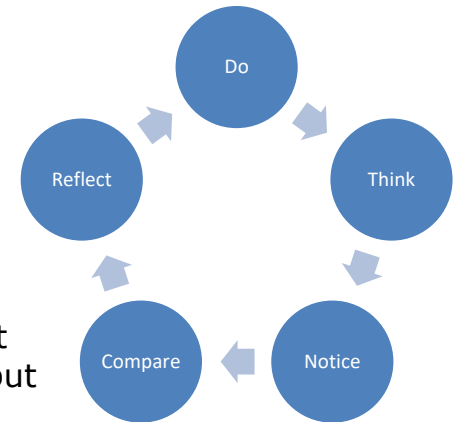Sprache. Kultur. Deutschland.

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

Focus Questions: What can we learn from the Aboriginal and Torres Strait Islander Peoples in regards to sustainable living?

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 Planners.

Goals	Language Focus		Focusing Questions (to elicit intercultural understandings)	Content Focus	
	Communicating Strand	**Understanding Strand**	Who are Aboriginal Peoples / Torres Strait Islander Peoples?	**Cross Curriculum Priorities**	**General Capabilities**
	Socialising Informing Reflecting Translating	Role of language and culture	How are Aboriginal and Torres Strait Islander Peoples connected to the land, sea, sky and waterways? What is sustainability? What actions can our communities take for sustainability?	Aboriginal and Torres Strait Islander Histories and Cultures Sustainability	Literacy Intercultural understanding Personal and Social Capability

	Student Tasks	Assessment / Stations		Resources
Implementation	• Link images and words for key environmental themes and concepts • Identify key terms specific to Australia, Aboriginal and Torres Strait Islander Peoples. • Discuss the connection of Aboriginal and Torres Strait Islander Peoples to the environment. • Identify and describe actions for sustainability. • Locate, analyse and record from informational texts. • Evaluate own actions and awareness of sustainability. • Translate and interpret from informative and imaginative texts. • Apply vocabulary in creative and abstract contexts. • Record and classify vocabulary. • Recognise and identify language usage for different audiences and contexts (e.g. scientific naming conventions)	**Video: Natürlich, nachhaltig**	6, 7, 14, 15, 16, 20, 22, 23	• Print outs of each station's materials, enough for one of each per student. • Access to digital or hardcopy dictionaries is ideal for most activities. Additional Teacher Resources for teaching Aboriginal and Torres Strait Islander Histories and Cultures Professor Mark Rose: Aboriginal and Torres Strait Islander Histories and Cultures in the Curriculum Australian Institute of Aboriginal and Torres Strait Islander Studies Narragunnawali Curriculum Resources Glossary of healing Terms: Healing Foundation
		Station 1: ABC Ergänze den Text	1, 2, 5, 6, 9, 10, 14, 16, 18,	
		Station 2: Natur und Kultur 2.1: Welcher Satz passt zum Bild? 2.2: Fleißige Bienen	1, 2, 5, 6, 8, 9, 14, 16	
		Station 3: Wie kann man umweltfreundlich sein? 3.1: Sieh dir folgende Bilder an 3.2: Wie umweltfreundlich lebst du?	1, 2, 5, 6, 9, 10, 14, 18, 23	
		Station 4: Diamant + Gedicht = Diamantgedicht 4.1: Mein Gedicht 4.2: Diktat	1, 2, 5, 6, 7, 8, 9, 10, 11, 14, 19	
		Station 5: Einfach einheimisch 5.1: Pflanzen beschreiben 5.2: Bei mir Zuhause	1, 2, 5, 6, 8, 9, 14, 23	
		Meine Vokabellisten	6, 9, 14, 18, 19	

Setup Suggestions

Begin with a 'warning' for Aboriginal and/or Torres Strait Islander Peoples.

"Aboriginal and Torres Strait Islander people should be aware that these materials may contain images, voices and names of people who have passed away."

Students may ask why this 'warning' is provided. This clarification from the Gulanga Good Practice Guide summarises the reasons in an accessible manner. It is important to note that because of the diversity of Aboriginal and Torres Strait Islander nations and nation groups, there is not strictly 'one size fits all', as each community has their own cultural protocols and systems.

"For some Aboriginal peoples, particularly in northern Australia, strict cultural practices prohibit them from seeing an image of a deceased person. This can also include naming the person, written material that includes the name of a deceased person, a display of the deceased person's artwork, and listening to a musical recording of the deceased person. It can cause deep distress and sadness for family members, extended family members, communities and peoples associated with the deceased".

ACTCOSS, Gulanga Good Practice Guide

Students view the video twice before beginning the stations. After the first viewing, students answer observational questions such as "What did you notice about the video?", "What stood out to you?", "How would you describe the video?"

Students are introduced to the vocabulary proformas (*Meine Vokabellisten*). It is explained that students will take these sheets with them to each of the stations, recording key and new terms as they encounter them.

The teacher clarifies the function of each page and asks students to nominate one section to focus on (e.g. adjectives) for the second viewing. The teacher explains that incomplete sheets at first are expected and that questioning *(Was heißt… / Was bedeutet…)* as well as the use of dictionaries is greatly encouraged.

Students watch the film for the second time and briefly compare vocabulary lists, assisting each another to fill in gaps. If hardcopy or digital dictionaries are available, these can be used to model use for the upcoming stations. The teacher provides students with their *Laufzettel,* to keep track of their completion, and allocates a starting station.

The teacher explains that students will make their way to 5 different stations, all related to the film. Some stations may take longer than others and may have multiple activities. Groups are encouraged to work collaboratively, attempting tasks and building their vocabulary sheets together.

Once a station is complete, students should move to the next activity on their list. If a station is full, students should move to the next available station then come back. So as to allow for differentiation, there are no pre-set times per station on the materials. Likewise, answer sheets may be provided at each station, hidden in a folder or envelope.

Ideally, the space will be set up with distinct areas for each of the activities with enough space for small groups to work together.

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.

Cross-Curriculum Priorities

Sustainability

The Australian Curriculum: Languages contributes to students' capabilities to investigate, analyse and communicate concepts and understandings related to sustainability in broad contexts, and to advocate, generate and evaluate actions for sustainable futures. Within each language, students engage with a range of texts focused on concepts related to sustainability.

In this way, students develop knowledge and understanding about sustainability within particular cultural contexts. This is crucial in the context of national and international concerns about, for example, climate change, food shortages and alternative ways of caring for land and agriculture. Through developing a capability to interact with others, negotiating meaning and mutual understanding respectfully and reflecting on communication, students learn to live and work in ways that are productive and sustainable.

Organising Ideas:

Systems
OI 2: All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing survival.

OI 3: Sustainable patterns of living rely on the interdependence of health social, economic and ecological system

World Views
OI 4: World views that recognise the dependence of living things on healthy ecosystems, and value diversity and social justice are essential for achieving sustainability

OI 5: World views are formed by experiences at personal, local, national and global levels, and are linked to individual and community actions for sustainability.

Futures
OI 6: The sustainability of ecological, social and economic systems is achieved through informed individual and community action that values local and global equity and fairness across generations into the future.

OI 7: Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments

OI 8: Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgements based on projected future economic, social and environmental impacts.

OI 9: Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments.

Aboriginal and Torres Strait Islander Histories and Cultures

The Framework for Aboriginal Languages and Torres Strait Islander Languages provides a direct way of learning about and engaging with diverse Aboriginal and Torres Strait Islander communities. Aboriginal and Torres Strait Islander Histories and Cultures are an integral part of learning Aboriginal languages and Torres Strait Islander languages as there is an inseparable connection between the languages and land, sea, sky and waterways. Through learning a framework language, all students gain access to knowledge and understanding of Australia that can only come from an Aboriginal or Torres Strait Islander perspective.

In all other language learning, there is scope for making interlinguistic and intercultural comparisons across languages to develop understanding of concepts related to the linguistic landscape of Australia and to the concepts of language and culture in general

Organising Ideas:

Country / Place
OI 1: Australia has two distinct Indigenous groups: Aboriginal Peoples and Torres Strait Islander Peoples, and within those groups there is significant diversity.

OI 2: Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place.

OI 3: Aboriginal and Torres Strait Islander Peoples have holistic belief systems and are spiritually and intellectually connected to the land, sea, sky and waterways.

Culture
OI 4: Aboriginal and Torres Strait Islander societies have many Language Groups.

OI 5: Aboriginal and Torres Strait Islander Peoples' ways of life are uniquely expressed through ways of being, knowing, thinking and doing

People
OI 6: Aboriginal and Torres Strait Islander Peoples live in Australia as first peoples of Country or Place and demonstrate resilience in responding to historic and contemporary impacts of colonisation.

OI 7: The broader Aboriginal and Torres Strait Islander societies encompass a diversity of nations across Australia.

OI 9: The significant contributions of Aboriginal Peoples and Torres Strait Islander Peoples in the present and past are acknowledged locally, nationally and globally.

Conceptual framework for the Aboriginal and Torres Strait Islander Histories and Cultures priority