



# **AUSTRALIAN CURRICULUM: GERMAN UNIT PLANNER**

**SEQUENCE: 7-10**

**YEAR LEVEL/BAND: 9-10**

**UNIT: ‚WAHRES BLAU‘**

**UNTERRICHTSMATERIALIEN**

**ZUM FILM AUS DER REIHE UMWELTEN**

**GOETHE  
INSTITUT**

Sprache. Kultur. Deutschland.

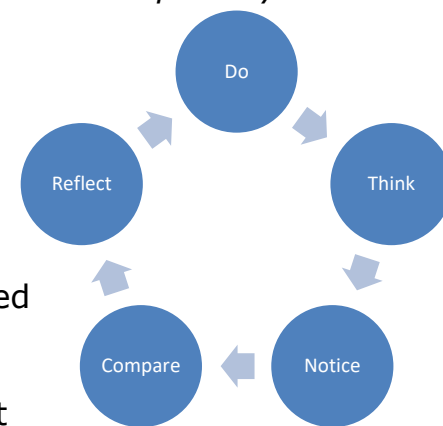
This Unit Planner developed by, and kindly shared by former [AFMLTA](#) President, Kylie Farmer, has been adopted by the Goethe-Institut Australien.

**Focus Questions:** What are environmental consequences of water shortage and pollution in the world?

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

Students are increasingly aware of the world beyond their own and are engaging with youth-related and social and environmental issues.

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.



	Language Focus		Focusing Questions (to elicit intercultural understandings)	Content Focus	
	Communicating Strand	Understanding Strand		Cross Curriculum Priorities	General Capabilities
<b>Goals</b>	Socialising Informing Reflecting Creating	Role of language and culture	What effect does climate change have on water in your region?  What can every individual person do for the environment?  What are characteristics about water in your community?	Sustainability  Analyse various sources to communicate, understand and evaluate actions for sustainable futures	Literacy Intercultural understanding Personal and Social Capability Critical and Creative Thinking

	<b>Student Tasks</b>	<b>Assessment / Stations</b>		<b>Resources</b>
<b>Implementation</b>	<ul style="list-style-type: none"> <li>• Watch the <a href="#">video</a> and answer the questions. Match the questions and answers.</li> <li>• Form 4 questions about the video and give them to a partner to answer.</li> <li>• Fill words into blanks.</li> <li>• Match climate change consequences to images.</li> <li>• Match names of oceans with places of the map.</li> <li>• Research about various facts about different waters around the world.</li> <li>• Describe waters in your area including several researched facts as well as personal facts.</li> <li>• Express your opinion about a stimulus statistic about water in the world.</li> <li>• Research and present facts about water that reflect different feelings of yours.</li> <li>• Write about what water means to you.</li> <li>• Create a video with your class or classmates about the water in your community.</li> </ul>	<b>Station 4.3</b> Students describe waters in their area, including the characteristics and quality of the water. They share their activities they personally like to do there and which animals can be found there.	1, 3, 4, 5, 8, 9, 11, 12	<ul style="list-style-type: none"> <li>• Print outs of each station's materials, enough for one of each per student.</li> <li>• Access to digital or hardcopy dictionaries is ideal for most activities.</li> </ul> <p>Additional information about the Hinze Dam on <a href="http://www.seqwater.com.au">www.seqwater.com.au</a></p> <p>Information on water on <a href="http://www.der.wa.gov.au">www.der.wa.gov.au</a></p> <p><a href="http://www.environment.gov.au">www.environment.gov.au</a></p>
		<b>Station 5.1</b> Students express their opinion about a stimulus statistic about water in the world. They present this opinion orally.	1, 2, 4, 6, 9	
		<b>Station 5.2</b> Students research and present facts about water that represent 4 different feelings.	1, 8, 9	
		<b>Station 5.3</b> Students write about what water means for them in form of acrostic writing.	1, 6, 8, 9	
		<b>Station 5.4</b> Students create a video with their classmates about what they can do for waters in their (school) community.	1, 3, 6, 7, 9	

## **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 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.
3. Students can use both rehearsed and spontaneous language when interacting.
4. Students can give opinions explain problems and ask for advice or clarification.
5. Students can locate, analyse and record information, feelings and opinions from a range of texts.
6. Students can use descriptive and expressive vocabulary to communicate about experiences and emotions.
7. Students can apply rules of pronunciation, intonation and stress.
8. Students can create personal, descriptive and informative texts for different purposes, audiences and contexts.
9. Students can use descriptive and expressive vocabulary to communicate about experiences and emotions.
10. 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.
11. Students can use present and future tenses of a range of regular and irregular verbs, including some modal, separable and inseparable verbs. They describe past events and experiences using the present perfect and simple past tenses with a range of common verbs. They use some common reflexive verbs in the present tense.
12. 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.
13. 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.
14. Students 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 apply the German case system (mainly nominative, accusative, dative) and explain the relationships between noun, gender, article and pronoun, adjectival endings and case.

# 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.