



# AUSTRALIAN CURRICULUM: GERMAN UNIT PLANNER

**SEQUENCE: 7-10**

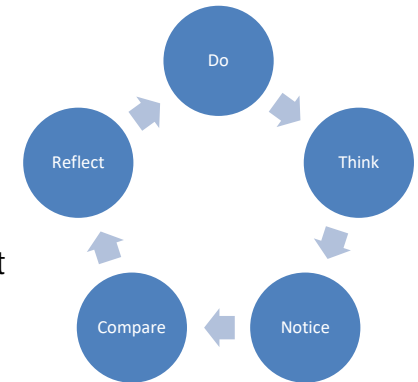
**YEAR LEVEL/BAND: 7-8 & 9-10**

**UNIT: EDDU – IN DER STADT**

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

### Aspects of the 7-10 sequence 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. Where tasks designed using the Common European Framework of Reference for Languages (CEFR) do not directly fit the 7-8 or 9-10 band (e.g. A1/A2), Achievement Standards from both are included. A full listing of all aspects of the Achievement Standard can be found in the document. Please note, this 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
Goals	<ul style="list-style-type: none"> <li>Socialising</li> <li>Informing</li> <li>Creating</li> <li>Translating</li> <li>Reflecting</li> </ul>	<ul style="list-style-type: none"> <li>Systems of language</li> <li>Language variation and change</li> <li>Role of language and culture</li> </ul>	<ul style="list-style-type: none"> <li>What is interesting or unique about your (nearest) city?</li> <li>How do you give someone helpful directions?</li> <li>Why do cities exist?</li> <li>How/why do cities look or feel different in other areas, states, countries?</li> <li>Are there (unspoken) rules about how to behave in your (nearest) city?</li> </ul>	<p>Specific cross-curriculum priorities are not addressed by default in the EDDU card sets. However, many topics naturally lend themselves to the three areas of: Aboriginal and Torres Strait Islander Histories and Cultures, Asia and Australia's Engagement with Asia, and Sustainability. While these priorities are not prescribed by the activities, teachers are encouraged to make links where possible.</p>	<ul style="list-style-type: none"> <li>Literacy</li> <li>Information and Communication Technology (ICT) Capability</li> <li>Critical and Creative Thinking</li> <li>Personal and Social Capability</li> <li>Intercultural Understanding</li> </ul>

Implementation	Student Tasks	Activities: In der Stadt				Resources
	<ul style="list-style-type: none"> <li>Identify and explain features and attractions.</li> <li>Maintain spoken interactions with others, providing directions.</li> <li>Create and communicate with ICT.</li> <li>Recognise and describe features of buildings and physical spaces.</li> <li>Identify and explain potential challenges for visitors associated with their hometown / city / region</li> <li>Describe and reflect on cultural protocols and practices for daily interactions and/or travel</li> </ul>		<b>Skill</b>	<b>CEFR Level</b>	<b>Achievement Standard</b>	<ul style="list-style-type: none"> <li>Access to digital or hardcopy dictionaries is ideal for most activities.</li> <li><a href="#">Goethe-Institut Thailand: EDDU Videos</a></li> <li><a href="#">Digital copies of EDDU cards, lesson suggestions and pre-made materials</a></li> <li><a href="#">Scootle</a>: National digital repository for the Australian Curriculum</li> <li><a href="#">Digital Technologies Hub</a>: Education Services Australia</li> </ul> <p><b>State Government Digital Resources:</b></p> <ul style="list-style-type: none"> <li><a href="#">FUSE</a> - Victoria</li> <li><a href="#">Digital Learning Selector</a> – New South Wales</li> </ul>
		<b>9.1</b> Ein Erklär-Video aufnehmen	Speaking	A2	<b>7-8:</b> 1, 2, 3, 4, 5, 6, 8, 9, 10, 14, 15, 16, 17  <b>9-10:</b> 1, 2, 3, 4, 5, 6, 8, 9, 10, 14, 18, 20, 21, 22	
		<b>9.2</b> Wege mit Google-Maps beschreiben	Speaking	A1	<b>7-8:</b> 1, 2, 3, 4, 5, 6, 8, 9, 10, 14, 15, 16, 17  <b>9-10:</b> 1, 2, 3, 4, 5, 6, 8, 9, 10, 14, 18, 20, 21, 22	
		<b>9.3</b> Ein Foto posten und Fragen stellen	Writing	A1	<b>7-8:</b> 1, 2, 3, 4, 6, 7, 8, 9, 10, 14, 15, 16, 17  <b>9-10:</b> 1, 2, 3, 4, 8, 9, 10, 13, 14, 18, 20, 21, 22	
		<b>9.4</b> Online Insider-Tipps geben	Writing	A2	<b>7-8:</b> 1, 2, 3, 4, 6, 7, 8, 9, 10, 14, 15, 16, 17  <b>9-10:</b> 1, 2, 3, 4, 7, 8, 9, 10, 13, 14, 18, 20, 21, 22	
		<b>9.5</b> Ein Video aufnehmen	Speaking	A1	<b>7-8:</b> 1, 2, 3, 4, 5, 6, 8, 9, 10, 14, 15, 16, 17  <b>9-10:</b> 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 14, 18, 20, 21, 22	

# DEVELOPMENTAL RUBRICS

The EDDU cards are designed to be highly flexible teaching resources, providing ideas and suggestions on how to integrate digital learning into the classroom. For this reason, the rubrics provided are highly generic. Of course, activities can be used for almost any topic and combined in any way imagined.

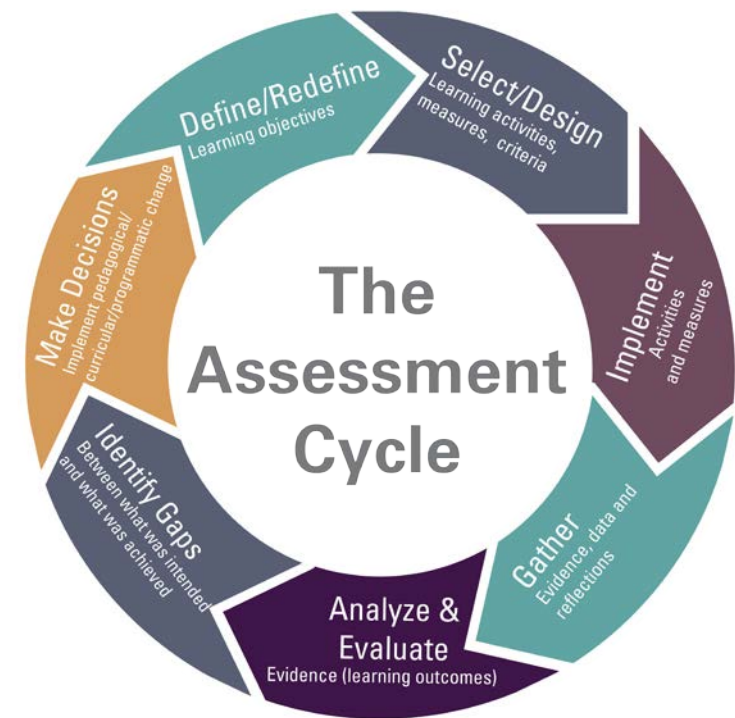
Developmental Rubrics work best when they are used and revisited regularly, which suits the EDDU suite perfectly. Optimal assessment identifies where a student is at a particular time in their learning, not just at the 'end' of it. These activities are designed as fantastic formative and ongoing learning, and the accompanying rubrics reflect this as well.

## What are developmental rubrics?

Developmental rubrics seek to make a describe achievement based on observations, rather than 'judging' them. What is meant by this, is that a non-deficit model is used. Negatives such as "Unable to apply" or "Inconsistently applies" are not used. Likewise, these rubrics seek to be as objective as possible, and remove subjective terms such as 'sometimes', 'somewhat' or 'a few' which do not have a clear definition.

Developmental rubrics identify behaviours or skills as they are observed. For this reason, if a teacher is unable to observe a student's behaviour or skill, it is presumed that there is 'insufficient evidence' and the student requires another or alternative opportunity to demonstrate the skill. Developmental rubrics start out from a firm belief that all students are capable of achieving and seek to highlight what they achieve as opposed to what they have not. By following the rubric from bottom to top, it is possible to see how the descriptor develops with greater sophistication and moves into higher order thinking skills. For example, moving from "identifies" to "invents" or "evaluates".

This format challenges the idea that student achievement can be measured based on counts. I.e. that a student who produces 5 example sentences has demonstrated a skill to a higher level than a student who produces 2.



*Assessment Process: Searle Center for Advancing Learning & Teaching. (2020). Northwestern University*

## **How do I use the rubric?**

With five cards per topic, there would need to be at least 60 different rubrics to choose from, and if we began combining activities (e.g. 5.1 and 7.5) there would be 1,770 different possible combinations! Instead, teachers are encouraged to take the sample rubrics as templates and adapt them to their specific classes, topics, and needs. For example, changing generic wording, such as 'specific grammar', into the grammar topic of study. Teachers can adjust language to make it more student-friendly, and include or exclude any of the descriptors which are not relevant to the task at hand. A rubric may simply include two or three copy-pasted columns.

Admittedly, even these developmental rubrics do not break down the content descriptors into even more detailed sets. For example, 'Interacting and exchanging' at a basic level involves asking and responding. However, these are two different skills. A student may excel at answering questions but perform poorly when required to ask them. Teachers should use their professional judgement to adapt and modify for their needs.

## **How do I allocate grades and marks?**

Developmental rubrics are fundamentally about measuring learning and growth, as opposed to allocating grades. Instead of students simply seeing they received a 'B+', they should engage with the rubric to see what skills they have demonstrated, and what the next step above the level is for them. The mantra here is 'skills not scores'.

Assigning a point value to each of these descriptors is not advised as the rubric is not designed to be used for conventional percentage or letter grades. Instead, skills are grouped together. As not all skills are 'equal' or fit into a five-point scale, you will notice gaps in the rubric. What may count as the highest '5 point' level to one may not apply to another area. Additionally, there may be more or less than five levels to that particular capability.

While not included in these samples, teachers may also wish to include an 'at standard' band on the rubric to indicate to students and families what the expected level is. Please note, the 'at standard' box may be in a different location for each description (e.g. 1.1.4 and 1.2.2).

Developmental rubrics aim to improve student outcomes by having clear expectations. If students understand what is expected of them, as well as how to improve in more certain terms, they can become more involved in their learning.

## Australian Curriculum: German 7-8 Band Achievement Standard (7-10 Sequence)

1. Students can share information about their personal worlds, including personal details, family, friends, interests, likes, dislikes and preferences.
2. Students can interact with others to carry out transactions, participate in class routines and socialise.
3. Students can use modelled language and simple expressions to ask and respond to familiar questions and give and respond to instructions, such as, *Hört gut zu!*; *Hol' einen Laptop!*; *Wer ist das?*; *Woher kommt dein Vater?*; *Hast du Geschwister?*, request help or permission, for example, *Ich möchte ... , bitte.*; *Hilfe, bitte!*; *Darf ich bitte auf die Toilette gehen?*, ask for information, clarification or assistance, such as, *Wie bitte? Hast du mein Buch? Wie sagt man das auf Deutsch?*, and clarify answers, for example, *Das ist meine Freundin und sie kommt aus China. ... Ja, ich habe zwei Brüder, sie heißen Nick und Max.*
4. When socialising, students can make simple statements such as *Ich mag Fußball, aber Toms Lieblingssport ist Basketball.*
5. Students can use key features of pronunciation, stress and intonation, including short and long vowel sounds, single consonants, blends and diphthongs, in different words, phrases and sentences, such as, *ja, rot, singen, Sport, Winter, zwei, ich auch.*
6. Students can obtain key points of information and identify main ideas in simple texts relating to own world and that of teenagers in German-speaking countries, using contextual clues to help make meaning.
7. Students can use high-frequency vocabulary to describe characters, events and ideas encountered in imaginative texts, and create short informative and imaginative texts using modelled sentence structures and formulaic expressions with present tense forms of regular and some irregular verbs, and correct word order.
8. Students can use a range of grammatical elements to describe people, objects, actions, events and relationships, including articles, such as, *der/ein*, personal pronouns and some possessive adjectives, for example, *mein, dein, sein, ihr* in the nominative and accusative.
9. Students can qualify meaning with reference to time, manner and place using everyday adverbs and phrases, for example, *am Montag; besser; in der Schule*, and link words, phrases and sentences using *und, aber and oder*, and other connectives such as *dann, später and zuerst.*
10. Students can work with German and English to translate texts and create simple bilingual texts for peers and family, noticing where equivalence is not possible.
11. Students identify the relationship between language and culture, giving examples of adjustments made as a result of reactions and intercultural experiences. They explain how aspects of their own identity impact on intercultural exchange.
12. Students identify German as an important European and global language and that it is related to English
13. Students can identify some of the common variations in German used in different contexts by different people.
14. Students can differentiate statements, questions, imperatives and exclamations according to intonation, sentence structure and punctuation.
15. Students can understand and apply grammatical concepts such as gender and number, and nominative and accusative case.
16. Students can identify key similarities and differences between the phonological and orthographic systems of English and German, including the *Umlaut* and *Eszett*, capitalisation, and punctuation used in numbers (ordinals, decimals)
17. Students can identify features of common spoken, written and multimodal texts
18. Students can understand and give examples of how language use is shaped by and reflects the values, ideas and norms of a community.
19. Students can explain how aspects of their own identity impact on intercultural exchange



## 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.