

## EDS4250 LOTE UNIT PLAN

<b>Unit title:</b> Transport and Travel	<b>KLA:</b> LOTE – German.	<b>Year level:</b> 9	<b>Unit length:</b> 12 Lessons
<p><b>Unit Aims:</b> By end of unit students should have adequate competence in the QSA’s 2 EL areas for the Lower-Intermediate stage of language learning. (See learning outcomes)</p> <ul style="list-style-type: none"> <li>By the end of the unit students should be equipped with authentic and practical language skills and cultural competence relating to travel and transportation by drawing on prior knowledge and building a sound repertoire for the competent use of relevant vocabulary and grammatical instruments and the exploration of relevant cultural content. The language content (set by the school in accordance with QSA Essential Learnings) includes: travel and transport-related nouns, relevant verbs, pronouns, adjectives, modal verbs, (2-way)prepositions, future tense, imperatives, question-phrasing, times, distances, dates and comparisons.</li> <li>Cultural content includes discussion (see key inquiry questions) of socio-cultural significance of travel modes and history, comparison between Germany and Australia, consideration of environmental concerns, sustainability and future possibilities and relevance to students’ own cultural experience.</li> </ul>			
<p><b>Class context:</b> 21 students; have completed a year of Elementary stage German and are now in Lower-Intermediate. Students have just completed prior unit on lifestyle, recreation and celebrations.</p> <ul style="list-style-type: none"> <li>13 Students in the mainstream band</li> <li>5 Extension students (requiring more advanced activities and engaging content)</li> <li>2 ESL students who are new to the school (adequate English but requiring a high content of multi-modal interactive learning to help contextualise use of grammar metalanguage).</li> <li>1 ASD (Asperger’s) student (Requiring direct, logical scaffolding with minimal visual distraction. Separate activities are provided, detailed further in lesson 8 unpacking).</li> <li>No students require a behaviour management plan.</li> </ul>		<p><b>School context:</b></p> <ul style="list-style-type: none"> <li>Independent suburban high school in Southeast Queensland experimenting with an integrated curriculum. Growing representation of migrant community in student population. Student population has low indigenous representation.</li> <li>German unit on Transportation is tied to the SOSE unit the students are concurrently studying; a topic on recreation and human creativity within the broader theme of climate and the environment. The subsequent units in both SOSE and German following this unit will have a strong focus on the environment and sustainability.</li> </ul>	
<p><b>Key Inquiry/Focus Questions for students:</b></p> <p>Contrast and compare some of the most culturally significant aspects of transport and travel in Germany and Australia, how do they differ? How do they reflect on the differences in lifestyle between the two countries? For example consider the significance of regional air and rail transport to the Australian mining industry vs. the significance of inter-city express (ICE) fast trains to highly-urbanised Germany.</p> <p>Critically reflect on how current trends of energy and resource consumption affect the need to develop new forms of transport and the energy needed to fuel them. Consider the needs of both countries based on what you have learned about how they function.</p>	<p><b>Learning outcomes:</b></p> <ul style="list-style-type: none"> <li><b>Knowledge and Understanding:</b> The Knowledge and Understanding EL for language is divided into two areas: <ol style="list-style-type: none"> <li><b>Comprehending and composing</b> in the target language: Comprehending and composing texts for particular purposes, contexts and audiences requires knowledge about the interrelations among purpose, text type, audience, mode and medium.</li> <li><b>Intercultural competence and language awareness:</b> Intercultural competence and knowledge of languages allow for differing ways of experiencing, acting in and viewing the world.</li> </ol> </li> <li><b>Ways of Working:</b> Development and demonstration of acquired knowledge and understanding through appropriate use of language. Students should be able to interpret ideas and information; locate, analyse and respond in the target language; plan, monitor and adjust language contextually and purposefully; construct persuasive texts; recognise cultural construction; notice and compare similarities and differences between languages, as well as beliefs and values within language; reflect on and evaluate appropriate of own and others’ contextual language use and develop critical skills for understanding and future application.</li> </ul> <p>QSA Essential Learnings for language by the end of the lower intermediate phase. (QSA, 2007)</p>		

**Assessment:**

*Formative:* Students are to discuss different elements of the inquiry questions on a lesson-by-lesson basis, as well as responding to stimulus and issues in individual lessons through a variety of audio, linguistic, visual, spatial and gestural elements of design. This will take the form of:

- In-class discussions and question and answer sessions.
- Activity sheets relating to the resources looked at in class.
- Interactive online activities using internet resources.
- Homework composition tasks where students will write sentences about topics covered in class using the appropriate learned language devices.
- Translation tasks and comparative discussions.

Formative assessment will (throughout the unit) progressively check for understanding of cultural content and consolidate and develop the new lexical and grammatical instruments learned; the consolidation of each new vocab block and grammatical instrument will build gradually towards the application of the span of learned content in the summative assessment piece.

*Summative:* In lesson 7 students will be given a composition task for formal assessment; students are to write an article in German about their idea of an environmentally friendly vehicle of the future. The written composition will be assessed according to the 'conveying meaning' criteria of 'knowing and using language features' and 'creating and responding' in a written context. At the end of the unit (lessons 10- 12), the students are to present their compositions as an oral task, which will be assessed according to the same 'conveying meaning' criteria but applied to a spoken context. (QSCC, 2000. LOTE Syllabus for German)

*Composition aspect of task:* Based on what they have learned throughout the unit and also using their general knowledge; students are to design a safe and viable mode of transportation (public or private), that has limited environmental impact. Students must create or find suitable images, then describe main features and offer a justification of their design in German. Students should use diverse vocabulary and demonstrate the correct use of nominative, accusative and dative cases, 2 way prepositions, simple future tense, and correct adjectival endings in their 150-200 word composition.

*Presentation aspect of task:* Using the images of their design and accompanying charts/dot points to describe the main features of their design, students are to create a PowerPoint to present the class. This will be done in conjunction with the oral presentation of their composition. Students should aim for a cohesive and fluent presentation with eloquent well-paced pronunciation which is both comprehensible and enjoyable for their classmates.

**Aspects of Literacies Pedagogy.**

- Language learning is intrinsically tied to literacies learning. When considering the four resources model, the use of code-breaking and meaning-making is fundamentally engrained in the building of language skills through the development of vocabulary and the acquisition of language instruments. The functional use of texts consolidates the development of the first two skills, and the analysis of texts is able to be employed through successful text use. The broader the scope of language the student comes to have, the broader the application of these literacies skills becomes.
- In order to ensure the students achieve the desired literacies competence attainable through language learning, the content of this unit has been planned to engage a broad spectrum of text modalities/design elements, the use of which inherently includes each component of the four resources framework. The activities making use of these, along with the unit content itself, have thus instead been unpacked in accordance with the framework of the New London Group's Pedagogy of Multiliteracies. This will illustrate the *how* of the plan in addition to the *what* and *when*.

**Activities classified in accordance with the New London Group's Pedagogy of Multiliteracies. (Sequential position in parenthesis)**

**Overt Instruction:**

- Teacher introduces unit by raising awareness of how transportation systems are part of the national identity in any country; explain through examples of ubiquitous German auto makers and renowned aviation heritage of Australia – QANTAS and Flying Doctor service, T builds vocab by showing slides with various identifiable modes of transport and *Welt in Zahlen* video . (Lesson 1)
- T consolidates learning from lesson 1 through class Q&A; *Wo fährt die Berliner U-Bahn? Kann man in Sydney mit der Straßenbahn fahren?* T revises question

**Situated Practice:**

- Students to work in pairs and create t-bar list with "*Deutschland/Australien*" defining characteristics of travel and transport in the two countries. Afterwards S read transport article from transport chapter of *Katzensprung 2* text book and complete written exercises. (Lesson 1)
- S complete activities in transport chapter of *Katzensprung 2* consolidating T's OI on question phrasing, directions and use of accusative case. (Lesson 2)
- In groups of 4, S access a website about road-travel in snowy Germany at

phrasing, directions and use of the accusative case, expands vocab and reinforces cultural understanding re: German geography and climate. (Lesson 2)

- T presents activity to class **Ich habe den Kuli und das Papier, was brauchen wir sonst noch?** T reminds S of familiar grammatical structures (accusative case and pronoun-determined verb endings) guides hot potato activity to use them in new context of writing about road travel in Australia **Wie fahren wir in Australien?** (Lesson 2)
- T introduces learning episode on sea and river transportation in German introducing new vocabulary about the contemporary and historical importance of *der Rhein* and *die Donau* rivers to transportation in Germany. T then guides S through more complex language in video on the Deepwater Horizon oil spill, stopping where necessary to explain. T then writes list of new vocab on board (Lesson 4)
- T scaffolds discussion around German wind-power podcast *Windenergieanlage* identifying familiar grammatical instruments and vocabulary in the text and introducing relevant new material. (Lesson 5)
- T scaffolds lesson based around text book activities and online activities using *Linguascope* website relating to lesson topic *Wie kommt Sabine zu ihrem Freund?* – “How does Sabine get to her friend?” Lesson focuses on using familiar vocab with imperative and simple future grammatical forms. (Lesson 6)
- T poses question *Was fährst du in 2035?* – “What will you be driving in 2035?” Reminds S of issues looked at over past 6 lessons and encourages S to think about how they would design a futuristic vehicle making use of renewable resources. T gives out summative assessment task and requirements for presentations to be made in lessons 10-12. (Lesson 7)
- T scaffolds grammar focused lesson on 2-way prepositions, first verbally explaining function of 2-way preps and writing on board and then directing students to appropriate activities to consolidate their learning. (Lesson 8)
- T scaffolds learning session on time and distance using spoken language in conjunction with text book material in *Katzensprung 2*. Lesson focuses on use of conversational language about time and distance relating to travel. *Brisbane ist zwei Autostunden entfernt. Bangkok ist noch weitere neun Flugstunden von dort. Wie weit ist es von Toowoomba nach Melbourne?*– “Brisbane is 2 hours away by car. Bangkok is a further 9 hours from there by plane. How far is it from Toowoomba to Melbourne?” T then shows German video on transport infrastructure strains in Russia. (Lesson 9)
- T collects written compositions for assessment and reviews key language aspects of unit through conversational Q&A session about main points of unit before first of S presentations are made. After presentations T shows German online video on cost of nuclear decontamination in Hanford, Washington.(Lesson 10)
- T supervises further presentations and shows environmental issues video in German theme in SOSE unit. (Lesson 11)
- T supervises final presentations and shows 2 German videos with frequent interjections to explain complex or technical language; video on possible vast oil reserves in Brasil and another on wasted standby power in the household. T puts unit in perspective regarding social issues theme of SOSE unit and upcoming German unit. (Lesson 12)

Christmas time including podcast *Autofahren im Winter: Eiskalt Entschleunigen*. The text is looked at in four parts, each S in each group translates their corresponding part. (Lesson 2)

- S consolidate and build on travel descriptions from previous lesson by writing travel plans for a Christmas trip to the Gold Coast. (Lesson 3)
- S view oil spill video *USA: der Ölgau im Golf: ein Jahr danach* a second time without T intervention and make notes in German on parts they understand/ parts that they are interested in. (Lesson 4)
- S view podcast *Windenergieanlage* and denote main ideas of text using known and new vocab and grammatical instruments. (Lesson 5)
- S work through *Katzensprung 2* dialogue and activities and work through *Linguascope* Website activities including word games, role plays, word-picture matching games, text prompting games, and naughts-and-crosses vocabulary games on the topic of travel, directions and destinations in and about town. (Lesson 6)
- S access computers and open a new file in which to keep their work as they make progress on their assessment piece. S begin gathering resources and coming up with ideas for their presentation. For homework students begin work on their draft. (Lesson 7)
- S complete appropriate online activities to consolidate work on 2-way prepositions using either the *Thuleen*, *Meyer* or *Li Eljenta* resources depending on learning style/capacity, all S to complete at least the first 5 activities on *Meyer* website. S to continue work on assessment. (Lesson 8)
- In pairs S create conversational dialogues about time and distance using relevant language to their assessment piece e.g. *Was fahren Sie? Ich fahre ein Solarauto. Können Sie das nach Brisbane fahren? Ja, aber es dauert fünf Stunden.* – “What do you drive?” “I drive a solar-powered car.” “Can you drive it to Brisbane?” “Yes, but it takes five hours.” S then view and interpret video on social cost of inadequate road infrastructure in Russia *Russland: Kahlschlag für die Superautobahn?* (Lesson 9)
- S continue preparing for assessment presentation. S who have finished preparing complete language activities on *linguscope* website. S view and listen to other S’s presentations. S then view German video on nuclear cleanup in USA(Lesson 10)
- S continue viewing and presenting assessment presentations. S then view German video about backyard oil exploration in Indonesia relating to environmental issues. (Lesson 11)
- S give and view final assessment presentations and view and interpret two final videos for unit: *Brasilien: der Schatz aus der Tiefsee;* and *Heimliche Stromfresser.* (Lesson 12)

**Transformed Practice:**

- S are encouraged to think about upcoming unit and reflect on what they might like to research in order to consider the assessment at the end of the unit. (Lesson 1)
- S demonstrate their various interpretations of the text *Autofahren im Winter: Eiskalt Entschleunigen* and make comparisons, collaboratively determining the meaning of the text (Lesson 2)
- S share their travel plans in class discussion in German. (Lesson 3)
- S compose 2 German sentences for homework utilising new vocabulary re: sea and river transportation. (Lesson 4)
- S reflect on and share impressions and ideas from viewing of text *Windenergieanlage* with class in preparation for class discussion. (Lesson 5)
- S compose and read out original sentences using known and new vocab from paper and online texts used in activities. (Lesson 6)
- Students perform conversational dialogues developed in lesson before the class. Dialogues make use of language relating to time and distance in travel and are relevant to summative assessment piece. (Lesson 9)
- S submit written assessment piece and those prepared give their PowerPoint presentations and make their corresponding speeches to the class. (Lessons 10-12)

**Critical Framing:**

- S discuss varying interpretations of text *Autofahren im Winter: Eiskalt Entschleunigen* and deliberate as to why they may have interpreted differing meanings. (Lesson 2)
- S view and discuss German video about energy-environment conflict in Australia *Australien: Kein Platz für Wale*. (Lesson 3)
- After the video S consider environmental costs and impact of proliferation of industrialised transport throughout different environmental situations; *auf dem Land, in der See/dem Ozean, im Himmel*. (Lesson 4)
- T scaffolds class discussion re: podcast *Windenergieanlage* considering benefits of renewable energy, who the detractors might be, and what other social or environmental impacts wind farms may have in Germany and Australia. (Lesson 5)
- T scaffolds class discussions on the need to consider relationship between social issues and political agendas following video on Russian infrastructure. (Lesson 9)
- S view online video *USA: die Nukleare Erblast* and evaluate impact of nuclear incidents and impact of continuing carbon emissions on environment and discuss imperative for renewable resource development, relating to their assessment designs. (Lesson 10)
- S reflect on economic/environmental costs of exploitative practices of small enterprise oil drilling in agricultural areas in Indonesia after watching podcast *Indonesien: Erdölförderung auf dem Reisfeld*. (Lesson 11)
- Unit wraps up with S reflecting on questions raised about 'peak oil' in response to video about Brazilian oil finds; S then reflect on domestic responsibility for power consumption after viewing *Heimliche Stromfresser* and learning that standby power in Germany uses the equivalent megawatt hours of the total output of 2 nuclear power plants. T uses these questions to get S thinking about similar environmental/social issues for following German unit and congruent SOSE unit. (Lesson 12)

**Resources:**

- Das Erste (Producer). (No date). *Australien: kein Platz für Wale – Rohstoffhunger contra Tierschutz* [Video podcast]. Available from [http://mediathek.daserste.de/podcast/2745378\\_weltspiegel/6470416\\_australien--kein-platz-f-r-wale---rohstoffhunger-co](http://mediathek.daserste.de/podcast/2745378_weltspiegel/6470416_australien--kein-platz-f-r-wale---rohstoffhunger-co)
- Das Erste (Producer). (No date). *Brasilien: der Schatz aus der Tiefsee* [Video podcast]. Available from [http://mediathek.daserste.de/podcast/2745378\\_weltspiegel/6003680\\_brasilien--der-schatz-aus-der-tiefsee](http://mediathek.daserste.de/podcast/2745378_weltspiegel/6003680_brasilien--der-schatz-aus-der-tiefsee)
- Das Erste (Producer). (No date). *Deutschlandreise: Gierseilfähre* [Video podcast]. Available from [http://mediathek.daserste.de/sendungen\\_a-z/1458\\_sendung-mit-der-maus/436692\\_deutschlandreise--gierseil-f-hre?type=null](http://mediathek.daserste.de/sendungen_a-z/1458_sendung-mit-der-maus/436692_deutschlandreise--gierseil-f-hre?type=null)
- Das Erste (Producer). (No date). *Heimliche Stromfresser* [Video podcast]. Available from [http://mediathek.daserste.de/podcast/317310\\_ard-ratgeber--technik/5518040\\_heimliche-stromfresser](http://mediathek.daserste.de/podcast/317310_ard-ratgeber--technik/5518040_heimliche-stromfresser)
- Das Erste (Producer). (No date). *Indonesien: Erdölförderung auf dem Reisfeld* [Video podcast]. Available from [http://mediathek.daserste.de/podcast/2745378\\_weltspiegel/5468688\\_indonesien--erd-lf-rderung-auf-dem-reisfeld?type=null](http://mediathek.daserste.de/podcast/2745378_weltspiegel/5468688_indonesien--erd-lf-rderung-auf-dem-reisfeld?type=null)
- Das Erste (Producer). (No date). *Russland: Kahlschlag für die Superautobahn?* [Video podcast]. Available from [http://mediathek.daserste.de/podcast/2745378\\_weltspiegel/5279190\\_russland--kahlschlag-f-r-die-superautobahn-?type=null](http://mediathek.daserste.de/podcast/2745378_weltspiegel/5279190_russland--kahlschlag-f-r-die-superautobahn-?type=null)
- Das Erste (Producer). (No date). *USA: der Oel gau im Golf: ein Jahr danach* [Video podcast]. Available from [http://mediathek.daserste.de/podcast/2745378\\_weltspiegel/6969372\\_usa--der--l-gau-im-golf---ein-jahr-danach](http://mediathek.daserste.de/podcast/2745378_weltspiegel/6969372_usa--der--l-gau-im-golf---ein-jahr-danach)
- Das Erste (Producer). (No date). *USA: die Nukleare Erblast* [Video podcast]. Available from [http://mediathek.daserste.de/podcast/2745378\\_weltspiegel/6915932\\_usa--die-nukleare-erblast](http://mediathek.daserste.de/podcast/2745378_weltspiegel/6915932_usa--die-nukleare-erblast)
- Das Erste (Producer). (No date). *Windenergieanlage* [Video podcast]. Available from [http://mediathek.daserste.de/sendungen\\_a-z/1458\\_sendung-mit-der-maus/5371378\\_windenergieanlage?type=null](http://mediathek.daserste.de/sendungen_a-z/1458_sendung-mit-der-maus/5371378_windenergieanlage?type=null)
- Das Erste (Producer). (No date). *Welt in Zahlen: Urlaub* [Video podcast]. Available from [http://mediathek.daserste.de/podcast/1441144\\_w-wie-wissen/4907386\\_welt-in-zahlen---urlaub](http://mediathek.daserste.de/podcast/1441144_w-wie-wissen/4907386_welt-in-zahlen---urlaub)
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- Li Eljenta (Producer), (2010) *Deutsch Lernen – Wechselpräpositionen* [Youtube Video] Available from <http://youtu.be/VGbMH7K7PDY>
- Linguascope (No Date) Online Activities for German: Intermediate. In *der Stadt* Retrieved 31/05/2011 from <http://www.linguascope.com/preview/intermediate/deutsch/default.htm>
- Meyer, E. (2010). *Online Material for German Learning at Saint Louis University: Kapitel 6—I. Stellen-Stehen, Legen- Liegen, Hängen-Hängen*. Retrieved 05/06/2011 from <http://www.slu.edu/~emeyer16/Germanweb/MyGrammarExs/CETBewegung1.html>
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