

Curriculum design

The following year 11 unit on fairytales has been designed with consideration to the Victorian Certificate of Education Study Design.

Themes, topics and sub-topics

A requirement of teaching units one and two in year 11 is that all topics under theme one, *The Individual*, be covered as well as a sprinkling of topics and sub-topics from themes two and three. As my mentor had already covered theme one in her planning, with an additional unit from theme three, I planned a unit of work from theme two, *The German-speaking Communities*. The topic and subtopic I chose from this theme were *Arts and Entertainment* and *writers and literature*, respectively. Under the umbrella term of literature, I chose *fairytales* as the text type. As the unit of work requires students to write a fairytale, which is an imaginative genre, the unit of work also satisfies the requirement in the study design that students are 'expected to be familiar with, and be able to produce, an imaginative piece of writing'.

Vocabulary

As stated in the study design, students are expected to be familiar with a range of vocabulary related to the topic of study. In line with this consideration, students will learn a range of vocabulary in the target language relating to figures, places, problems and themes in German fairytales. The following chart comprises the main vocabulary learnt in the unit.



traditional fairytale
vocab completed

Language Structure for the unit (Grammar):

A further specification in the study design is that students be able to recognize and use a range of grammatical items. Those covered in this unit from the study design are:

1. regular and irregular verbs
2. separable and inseparable verbs
3. imperfect verb tense
4. coordinating conjunctions: *und, aber, denn*
5. subordinating conjunctions: *weil, als, dass, so....dass*
6. subordinate/main clauses

Assessment:

As my mentor had already planned the formal outcomes for the students, my unit of work could not count towards this. Thus, the assessment tasks designed for the unit, although challenging, did not count towards the formal assessment. Nevertheless, the work was marked, feedback given and marks recorded by my mentor. The two assessment tasks are:

- test on imperfect verb forms
- end product in which students write a traditional or modern retelling of a fairytale

Dimensions: communicating in a language other than English, working in teams, reading, writing, speaking and listening, producing, analyzing and evaluating, ICT for communicating, creativity

Domains: Interpersonal development, communication, ICT, thinking

Description of Learners: the year 11 class is a small group of nine students. As all students chose to continue with German in Year 10, most are motivated learners. There is however a spread of abilities and levels of motivation in the

group. While four learners are highly motivated and very capable learners who are well above the class average, five are either on the average or below. Perhaps not surprisingly, the students below the class average are also the least motivated.

Previous LOTE knowledge needed for this unit:

- knowledge of German fairytales
- some familiarity with the imperfect tense
- some knowledge of coordinate and subordinate clauses
- case endings, including prepositions

Overall unit objective

At the end of this unit students will be familiar with the main conventions and grammatical structures of the fairytale genre in order to write one in the target language.

Text-types used in the unit

Poster, fairytales, verb and vocabulary charts, cassette, gap fill exercise