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| **TRANSITION YEAR UNITS** | |
| 1. **Title of Transition Unit** | |
| German | |
| 1. **Area of Study** | |
| Academic Core Subject | |
| 1. **Overview** | |
| * To develop the four skills of listening, reading, speaking and writing. * To encourage learner autonomy, individually and in a group setting, * To broaden awareness of Germany and German-speaking countries and their culture. * To project German as a living language. | |
| 1. **Links** | |
| Building on the 4 skills acquired for the Junior Certificate with particular emphasis on developing student’s oral and cultural knowledge for the Leaving Certificate. | |
| 1. **Summary Outline of the Unit** | |
| **September to Christmas**  Students will engage in oral work, both in groups and in individual preparation, with a particular emphasis on opinions. Students will engage in expressing their opinions on such themes as politics, mobile phones, smoking, and alcohol. Answers previously learnt during the Junior Cert will be expanded upon, and key vocabulary will be learnt as part of this module. Although written work will be undertaken in the preparation and correction of oral work, the assessment will be an oral assessment at the end of the module.  Students will prepare a short story based on picture-sequences *“Bildergeschichten”* and will undertake an oral exam to describe their pictures in detail through German before the mid-term. They will need to produce a story, illustrate it, and then narrate another group’s *Bildergeschichte*. These picture-sequences are part of the Leaving Certificate oral examination, and an understanding of how to narrate a picture-sequence is a key skill for TYs to develop.  The students will also engage in a debating module. They will be presented with a range of topics and decide as a class which one they would like to debate. The class will explore persuasive vocabulary as well as how to rebut an argument in German. Speakers will be selected to write short speeches and a debate will take place within class time.  Three units of grammar will also be completed, focusing on the tenses and prepositions. These are often key areas of concern at the beginning of fifth year. They will be assessed in the form of worksheets.  *Preparation for a German Christmas*. Advent, Chriskindle, Weihnachtsplätzchen will form part of this.  **January to March**  The students will keep a diary about the daily activities in TY life. This will be collected and corrected once a week. These will help to reinforce tenses and grammar as a whole, and ensure that progress is maintained regardless of class trips or other disruptions.  The diaries will need to include both past tenses, and include a weekly dictionary of new words that have been learnt. Marks will also be awarded for mistakes that do not reoccur once they have been corrected. This is to encourage students to revise the grammar they find difficult and to take the opportunity in TY to cover any gaps in their knowledge.  In class students will also be working on being able to better express their opinions. This will involve learning new vocabulary and different ways of saying ‘I agree/ I think/ I am of the opinion that’, as well as being able to expand on and defend their opinions. They will also be learning vocabulary on a broad range of topics from problems they face in school, to the environment, and their favourite Youtubers.  **April to June**  The students will complete a ITC based project by midterm. Each student will be assigned a German state. They must create a powerpoint presentation in German with a minimum of 11 slides and a maximum of 16 slides about this state. They will then present their information in simple German to the class. While this work will be begun in class time, it is expected that the students will complete the project autonomously.  To this end a complete *revision of present and past tenses* and topic preparation as necessary.  The students will carry out listening exercises from Horthemen. These listening exercises will be similar in nature to those the students will do as part of their Leaving Cert.  A German “*Frűhstűck” or breakfast* will be arranged.  Topics on composers, artists, sports stars, food, festivals and songs will be included where appropriate and where time allows. Another 2 literary extracts will be read.  One film will be prepared and shown in class this term. The class will be presented with a choice of films. Films such as *Der Untergang* und *Das Leben der Anderen* have cross-curricular links with History. The students will prepare a short written review of the film. Opinion vocabulary will be reviewed as part of this.  The students will be given a 5 min oral challenge about topics prepared in class such as where they live, family, hobbies and school. | |
| 1. **Breakdown of the Unit** | |
| 2 classes per week. Approximately 60 hours in total.  Teacher led classroom work balanced with oral, listening and independent written work. | |
| 1. **Aims** | |
| *This Transition Unit aims to:* | |
| * To develop oral, aural, written and comprehension skills. * To build on students’ knowledge of grammar and further develop general language awareness and language structures. * To enhance student’s ability to use the German language to share and defend opinions. * To encourage learner autonomy through ICT work. | |
| 1. **Learning Outcomes** | |
| *On completion of this unit students should be able to:* | |
| * Answer questions and give details from recorded material in German. * Extract relevant specific information from a range of articles and texts. * Produce written material in German, communicating feelings and activities relevant to their day to day routine in TY. * Engage in a general conversation on topics covered throughout the year. | |
| 1. **Key Skills** | **How evidenced** |
| **Information Processing** | Learners will access information from a range of sources and communication technologies in relation to topics being studied i.e. vocabulary, grammar, cultural matters.  They will develop the ability to process and record acquired information appropriately and in context, to use this knowledge in assessment and productive tasks |
| **Critical and Creative Thinking** | Learners will learn to develop analytical skill through comprehensions.  Learners should be encouraged to think imaginatively in the application of vocabulary and grammatical structures. |
| **Communicating** | Learners will engage in listening and dialogue around relevant topics within the group and also in pair work.  Learners will improve their communication skills in the target language through listening, oral preparation and pair work. |
| **Working with Others** | Willingness, commitment, developing confidence in working in pairs in the target language. |
| **Being Personally Effective** | Learners will become more confident, evaluate their performance and achieve personal goals by their involvement in class activities and pair work.  Personal effectiveness and independent learning will develop within the student due to weekly self assessment. |
| 1. **Methodologies** | |
| Whole class teaching i.e. grammar, vocabulary  Pair work i.e. role plays, oral presentations  Group work i.e, debating, *Bildergeschichten*  Use of ICT i.e. cultural and language building / drilling websites  Student self-assessment (weekly)  Producing lyrics for songs as in concert attended  Using DVD/Video and accompanying worksheets  Independent use of dictionary | |
| 1. **Assessment Methods** | |
| **Ongoing**  Self-assessment weekly evaluation sheet  Journal and worksheets | **Culminative**  Project/ PowerPoint  February Test  5 minute oral challenge |
| 1. **Evaluation** | |
| Learners will complete a self evaluation sheet and discuss with teacher. Key questions will include What skills they have learned? And What skills do they still need to build up on and how?  Students will learn to take responsibility for their own progress in the four skills of language acquisition. | |
| 1. **Resources** | |
| Horthemen Junior- listening exercises  Handouts from ‘Ausblick’  German Films/ Videos  Langsam Gesprochene Nachrichten  Tivi.logo.de  German Youth Magazines such as *Juma, Bravo,* und *Gutefrage.net*  Grammar and Comprehension Hand-outs  Use of I.T. websites for grammar and project work  Languagesonline.org.uk  BBC.co.uk  Videos  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**14. Literacy and Numeracy** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Literacy** : Students will learn Key words and keep a record of them in their hardback.  When reading a text students will:  Scan a text, read for meaning, underline key words and translate into English,  The students will regularly produce written pieces of work, research information online, and evaluate work done.  **Numeracy**: Students will identify page numbers in German, they will learn to time their work, scan a text to find line numbers. They will also estimate how long exercises require to be completed. Numbers, statistics, figures and sequences will also naturally occur in games, articles, resources, and activities. These will be identified and incorporated into the teaching and learning as they occur. | |