

Year 7 to 10 (Entry)

Languages

German

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Scope and sequence

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Languages – German: Year 7 to 10 (Entry)

Contents

Languages – German: Year 7 to 10 (Entry)	1
Context statement	2
Achievement standards.....	3
Scope and sequence.....	5
Strand: Communicating.....	5
Sub-strand: Socialising.....	5
Thread: Socialising and interacting	5
Thread: Taking action and transacting	6
Thread: Building language for classroom interaction.....	7
Sub-strand: Informing.....	9
Thread: Obtaining and using information.....	9
Thread: Conveying and presenting information	10
Sub-strand: Creating.....	11
Thread: Participating in and responding to imaginative experience	11
Thread: Creating and expressing imaginative experience	12
Sub-strand: Translating.....	13
Thread: Translating and explaining	13
Thread: Creating bilingual texts	14
Sub-strand: Reflecting	15
Thread: Reflecting on intercultural experience	15
Thread: Identity in intercultural interaction	16
Strand: Understanding	17
Sub-strand: Systems of language	17
Thread: Sound and writing systems	17
Thread: Grammatical and vocabulary knowledge	18
Thread: Text structure and organisation	20
Sub-strand: Language variation and change.....	21
Thread: Language variation in use	21
Thread: Language change and diversity	22
Sub-strand: Role of language and culture	23
Thread: Relationship of language and culture	23

Context statement

In Languages, students communicate and make meaning in the language being learnt; they reflect on the interrelationship between language, culture, learning and identity and thereby develop their intercultural capability.

The Australian Curriculum: Languages is organised through 2 interrelated strands:

- Communicating: using language for communicative purposes in interpreting, creating and exchanging meaning
- Understanding: analysing language and culture as a resource for interpreting and creating meaning.

The 2 strands are divided into sub-strands which reflect dimensions of language use. Across the year levels, the content descriptions in each sub-strand present a development sequence of knowledge, understanding and skills and the related content to be taught and learnt. These sub-strands are further organised into threads that provide a deeper level of detail. Each content description has a number of elaborations as suggestions for teaching at each year level. The processes of listening, speaking, reading, viewing and writing are integrated across all content descriptions.

The Australian Curriculum: Languages provides a number of entry points, or pathways, into language learning, Foundation to Year 10.

This German scope and sequence is for second language learners, that is, learners who are learning the target language at school as an additional, new language.

Teachers will make appropriate adjustments to the curriculum to cater for the range of learners and for their context.

For the second language learner pathway, there are 2 learning sequences:

- Foundation to Year 10 sequence
- Years 7 to 10 (Year 7 Entry) sequence.

The South Australian Languages Scope and Sequence provides:

- achievement standards written in dot points with key verbs highlighted to provide clarity and to emphasise the progression of achievement
- explicit plain English interpretations of the content descriptions at each year level
- advice through content elaborations for each content description to support understanding of the content, context and level of learning expected at each year level
- all structural elements of the Australian Curriculum presented in a cohesive way as a guide on planning interrelated teaching and learning experiences
- a conceptual approach to expose students to deep inquiry to develop transferable skills, knowledge and understandings
- an intercultural language learning orientation to develop respect for diversity, an openness to multiple experiences and perspectives, and the capability to reflect on their own cultural identity and positioning
- a multilingual literacy approach, recognising that learning languages contributes to students' literacy in English, in their own languages and across the curriculum.

Achievement standards

Year 8	Year 10
<p>Skills</p> <p>By the end of Year 8, students:</p> <ul style="list-style-type: none"> • share information about personal worlds, including personal details, family, friends, interests, likes, dislikes and preferences • interact with others to carry out transactions, participate in class routines and socialise • use modelled language and simple expressions to ask and respond to familiar questions, give and respond to instructions, request help or permission, ask for information, clarification or assistance and clarify answers • make simple statements when socialising • 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 • 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 • use high-frequency vocabulary to describe characters, events and ideas encountered in imaginative texts • 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 • use a range of grammatical elements to describe people, objects, actions, events and relationships, including articles, personal pronouns and some possessive adjectives in the nominative and accusative • qualify meaning with reference to time, manner and place using everyday adverbs and phrases, and link words, phrases and sentences, and other connectives • work with German and English to translate texts and create simple bilingual texts for peers and family, noticing where equivalence is not possible • identify the relationship between language and culture, giving examples of adjustments made as a result of reactions and intercultural experiences • explain how aspects of their own identity impact on intercultural exchange. 	<p>Skills</p> <p>By the end of Year 10, students:</p> <ul style="list-style-type: none"> • 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 • interact with others to make decisions, solve problems, and negotiate and plan action in response to issues • use both rehearsed and spontaneous language when interacting • ask and respond to familiar questions and make comparisons • give opinions, explain problems and ask for advice or clarification • apply rules of pronunciation, intonation and stress, including variations such as contractions • locate, analyse and record information, feelings and opinions from a range of texts • respond to and re-create imaginative texts and use descriptive and expressive vocabulary to communicate about experiences and emotions • modify meaning with a range of adverbs and adverbial phrases • create personal, descriptive, informative and imaginative texts for different purposes, audiences and contexts • use a range of grammatical elements to describe, situate and link people, objects and events in time and place • use articles, personal pronouns, some demonstrative and interrogative adjectives, possessive adjectives in the nominative, accusative and dative case, and a range of prepositions in everyday and topic-based phrases • use present and future tenses of a range of regular and irregular verbs, including some modal, separable and inseparable verbs • describe past events and experiences using the present perfect and simple past tenses with a range of common verbs • use some common reflexive verbs in the present tense • use a variety of conjunctions and cohesive devices to create cohesion and interest • translate and interpret excerpts from informative and imaginative texts, identifying and explaining challenges and adjustments required when transferring meaning between languages and cultures • explain the importance of audience and context in intercultural exchanges • explain how cultural identity is both shaped by and influences ways of communicating and thinking.

Understandings

By the end of Year 8, students:

- **identify** German as an important European and global language and that it is related to English
- **identify** some of the common variations in German used in different contexts by different people
- **differentiate** statements, questions, imperatives and exclamations according to intonation, sentence structure and punctuation
- **understand** and **apply** grammatical concepts such as gender and number, and nominative and accusative case
- **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)
- **identify** features of common spoken, written and multimodal texts
- **understand** and **give** examples of how language use is shaped by and reflects the values, ideas and norms of a community.

Understandings

By the end of Year 10, students:

- give examples of how language changes over time and identify reasons for change
- apply the German case system (mainly nominative, accusative, dative) and explain the relationships between noun gender, article, pronoun, adjectival ending and case
- **name** some grammatical terms and their functions
- **identify** variations in the features of spoken and written German in relation to pronunciation, spelling and punctuation
- **identify** textual conventions in a range of texts and explain how they shape meaning and influence responses
- **identify** how features of German in familiar spoken and written texts vary according to audience, context and purpose
- **reflect** on their own cultural identity in light of their experience of learning German, identifying how their ideas and ways of communicating are influenced by their membership of cultural groups.

Scope and sequence

Strand: Communicating			
Using language for communicative purposes in interpreting, creating and exchanging meaning.			
Sub-strand: Socialising			
Interacting orally and in writing to exchange ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action.			
Thread: Socialising and interacting			
Year 7	Year 8	Year 9	Year 10
<p>Interact with teacher and peers using modelled language to share information about self, family, home, likes and dislikes.</p> <p>Students:</p> <ul style="list-style-type: none"> • exchange simple greetings, thanks and good wishes using formulaic expressions, adjusting language to suit the situation, for example, <i>Guten Morgen! Guten Abend! Auf Wiedersehen! Tschüss! Danke! Alles Gute zum Geburtstag! Frohe Ostern!</i> • introduce and describe self, others and possessions, for example, <i>Ich heiße ... und du? Das ist ..., sie ist nett, Ich bin ... Jahre alt und meine Augen sind braun, Ich wohne in ..., Ich komme aus ..., Das ist mein Vater/meine Mutter/mein Fahrrad</i> • share likes and dislikes, for example, <i>Ich mag Rot, Meine Lieblingsfarbe heißt ..., Ich lese gern, Ich esse nicht gern Zwiebel</i> • express feelings, for example, <i>Gut danke, Mir geht's nicht gut, Ich bin krank, Ich bin glücklich.</i> 	<p>Socialise and interact with teacher and peers to exchange information about friends, school, interests and preferences.</p> <p>Students:</p> <ul style="list-style-type: none"> • interact to exchange information about daily routines, for example, <i>Wann stehst du auf? Um sechs Uhr, Wann spielst du Tennis? Am Wochenende, Wann spielst du Volleyball? Am Freitagabend</i> • pose and respond to questions about personal world, such as pastimes, friends, family and school, for example, <i>Spielst du gern Tischtennis? Ja, ich spiele gern Tischtennis</i> • give reasons for preferences, for example, <i>Ich esse gern Schokolade, denn ..., Spielst du lieber Tennis oder Netzbball? Ich spiele lieber Netzbball, denn ...</i> • exchange and compare information about own and classmates' interests with German-speaking teenagers, such as sports, co-curricular activities, games and music. 	<p>Initiate interactions with teacher and peers to exchange ideas, opinions and feelings as well as information related to home, school experience and relationships.</p> <p>Students:</p> <ul style="list-style-type: none"> • initiate interactions using conversation starters, such as <i>Wie war dein Wochenende? Was hast du gemacht? Wie findest du ...?</i> • describe own Wohnort and exchange ideas about the advantages and disadvantages of living there, for example, <i>nearby facilities, Ich wohne gern auf dem Land, Es gibt in der Nähe einen Fluss und einen Fußballplatz, Leider haben wir kein Kino, Gibt es einen Supermarkt, wo du wohnst?</i> • exchange information and opinions with peers about school, family and friends, for example, <i>Ich finde meine Schule sehr gut, obwohl ..., Ich komme gut mit meinem Bruder aus, weil ..., Mathe ist besser als Englisch</i> • share own characteristics with others, and describe the ideal friend, for example, <i>Ich bin fleißig, unabhängig und abenteuerlustig, Leider bin ich aber auch stur und unordentlich, Ein guter Freund muss treu und ehrlich sein.</i> 	<p>Initiate and sustain interactions with peers and others by seeking and offering ideas, opinions and feelings as well as information related to relationships, community and future plans, in familiar and unfamiliar contexts.</p> <p>Students:</p> <ul style="list-style-type: none"> • initiate and sustain interactions using strategies, such as asking for repetition, clarification and confirmation, for example, <i>Wiederholen Sie die Frage, bitte! Was bedeutet das? Meinen Sie ... ? Wie bitte?</i> • recount events and describe personal experiences from the past, for example, <i>Gestern Abend hat Bayern-München gegen Mainz gewonnen, Hast du das Spiel gesehen? Wir sind in den Ferien zum Strand gefahren</i> • pose and respond to questions about future plans and aspirations, for example, <i>Was wirst du in den Ferien machen? Wir werden zu Hause bleiben, Was sind deine Zukunftspläne? Nach der 12, Klasse werde ich vielleicht Betriebswirtschaft studieren, Und du, was hast du vor?</i> • debate issues and evaluate personal views on topics such as relationships, environment, sustainability and employment.

<p>Key concepts: identity, respect, community, interculturality</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What is identity? • How does my identity change in different situations? • How can we show respect through the language choices we make? • Where do I feel at home? 	<p>Key concepts: relationships, perspective, respect</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How do our relationships affect the language we use? • Is there a right or wrong way to communicate? • How do we form opinions?
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Thread: Taking action and transacting

Year 7	Year 8	Year 9	Year 10
<p>Participate with teacher and peers in real or simulated situations that involve making arrangements and transacting.</p> <p>Students:</p> <ul style="list-style-type: none"> • participate in planning a class celebration or event, for example, by following a model to create an invitation or program, <i>Wann? Was? Wer? Wo? Warum?</i> • participate in group projects, for example, making and playing a vocabulary game or creating signs and posters for a shared experience • ask and answer simple questions about time, place, and activity to make plans with a friend, for example, <i>Ich gehe am Samstag ins Kino, Kommst du mit?</i> • participate in rehearsed role-plays to purchase goods, such as buying food and drink, for example, <i>Ich nehme ein Käsebrötchen, Was kostet ein Eis? Das macht 6,50 Euro</i> • follow simple procedures and instructions together, for example, using a recipe in German to make <i>Rösti</i> or <i>Kartoffelpuffer</i>. 	<p>Contribute to real or simulated transactions to make plans, carry out activities, and obtain goods or services.</p> <p>Students:</p> <ul style="list-style-type: none"> • contribute to shared projects, for example, produce and share a short story book for a younger audience or design a classroom poster • respond to an invitation, for example, <i>Liebe/r ..., danke für deine Einladung, Ich kann am Freitag nicht mitkommen, Ich habe Basketballtraining</i> • exchange details with peers to make plans, for example, <i>Ich gehe in den Ferien zum Strand, Kommst du mit? Ich gehe am Wochenende zur Party, Kommst du mit? Ja! Um wie viel Uhr?</i> • transact to purchase goods and services in real or simulated scenarios, such as by ordering food in a restaurant or using transport, for example, <i>Ich hätte gern einen Kaffee, Ich nehme ein Schnitzel mit Pommes, Kann ich ein Taxi zum Flughafen bestellen?</i> • follow procedures and instructions with peers, for example, participate in sport, dance, craft or cooking activities in German. 	<p>Collaborate with teacher and peers to make decisions and solve problems to complete tasks, and to obtain goods or services.</p> <p>Students:</p> <ul style="list-style-type: none"> • collaborate to organise a class display or event such as a German <i>Kabarett</i> or <i>Karneval</i>, plan the arrangements, <i>Wer organisiert die Musik? Wir können Poster machen</i>, and express agreement or disagreement with suggestions, <i>Gute Idee! Das ist super/blöd!/schade</i> • engage in scenarios related to travelling or living in a German-speaking country, such as staying with a host family, using transport or being lost and asking for directions, for example, <i>Entschuldigen Sie, wo ist der Bahnhof? Wie reise ich von Deutschland nach der Schweiz?</i> • complete tasks involving authentic or simulated transactions such as shopping for clothes on German-language internet sites, for example, <i>Ich möchte diese Hose anprobieren, Haben Sie Größe 38? 30 Euro? Das ist sehr preiswert.</i> 	<p>Negotiate with others to make decisions and solve problems, obtain goods or services, and to take individual and/or collective action.</p> <p>Students:</p> <ul style="list-style-type: none"> • negotiate a resolution to a problem using respectful interactions such as a disagreement with a sibling or classmate about having to share something, <i>Was soll ich tun? Ich kann es nicht haben, wenn ...</i>, or when making a complaint about unsatisfactory goods or services, <i>Ich habe eine vegetarische Pizza bestellt, aber ..., Die Hose ist die falsche Größe, Ich möchte mein Geld zurück</i> • take action to complete an application form for services such as an online membership or for opportunities, such as a German language competition, student exchange program or scholarship, and explain reasons for applying • decide on a collaborative project to take collective action, for example, fundraising for a particular cause, and negotiate roles for preparations, such as promotions and logistics • debate topics related to local or global issues such as community facilities or climate change using appropriate language, for example, <i>Meiner Meinung nach..., Ich bin der Meinung, dass ..., Ich sehe es anders, Ich stimme dir nicht zu.</i>

<p>Key concepts: transaction, roles and responsibilities</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How does role-play in different scenarios help us learn about languages and cultures? • What language choices are we making when we borrow, buy, sell, swap and trade? • What makes an interaction a transaction? • How can we share roles and responsibilities and work together? 	<p>Key concepts: transaction, collaboration, respect, negotiation, perspective</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Why is it important to collaborate? • How can our language choices convey respect? • How do we negotiate decisions when we have different ideas and opinions?
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Thread: Building language for classroom interaction

Year 7	Year 8	Year 9	Year 10
<p>Participate in classroom routines by following simple instructions and using modelled language to ask and answer questions and apologise.</p> <p>Students:</p> <ul style="list-style-type: none"> • participate in classroom routines, such as recording attendance, greeting, and taking leave, for example, <i>Hier bin ich, Guten Tag, Entschuldigung, Auf Wiedersehen, Bis morgen, Ich bin zu spät</i> • follow directions to play a game, complete work or get organised, for example, <i>Du bist dran, Öffnet eure Laptops, Seid ihr fertig?</i> • respond with actions and gestures to instructions, such as <i>Steht auf! Alle zusammen! Mach die Tür bitte zu!</i> • make polite requests to teacher using modelled language, for example, <i>Hilfe, bitte! Darf ich bitte auf die Toilette gehen?</i> • use appropriate language to apologise, for example, <i>Entschuldigung! Es tut mir leid, Entschuldigung für die Verspätung</i> • seek clarification, for example, by asking for repetition, <i>Wie bitte? Welche Seite?</i> 	<p>Interact with teacher and peers in classroom routines and exchanges by following instructions, asking and answering questions, apologising and making requests.</p> <p>Students:</p> <ul style="list-style-type: none"> • respond to instructions, requests and questions, for example, <i>Hört mal bitte zu, Und jetzt üben wir, Macht schnell fertig, Und jetzt alle zusammen, er möchte lesen? Wer kommt als nächstes? Wer ist dran?</i> • make polite requests to teacher and peers, including asking for assistance and permission, for example, <i>Darf ich bitte auf die Toilette gehen? Können Sie mir bitte helfen? Kannst du mir bitte deinen Kugelschreiber leihen?</i> • use repair strategies such as asking for repetition or expressing lack of knowledge, for example, <i>Können Sie das bitte wiederholen? Welche Seite? Wie sagt man das auf Deutsch? Ich verstehe das nicht</i> • ask questions related to learning and seek further clarification, for example, <i>Was bedeutet das? Warum? Was ist das? Ist das Wort der, die oder das?</i> 	<p>Use classroom language to give and follow instructions, make suggestions, ask questions for clarification, and express agreement or disagreement.</p> <p>Students:</p> <ul style="list-style-type: none"> • follow and give instructions, such as <i>Könnt ihr das bitte fertigmachen? Ihr müsst aber aufpassen, Macht bitte alle mit! Sei nicht so passiv! Schreibt das bitte auf! Du musst deine Vokabeln lernen! Lernt eure Vokabeln.</i> • participate in guided discussions and make suggestions about a shared experience, for example, <i>Es gibt viel Müll auf dem Schulhof, Was sollte passieren? Wollen wir Basketball oder Fußball spielen?</i> • state a problem and ask for clarification or advice, for example, <i>Ich habe ein Problem, Ich habe mein Passwort vergessen, Was soll ich machen? Ich brauche Hilfe, Wie heißt ... auf Deutsch?</i> • use respectful language to express agreement or disagreement, for example, <i>Ja, das stimmt, Sie hat Recht, Ich bin anderer Meinung, Das stimmt aber nicht.</i> 	<p>Contribute to structured discussions by giving and following advice, making suggestions, asking questions for clarification, expressing agreement or disagreement, and monitor own learning.</p> <p>Students:</p> <ul style="list-style-type: none"> • exchange language learning strategies and advice with peers, for example, <i>Lerne jeden Tag zehn neue Wörter! Ich lerne Vokabeln am besten, wenn ich sie in einem Satz schreibe, Wie lernst du am besten?</i> • evaluate shared learning experiences, such as an activity or resource, for example, <i>Ich habe es langweilig gefunden, Ich bin anderer Meinung. Ich habe es sehr interessant und nützlich gefunden, weil ...</i> • reflect on the opinions and advice of others, for example, <i>Das ist eine gute Idee, Ich werde das versuchen, Ich stimme dir nicht zu</i> • manage learning by goal setting, stating problems and asking questions for clarification, for example, <i>Ich möchte gute Noten in Deutsch bekommen, Was muss ich machen?</i>

Key concepts:

roles, routines, politeness, procedure

Key questions:

- What roles and routines do we need in the classroom and why?
- What's the daily language of our classroom?
- How do we show politeness?
- What skills do I need to give and follow instructions effectively?

Key concepts:

respect, perspective

Key questions:

- What skills do we need to share opinions respectfully?
- What language builds a respectful classroom?
- How does expressing agreement or disagreement vary across cultures?
- How can working together improve a shared experience?
- Is respectful interaction a human right?

Sub-strand: Informing

Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; and developing and applying knowledge.

Thread: Obtaining and using information

Year 7	Year 8	Year 9	Year 10
<p>Locate and organise key points of information in a range of simple texts relating to own world and that of young people.</p> <p>Students:</p> <ul style="list-style-type: none"> • locate key details, expressions and information in conversations and announcements, for example, listening to an interview with a German-speaking teenager about family and completing a family tree or timeline of key events • locate key information in simple texts, such as brochures, signs, websites and invitations to compile information related to places, lifestyles and events, such as home, school, leisure activities, climate and geography • organise and tally information from the results of a class survey, for example, <i>Neun Schüler essen gesundes Pausenbrot. Acht Schüler essen ungesundes Pausenbrot.</i> 	<p>Identify and record topic, gist and specific points of information in a range of texts relating to own world and that of others.</p> <p>Students:</p> <ul style="list-style-type: none"> • identify and record data such as results of class surveys or information from notices, timetables and announcements, and present findings to others, for example, in a digital visual presentation, poster or wall chart • locate facts and textual clues such as participants, context and situation to identify topic and gist in familiar texts such as notices, conversations and articles • classify data from surveys and interviews related to family, home, interests and food, and discuss trends using modelled language, for example, <i>Nur eine Person hat keine Geschwister, Schüler in der achten Klasse machen mehr Computerspiele als Sport</i> • obtain information about people, time and activities in German-speaking contexts and use the information, for example, to create a profile, timetable to show a sequence of activities or events • use obtained information in simple multimodal formats, for example, to create a class video profile with text, or a presentation with a recorded commentary. 	<p>Obtain and interpret information and opinions in a range of oral, written and multimodal texts, and re-present the information in new ways.</p> <p>Students:</p> <ul style="list-style-type: none"> • obtain information from appropriate sources about a topic of interest, for example, use of technology, healthy lifestyles, or aspects of life in German-speaking countries and re-present the key ideas for peers • summarise information and opinions from interviews with known people or well-known people, for example, write a journal entry or blog describing a typical day in a particular profession • compile information, data and perspectives from a range of sources related to people, time and activities and interpret trends in the data • use print and digital resources, such as dictionaries, grammar references and websites to support comprehension and research. 	<p>Access and evaluate information, attitudes and opinions in a variety of texts, and convey the information in new ways.</p> <p>Students:</p> <ul style="list-style-type: none"> • extract key information from short informative texts such as television news items, promotional videos or documentaries with the aid of note-taking tools, to reuse in own texts • compile and compare information and opinions from a range of spoken or written texts, for example, from interviews and evaluation forms related to a <i>Schüleraustausch</i> or <i>Arbeitspraktikum</i> • access information via surveys or research to report on attitudes towards topics, such as water usage, consumer choice, technology, music or celebrities • use obtained information to create persuasive, informative or personal texts, for example, reviews, reports, oral presentations or diary entries.
<p>Key concepts: information, processing</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What is the difference between fact and fiction? • How can we locate the information we need? 		<p>Key concepts: perspective, analysis, reliability</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How do we know what sources of information are reliable and trustworthy? • What processes could we use to analyse and evaluate a text? • Where can I see culture reflected in texts? • Is respectful interaction a human right? 	

Thread: Conveying and presenting information

Year 7	Year 8	Year 9	Year 10
<p>Present information related to own world and that of other young people in modelled spoken and written texts.</p> <p>Students:</p> <ul style="list-style-type: none"> • present information with support, orally, visually and in writing, on aspects of immediate environment or personal world, for example, information about themselves, a school/community event, celebration or excursion, or a new student, supported by using visuals • present cultural information and facts related to Australia and German-speaking countries, for example, population and physical size, daily temperatures, number and type of dwellings • present findings from class surveys related to personal worlds, such as hobbies, family members, favourite subjects, with modelled statements such as <i>Acht Schüler haben ein Haustier.</i> 	<p>Present information and ideas related to own world and that of others in simple spoken, written and multimodal texts for teacher and peers.</p> <p>Students:</p> <ul style="list-style-type: none"> • collate the results of a class survey on topics such as leisure activities, favourite food or time spent using social media, and present findings by creating graphs and simple statements, such as <i>Dreizehn Schüler essen gern Pizza, aber zehn Schüler essen gern Hamburger</i> • create simple persuasive and informative texts for a targeted audience, for example, an advertisement for an event, a virtual tour of their own and/or a partner school, a notice for a school excursion • research aspects of daily life across cultures, for example, eating habits, school life, routines and language learning and present the information in oral presentations or photo story form for peers, <i>In Deutschland feiern viele Familien Weihnachten und Ostern zu Hause.</i> 	<p>Convey and present information and opinions in familiar text types appropriate to audience, context and purpose.</p> <p>Students:</p> <ul style="list-style-type: none"> • convey information in persuasive and informative texts, such as advertisements, websites and short articles, using visual images or sound effects to enhance meaning for different target audiences • explain a procedure or practice to younger peers, using simple language and supporting graphics, materials and gestures, for example, how to play a game or sport, a cooking show segment, or fashion tips, for example, <i>Zuerst brauchst ..., Dann ..., Zuletzt gewinnt, Die Mannschaft ohne Spieler verliert</i> • create multimodal texts to present own opinions on a chosen topic of interest, such as recycling, healthy food choices, and sport and fitness • create an informative video or brochure to convey information about teenage life in Australia to a partner school in Germany, considering school, part time jobs and leisure activities. 	<p>Convey and present information, ideas and perspectives in a range of modes and text types appropriate to audience, context and purpose.</p> <p>Students:</p> <ul style="list-style-type: none"> • convey information and ideas by aligning choice of language and text structure to topics and themes, for example, by using emotive images and captions to highlight issues such as <i>Jugendarbeitslosigkeit</i>, or rap rhythms and slogans to provoke reactions or to entertain • present a range of perspectives gathered from blogs, surveys, interviews or social media commentary on topical matters of interest, using text and graphics for display in a prominent area of the school • create a persuasive video, webpage or brochure to convey information about travel destinations in South Australia for German-speaking tourists, for example, <i>Besuche Kangaroo Island Es ist die schönste Insel und sie hat viele einzigartige Tiere, die es nur in Australien gibt.</i>
<p>Key concepts: sharing, presenting, reporting</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What is my biodata? • How can I share information about my world in an interesting way? • How do visuals help to convey meaning? 		<p>Key concepts: conveying, engaging, connecting</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How do texts convey cultural ideas? • How do we select the best modes and texts to engage and connect with an audience? 	

Sub-strand: Creating

Engaging with imaginative experience by participating in, responding to and creating a range of texts, such as stories, songs, drama and music.

Thread: Participating in and responding to imaginative experience

Year 7	Year 8	Year 9	Year 10
<p>Participate in reading, viewing and listening to simple imaginative texts and respond by identifying key characters, events and ideas.</p> <p>Students:</p> <ul style="list-style-type: none"> • participate in shared imaginative experiences, such as reading a short story or viewing a cartoon, and summarise key characters and events by producing a profile of a character or <i>Steckbrief</i> • share opinions about characters, events and ideas using modelled language, for example, <i>Ich finde das Mädchen sehr lustig, Das Ende ist traurig, Der Film ist lustig</i> • select images to illustrate a piece of text, such as a picture, colour or symbol, to reflect the content or mood, and explain choice with modelled language, for example, <i>Das Lied ist optimistisch/aggressiv</i> • sequence events from an imaginative text by creating a timeline of main events or matching images of scenes with excerpts. 	<p>Engage with imaginative texts by discussing and describing key elements and noticing cultural ideas.</p> <p>Students:</p> <ul style="list-style-type: none"> • discuss and describe ideas and themes in imaginative texts such as films or poems, using modelled language, for example, <i>Es geht im Film um Freundschaft, Familie und Sport. Das Gedicht ist lustig und interessant, aber kurz</i> • express opinions and reactions to imaginative texts, for example, <i>Ich finde den Film langweilig, Die Hauptdarstellerin ist super, Ich mag das Lied, weil es ein Ohrwurm ist</i> • perform a song or poem, incorporating actions and props to enhance meaning of German cultural elements and to entertain • represent significant events and characters from texts in different forms, for example, by creating mind maps, timelines, storyboards or descriptive introductions to characters. 	<p>Respond to a range of imaginative texts by comparing, recreating, modifying aspects and expressing reactions.</p> <p>Students:</p> <ul style="list-style-type: none"> • respond to texts, such as television shows or films with subtitles, by expressing reactions or modifying key aspects, for example, by creating a new scene or performing the text from the perspective of one of the minor characters • enact a key scene or interaction from a written text using language, expression and gesture to suit the original text • compare contemporary music from Germany and Australia by viewing music clips, and identify similarities and differences in expression, themes and styles of performance • view traditional and contemporary German artworks and express reactions related to the themes, subjects and landscapes, for example, <i>Die Wälder sind schön aber zu dunkel, Das Bild macht mich traurig und ich fühle mich etwas einsam.</i> 	<p>Respond to a range of contemporary and traditional imaginative texts by comparing elements, expressing own opinions, and considering cultural elements.</p> <p>Students:</p> <ul style="list-style-type: none"> • engage with imaginative texts by making connections with aspects of German fairy tales and stories from own languages and cultures, expressing opinions and ideas, for example, <i>Meiner Meinung nach sind die Themen im 19. Jahrhundert vergleichbar mit den Themen heute. Aber die Rolle der Frau ist heute anders</i> • compare cultural and stylistic elements of German and Australian imaginative texts, such as versions of reality television series • review and rate a film, television episode or performance using descriptive language, considering how the text reflects German cultural values • analyse how language features reflect context and purpose of writing, for example, the role of <i>Imperfekt</i> tense in traditional narratives and formal texts in German.
<p>Key concepts: description, response, message</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What language can I use to describe the characters? • Is there a message in every imaginative text? • What do I really think about the message in this imaginative text? • How can imaginative experiences help us learn languages and understand cultures? 		<p>Key concepts: engagement, perspective, connection</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What makes an imaginative text engaging? • Why do we sometimes have differing opinions about an imaginative experience? • From whose perspective is the imaginative text told or expressed? • How can imaginative experiences help us understand the relationship between language and culture? 	

Thread: Creating and expressing imaginative experience

Year 7	Year 8	Year 9	Year 10
<p>Create simple individual and shared imaginative texts by adapting a familiar text or using a modelled structure.</p> <p>Students:</p> <ul style="list-style-type: none"> • create own versions of familiar texts using a model text, for example, a digital comic strip or storyboard • create a profile for an imaginary character, for example, a fantastical creature, using images and modelled sentences to creatively describe aspects such as, name, occupation, family, friends, interests and place of residence • perform a simple skit with peers to entertain others, for example, a role-play about going on an adventure. 	<p>Create simple imaginative texts that present characters, events and situations to entertain peers and younger audiences.</p> <p>Students:</p> <ul style="list-style-type: none"> • create and perform imagined interactions, for example, meeting a character from a text for the first time or going on an adventure with a friend • invent a new aspect of a text, such as a new character, a different setting or an alternative ending, and present it for peers in written, spoken or multimodal form, such as a vignette, a poster with labels, or a video with voice over • create a picture book with a repetitive narrative structure based on a familiar children’s book, to entertain a younger audience • use digital technologies to design and promote an imagined event or place such as a new amusement park or sport facility to attract young people to the area. 	<p>Create imaginative texts to entertain, convey ideas and experiences, and express emotions.</p> <p>Students:</p> <ul style="list-style-type: none"> • create an imaginative text with familiar experiences and themes to entertain a younger audience, such as a picture storybook, puppet play or short film • describe an imagined experience using a familiar text type, for example, a diary entry describing the first day as an exchange student in a German school, including emotive language, such as <i>Heute war mein erster Tag am Gymnasium Lehrte und ich war sehr nervös. Die Schule beginnt um acht Uhr und endet um ein Uhr. Die Schüler sind nett, aber gestresst und es gibt so viel Hausaufgaben!</i> • create an imaginary character such as an avatar or an animated object in a German-speaking context, incorporating communicative styles and behaviours observed in German texts. 	<p>Create a variety of imaginative texts for different purposes, audiences and contexts.</p> <p>Students:</p> <ul style="list-style-type: none"> • dramatise a text, for example, by performing a poem using a given format, such as <i>Elfchen</i>, a string poem or <i>Konkrete Poesie</i> • compose original texts to entertain or inform others, expressing real or imagined intercultural experiences, for example, a video about a real or fictional school, or a short story about the local landscape • reinterpret a traditional German story by changing the setting, theme, moral, character or language style to reflect a new context or perspective, or to reach a particular audience.
<p>Key concepts: creating, reinterpretation, performance</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How can I create a text that will engage the audience? • How can I reinterpret a text without losing the essence? • How can I demonstrate cultural knowledge in my performance? 		<p>Key concepts: expression, design, engagement</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What makes an imaginative experience entertaining and engaging? • Why is self-expression important? • How can I represent languages and cultures through imaginative experience? 	

Sub-strand: Translating			
Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.			
Thread: Translating and explaining			
Year 7	Year 8	Year 9	Year 10
<p>Translate simple texts from German to English and vice versa, and notice which words or phrases translate easily and which do not.</p> <p>Students:</p> <ul style="list-style-type: none"> • translate simple texts such as photo stories or conversations, noticing words and phrases that can be translated literally and those that cannot, for example, <i>Guten Appetit! Guten Tag! Ohrwurm! Auf Wiedersehen!</i> • predict meaning of German–English cognates, for example, <i>Brot, kalt, trinken</i>, and note false friends such as <i>gift</i> (poison) • translate public signs from German to English and vice versa, noticing similarities, differences, and words or phrases that do or do not translate easily, such as <i>Ordnung</i> • explain to peers and family members interesting aspects of German language and culture, for example, explain phrases, expressions and gestures that do not have an equivalent meaning in English. 	<p>Translate familiar texts from German to English and vice versa using contextual cues and textual features, and identify cultural terms that require interpretation.</p> <p>Students:</p> <ul style="list-style-type: none"> • translate familiar texts, recognising where literal translation is or is not possible, for example, in idiomatic expressions such as <i>fix und fertig</i> or <i>die Daumen drücken</i> and discuss interpretations with peers • identify aspects of German language and culture in texts and consider how best to translate meaning, for example, the use of pronouns and terms of address, such as formal <i>Sie</i>, and <i>Frau</i> and <i>Herr</i> • translate texts based on knowledge of their own languages, context, text conventions and knowledge of the German grammatical system, such as proper nouns and affixes, to help predict meaning • recognise compound nouns, such as <i>Kindergarten, Faultier</i> and <i>Seehund</i>, considering literal and actual meaning in translation. 	<p>Translate and interpret aspects of texts from German to English and vice versa, identify challenges involved and compare own interpretations with peers.</p> <p>Students:</p> <ul style="list-style-type: none"> • translate short authentic texts into English, such as a public notice or advertisement for an event in a German-speaking country, for example, <i>Karneval</i> or <i>Salzburger Jugendtag</i>, then compare own translation with peers', discussing differences between versions and considering reasons for these • compare some common idiomatic expressions in German and English, for example, <i>Er hat einen Vogel, Kuhdorf, Jetzt haben wir den Salat</i>, and present an idiomatic expression from a language of own choice, also translating it into German • evaluate the effectiveness of online translators by comparing different versions of a translated text and annotate differences and mistranslations in English. 	<p>Translate and interpret a variety of texts, identify embedded cultural concepts and explain own interpretations with peers, discussing what differs and why.</p> <p>Students:</p> <ul style="list-style-type: none"> • translate and interpret texts such as articles and book excerpts and explain to peers and teacher, for example through annotations, what adjustments were required to interpret cultural concepts embedded in the texts • translate contemporary and traditional German poems into English, discussing how form, language features and meaning might be lost in translation • compare German and English similes and metaphors, for example, <i>so alt wie ein Baum, einen Bärenhunger haben</i>, 'as fit as a Mallee bull', and discuss interpretations with peers and suggest possible reasons for differences.
<p>Key concepts: translation, interpretation, comparison, equivalence</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What helps us predict the meaning of words and expressions? • How can we move between languages and cultures? • Why is there more than one way to translate or interpret meaning from one language or culture to another? • Are online translators a help or a hindrance? 		<p>Key concepts: translation, interpretation, translatability</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Can we separate language from culture? • Why is it difficult to translate a word or expressions without context? • What does 'lost in translation' mean? • How do I explain cultural sayings or expressions that have no direct translation? 	

Thread: Creating bilingual texts			
Year 7	Year 8	Year 9	Year 10
<p>Create simple bilingual texts for use in the classroom for self and peers.</p> <p>Students:</p> <ul style="list-style-type: none"> • create bilingual signs and notices for the school and local community, such as <i>Bibliothek, Sporthalle</i> • create and use bilingual resources for language learning, such as personal German-English dictionaries with pictures and explanations of language use • create simple bilingual or multilingual texts with visual support, for example, a video labelling items around the school or house in German, English and other known languages. 	<p>Create simple bilingual texts and resources for use in the classroom, school and local community.</p> <p>Students:</p> <ul style="list-style-type: none"> • create bilingual texts for use in the school, such as, a Big Book or game for the resource centre, invitations to a class event or posters for a performance • create captions for texts to support the local community in two or more languages, such as an item for the school newsletter, a local restaurant menu or a video tour of the school • create shared bilingual resources for the classroom, such as reference posters for parts of speech, or labelled images to explain frequently used, culturally specific terms. 	<p>Create print, digital and multimodal bilingual texts for the school and wider community.</p> <p>Students:</p> <ul style="list-style-type: none"> • create bilingual captions or voiceover for images of scenes from Australia and German-speaking countries to explain cultural aspects, for example, bush, forest, mountain, beach or city • create bilingual or multilingual texts for the wider community with contextual and visual support, such as community information leaflets, newsletter items, restaurant menus or brochures • create and perform a bilingual item to entertain or inform a school audience, selecting when to use which languages. 	<p>Create a range of bilingual texts for varied audiences and purposes.</p> <p>Students:</p> <ul style="list-style-type: none"> • create bilingual texts for German speakers by adding definitions or short explanations of cultural concepts, for example, add footnotes to a guidebook on an Australian sport, or provide annotations to a description of a local cultural event or national celebration • create English commentaries or subtitles for German multimodal texts to interpret cultural and linguistic aspects • create printed guides for international students, explaining key terms and expressions associated with traditions, curricula, schedules or routines in Australian schools • create bilingual texts for specific audiences, such as songs or games for younger learners, or a schedule for an event for both English and German speakers, noticing how meaning needs to be tailored to audience and cultural perspectives.
<p>Key concepts: creating, bilingualism, multilingualism</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Which languages do I use, and when? • How does being bilingual or multilingual help our learning? • How can we communicate when we don't speak the same language? • What are the benefits of using more than one language when creating texts? 		<p>Key concepts: creating, bilingualism, multilingualism, translanguaging</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How does being bilingual or multilingual advantage me? • What real-life situations would benefit from a bilingual or multilingual text? • How could being multilingual help us when translating or explaining? • What is translanguaging and when do we use it? 	

Sub-strand: Reflecting

Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity.

Thread: Reflecting on intercultural experience

Year 7	Year 8	Year 9	Year 10
<p>Participate in intercultural experiences, noticing how interactions involve culture as well as language, and begin to observe own reactions and feelings.</p> <p>Students:</p> <ul style="list-style-type: none"> • participate in intercultural experiences, such as interactions with speakers of German, a visit to a German, Swiss or Austrian restaurant in South Australia, or through reading and viewing German texts, and begin to observe own reactions and feelings to language, behaviour or situations that may be unfamiliar • reflect on choices made when using German to interact with others, for example, choosing respectful behaviour and language, such as family names with titles, <i>Guten Tag, Frau Stein</i>, and formal or informal register, for example, <i>du/ihr/Sie</i> • observe interactions between German speakers in different contexts, noticing elements that reflect cultural attitudes or behaviours, such as language associated with politeness or emotion, such as <i>bitte schön, Entschuldigung, Wie schön! Du bist gemein!</i>, gift-giving customs, or ways of showing collective appreciation or approval. 	<p>Participate in intercultural experiences, noticing how interactions involve culture as well as language, make connections to own cultures and consider own responses.</p> <p>Students:</p> <ul style="list-style-type: none"> • interact with German speakers or peers in person, via email, shared digital spaces or video, share areas of interest and consider own responses to information, expressions and ideas encountered through the experience • reflect on how some personal or community ideas and actions in the Australian context may be perceived by German speakers, for example, the ‘laid-back’, informal approach to everyday encounters in schools, workplaces and recreational activities, or considering the vastness of Australia when planning a holiday, and discuss possible implications • compare the use and cultural significance of gestures and body language and select those that can be easily incorporated into own interactions when communicating in German, for example, shaking hands as a common greeting, not putting hands in pockets while talking with someone and maintaining eye contact • notice how interactions are conducted in Australia and in Germany, for example, the efficiency of the interaction when shopping in Germany, for example, packing your own bags and the absence of small talk between customer and assistant. 	<p>Engage in intercultural experiences, reflect on own and others’ reactions, and recognise the cultural practices, values and beliefs that are evident in language use.</p> <p>Students:</p> <ul style="list-style-type: none"> • engage with German peers, sharing cultural practices, values, and beliefs, by discussing significant events, celebrations, and personal milestones • reflect on own perspectives and assumptions in new situations, including challenging stereotypes, for example, identify possible misunderstandings that a young person from Australia might make when visiting a German-speaking country or vice versa • consider how own cultural practices, values, body language and verbal expressions may be interpreted by German peers, for example, personal space and physical contact, personal and family habits and behaviours • explore the reciprocal nature of intercultural communication, the 2-way process of noticing and responding to differences in perceptions, understandings or behaviours, such as the degree of formality or directness • reflect on own and others’ reactions, behaviour and language choices in intercultural situations, including in own groups and cultures, such as school, extended family, clubs, online groups, community and work environments. 	<p>Engage in a variety of intercultural experiences and reflect on how intercultural communication involves shared responsibility for meaning-making.</p> <p>Students:</p> <ul style="list-style-type: none"> • engage in intercultural experiences involving German/Swiss/Austrian migrant experiences in Australia and reflect on adjustments made to convey meaning in different contexts • reflect on levels of success, comfort or surprise during intercultural experiences and consider possible reasons for those feelings and responses • share insightful moments encountered while learning and using German, for example, breakdowns or breakthroughs in communication, and discuss repair and recovery strategies and insights gained • explain the importance of audience and context in intercultural exchanges, for example, how language choices might be interpreted by German speakers and make adjustments to help convey intended meaning, for example, more often using the generalised pronoun <i>man</i> or a passive construction rather than <i>du/wir/sie</i> or <i>(alle) Leute</i>.

<p>Key concepts: reflection, diversity, assumption, communication</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What makes a great communicator? • How can we engage with the languages and cultures around us? • Why does diversity matter? • How does it feel to learn a new language? 		<p>Key concepts: reflection, perspective, communication, respect</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What lens do I see the world through? • How can I adjust my interactions to better understand and be understood? • How do languages enrich me? • What is the danger in stereotypes? 	
<p>Thread: Identity in intercultural interaction</p>			
<p>Year 7</p>	<p>Year 8</p>	<p>Year 9</p>	<p>Year 10</p>
<p>Reflect on own identity, including as a user and learner of German, by describing and sharing aspects of self.</p> <p>Students:</p> <ul style="list-style-type: none"> • collate the language experiences of the class, including first languages, additional languages, languages learnt at school and languages understood or exposed to, and reflect on own languages and how they have influenced identity • reflect on the experience of learning and using German, including any perceived changes in levels of confidence or understanding of own sense of belonging, or in attitudes to culture and intercultural communication, for example, ‘How did I feel when I first heard/spoke German? How do I feel now?’ • create personal profiles to share with others, considering which aspects of their identity, such as significant people, places, languages, events or heritage, to reveal to people in different contexts. 	<p>Reflect on how intercultural experiences and language learning plays a role in shaping identity, including their own.</p> <p>Students:</p> <ul style="list-style-type: none"> • prepare a class profile to exchange with German-speaking students, showing cultural backgrounds, languages used in the home, interests and values, incorporating visual representations such as photos, captions, quotes and symbols • participate in a discussion in English about an aspect of identity, for example, consider the impact of a school uniform on personal identity and explore how German students might view wearing a school uniform • compare aspects of identity that may be important across cultures, such as state, country, ethnic group, language, religion, age, gender, and position in family • create personal texts to identify and describe significant events or experiences, including membership of groups, for example, sporting or cultural groups, that have shaped personal identity. 	<p>Reflect on self as a language user and consider the relationship between language, culture and identity in their immediate environment.</p> <p>Students:</p> <ul style="list-style-type: none"> • reflect on the experience of learning German and consider how this might add a further dimension to own sense of identity, for example, by creating a persuasive text about the benefits gained by learning another language • reflect on how the experience of learning languages has impacted on their awareness of their own communicative and cultural behaviours and how these may be interpreted by others • explore how identity is expressed through languages spoken by people in various cultural contexts, including languages spoken by classmates and family or community members • share personal experiences that have shaped their intercultural identity, for example, through a captioned timeline of their family history and cultural influences • discuss how they would represent Australian identity and consider whether it matches their own identity. 	<p>Reflect on self as a language user and participant in intercultural exchange, and consider how own cultural identity is both shaped by and influences ways of communicating and thinking.</p> <p>Students:</p> <ul style="list-style-type: none"> • reflect on ways cultural identity is manifested, for example, through languages, family occasions, community events and festivals • reflect on choices made to present self to others in particular ways or to conceal aspects of identity when interacting across cultures and notice the adjustments made when interacting • map own linguistic and cultural profile by creating a web profile or a timeline of major milestones, and highlighting formative elements such as family languages, key relationships and intercultural experiences.
<p>Key concepts: identity, reciprocating, self-awareness, interculturality</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Which cultures contribute to my identity? • What’s my place in this world? 		<p>Key concepts: identity, perspective, influence</p> <p>Key questions:</p> <ul style="list-style-type: none"> • In what ways am I a global citizen? • What influences my identity? 	

Strand: Understanding

Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.

Sub-strand: Systems of language

Understanding the language system, including sound, writing, grammar and text.

Thread: Sound and writing systems

Year 7	Year 8	Year 9	Year 10
<p>Develop awareness of key features of the German sound system, including pronunciation, stress and intonation, and how sounds are represented in written form.</p> <p>Students:</p> <ul style="list-style-type: none"> • listen to and mimic the sounds of German, and develop awareness of sound-symbol correspondence, including distinctive sounds such as those represented by the letters ch, r, th, u and z, consonant blends and clusters, such as sch, short and long vowel sounds, such as monophthongs, a, e, i, o and u, and diphthongs, such as au, ei, eu and ie, the impact of the <i>Umlaut</i> on a, o and u, and <i>ß</i> • compare the German alphabet to English, identifying any connections, or differences in pronunciation • pronounce the German alphabet by singing <i>das Alphabetlied</i>, and use the German alphabet for spelling out names and other words • begin to apply German capitalisation rules to nouns and notice that the capitalisation of the formal form <i>Sie</i> distinguishes it from <i>sie</i>, and compare capitalisation rules between German, English and other known languages • understand that <i>ß</i> can only be used in lower case, and that <i>ä, ö</i> and <i>ü</i> can be written as <i>ae, oe</i> and <i>ue</i> respectively • listen to, pronounce and write high frequency words. 	<p>Recognise and use key features of the German sound system, including pronunciation, stress, rhythm and intonation, and how sounds are represented in written form.</p> <p>Students:</p> <ul style="list-style-type: none"> • identify sound–symbol correspondence, and further develop pronunciation, for example, in words that have monophthongs, diphthongs, digraphs and trigraphs, for example, <i>Esel, oder, Frau, Hause, zwei, ihre, einen, nicht, schon, schnell</i> • recognise differences in intonation and rhythm between statements, questions and commands • compare sound systems in English, German and other known languages, considering aspects, such as pronunciation, stress, rhythm and intonation • practise pronunciation of sounds and rhythms by saying tongue twisters, rhymes and short poems, or recording words to create talking dictionaries • understand the meaning and use of full stops and commas in German ordinal or decimal numbers, for example, <i>die 8. Klasse, 9,50 Euro, 15.30 Uhr</i>. 	<p>Identify features of the German sound system, such as pronunciation, stress, rhythm and intonation, and their representation in written form, and use in spoken and written language.</p> <p>Students:</p> <ul style="list-style-type: none"> • listen to and view excerpts of authentic German conversations, noting examples of monophthongs, diphthongs, digraphs and differing use of fricatives, such as, <i>Sabine, essen</i>, and the impact of their use • apply knowledge of the German sound system to pronounce unfamiliar words and phrases • compare punctuation rules in English, German and other known languages, considering aspects, such as the distribution and functions of commas, and the style of quotation marks for direct speech • recognise the difference between anglicised and German pronunciation, for example with loan-words and place names • reproduce modelled pronunciation, stress and intonation in interactions to develop fluency. 	<p>Understand and apply features of spoken language including pronunciation, stress, rhythm and intonation in complex sentences, and apply punctuation conventions in writing.</p> <p>Students:</p> <ul style="list-style-type: none"> • understand the role of pronunciation, rhythm and pace in enhancing or altering meaning and creating effects, for example, mood, or suggesting relationships, and in spoken texts such as stories, poems, songs and conversations • understand and apply rhythms in complex sentences, using pausing and intonation to signal clause sequence and emphasis • apply German punctuation and spelling rules to edit own and peers’ written work.

<p>Key concepts: systems, sound, speech, symbols, scripts</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What does this language look like and sound like compared to languages I know? • Does pronunciation matter? • How does punctuation change meaning? • What can we learn about a language from its alphabet, scripts and symbols? 	<p>Key concepts: sound systems, writing systems, rhythm</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How can stress and intonation change the meaning? • Is handwriting a lost art?
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Thread: Grammatical and vocabulary knowledge

Year 7	Year 8	Year 9	Year 10
<p>Develop knowledge of and use key features and patterns of the German grammatical system, including gender, nominative and accusative cases, present tense of regular verbs, personal pronouns, possessive adjectives, contractions and word order to communicate information about people, objects and events.</p> <p>Students:</p> <ul style="list-style-type: none"> • understand that German has multiple words for ‘the’ and ‘a/an’ according to the gender of the relevant noun, and notice that the articles for masculine nouns change when the noun is in the accusative, for example, <i>Die Frau hat einen BMW, Der Junge isst einen Apfel</i> • notice the relationship between gender, article, adjective and case when using adjectives to describe people, objects, places and events, for example, <i>Ich habe einen kleinen Bruder</i> • understand the subject-verb-object (SVO) word order, for example, <i>Ich spiele Basketball</i>, and the need for subject-verb inversion to keep the verb as the second idea/element in the sentence, for example, <i>Heute Abend spiele ich Basketball</i> • conjugate the present tense of regular verbs and some common irregular verbs, including <i>sein</i> and <i>haben</i>, and use them in context • describe qualities of people, objects and animals using adjectives, including post-nominal (predicative) adjectives, for example, <i>Unsere Deutschlehrerin ist intelligent, Die Berge in Österreich sind sehr schön, Meine Augen sind blau</i> 	<p>Develop knowledge of and apply key features and patterns of the German grammatical system, including modal verbs, coordinating conjunctions and present tense of some irregular verbs, to express actions and relationships.</p> <p>Students:</p> <ul style="list-style-type: none"> • understand that articles and pronouns change after particular prepositions (dative) such as those associated with location and destination • understand the concept of regular and irregular verbs and notice that this is a feature of both German, English and many other languages • use common modal verbs such as <i>können</i> to describe capabilities, for example, <i>Ich kann gut schwimmen</i>, and <i>Ich möchte</i> and <i>Darf ich...?</i> to make polite requests • connect ideas by joining words, phrases and sentences using the coordinating conjunctions <i>und, oder, aber</i> • notice that as well as the articles for masculine nouns, some pronouns change after certain verbs (accusative direct object), for example, <i>Wir sehen heute den Film, Es gibt einen neuen Schüler in Klasse 8A, Ich mag dich</i> • notice that articles and pronouns change after particular prepositions (dative), such as those associated with location and destination, for example, <i>Wir sind in der Stadt, Die Party ist im Garten, Wie kommst du zur Schule?</i> • begin to notice past tense expressions including some with <i>war</i> and <i>hatte</i> and the present perfect, for example, <i>Sabine war gestern krank,</i> 	<p>Extend and apply knowledge of key features and patterns of the German grammatical system, including cases, subordinating conjunctions, and reflexive and separable verbs in spoken and written texts.</p> <p>Students:</p> <ul style="list-style-type: none"> • understand the relationship between gender, article and case and the adjectival ending when describing people, objects, places and events, for example, <i>Mein Freund hat lange, schwarze Haare und trägt einen kleinen Ohrring, Es gibt kein großes Einkaufszentrum in dieser Stadt.</i> • describe current, recurring and future actions using regular, irregular, modal, separable and inseparable verbs, for example, <i>Er sieht viel fern, Ich muss meine Hausaufgaben machen, Morgen ist unser letzter Schultag, Wir werden nächstes Jahr in der 11. Klasse sein</i> • use reflexive verbs in present tense with their appropriate reflexive pronouns, for example, <i>Interessierst du dich für Geschichte? Wir freuen uns auf die Ferien, Erinnerst du dich an ...?</i> • link and sequence events and ideas using a range of cohesive devices, including adverbs, for example, <i>dann, früher, danach, vorher</i>, and common subordinating conjunctions, such as <i>als, dass, obwohl, wenn, weil</i>, usually with the subordinate clause after the main clause • understand and give instructions, applying the different forms for single/plural addressees and informal/formal register, for example, <i>Mach dein Buch zu, Marcel! Freunde, helft mir! Hilf mir! Machen Sie das Fenster bitte zu, Frau Berger!</i> 	<p>Understand and apply features and patterns of the German grammatical system, including prepositions, past and future tenses, demonstrative and interrogative adjectives and combine these elements in increasingly complex ways for a range of purposes.</p> <p>Students:</p> <ul style="list-style-type: none"> • specify a person, object or place using knowledge of the German case system (nominative, accusative and dative), and using definite and indefinite articles, personal pronouns, including <i>man</i>, and possessive, demonstrative and interrogative adjectives, such as <i>ihr, sein, unser, dieser, jeder</i> and <i>welcher</i> • notice use of the genitive case mainly in written texts, for example, <i>Deutschlands, Schulen, die Rolle der Frau, der Gebrauch des Genitivs</i> • describe past events and experiences in the present perfect and/or simple past tense using a limited range of common verbs, for example, <i>Ich bin gestern Skateboard gefahren, Als Kind trank ich gern Milch</i> • understand the meaning of and use ‘2-way’ prepositions, <i>Wechselpräpositionen</i>, for example, <i>Wir gehen ins Kino, Sie wohnen in der Schweiz</i> • understand and use dative and accusative prepositions with their core meanings, for example, <i>Ich komme aus Australien, Das Eis ist für mich, Der Junge geht zum Bahnhof</i>

<ul style="list-style-type: none"> • negate verbs and adjectives using <i>nicht</i> and nouns using <i>kein/e</i>, for example, <i>Nein, Marcus hat keine Geschwister</i> • compare pluralisation of nouns in German and English, for example, <i>die</i> for plural nouns • specify place and location by using common prepositional phrases formulaically, for example, <i>nach Hause, zu Hause, in meiner Familie</i> • use personal pronouns to refer to people and things, for example, <i>Was kostet die App? Sie kostet ...</i> • understand the three German pronouns for ‘you’, <i>du/ihr/Sie</i>, and when to use them • locate people, places and objects using adverbs, such as <i>rechts, links, oben, unten, hier, dort</i> • refer to numbers of things in context, using cardinal numbers, for example, <i>Ich habe fünf Schwestern</i> and count people or objects, <i>eins, zwei, drei ...</i> • use ordinal numbers to give the date or a birthday, for example, <i>Heute ist der erste Mai, Seine Mutter hat am 22. April Geburtstag</i> • indicate possession using possessive adjectives and pronouns such as in <i>Meine Freunde, Es ist meins</i> • begin to use metalanguage to comment on grammar and vocabulary, for example, <i>Nomen, Verben, Zahlen, Fragewörter, groß/klein schreiben</i>, comparing with equivalent English terms • build a bank of vocabulary that relates to friends, daily routines, pastimes, special occasions and the local environment • seek information using interrogatives <i>wo, wie, was, wer</i>, for example, <i>Wo wohnst du? Wie alt bist du? Was ist los? Wer bist du?</i> 	<p><i>Das hat Spaß gemacht, Habt ihr ein schönes Wochenende gehabt?</i></p> <ul style="list-style-type: none"> • locate events in time, including the use of the 24-hour clock, prepositions such as <i>nach</i> and <i>vor</i>, and adverbs and formulaic expressions, such as <i>heute, vorgestern, früher, später, am Wochenende, in den Ferien</i> • express a relationship to a person or object using some possessive adjectives in the nominative and accusative case, for example, <i>Seine Familie kommt aus Afrika, Ich liebe meinen Hund</i> • recognise that in German a subject + verb phrase can indicate present and future tense, depending on context, for example, <i>wir spielen gerade Karten</i>, or <i>Wir gehen morgen einkaufen</i>, and apply this understanding when formulating own German sentences • describe frequency using adverbs and adverbial expressions, such as <i>oft, manchmal, jeden Tag, ab und zu, nie</i> • seek information using interrogatives <i>wann, wie viel, wie viele, woher, wohin, warum, welche</i>, for example, <i>Wann kommst du nach Adelaide?</i> and forming a question using subject-verb inversion, for example, <i>Hast du Geschwister?</i> • refer to quantities of people and things, including money, using cardinal numbers, as well as decimals, common fractions and negative numbers, for example, <i>Deutschland hat 81,9 Millionen Einwohner, Die Tagetemperatur liegt bei minus 3 Grad, Ich habe eine Halbschwester</i> • use metalanguage in German and English to describe and compare grammatical features, for example, parts of speech in sentence construction. 	<ul style="list-style-type: none"> • select the correct personal pronoun for ‘it’, for example, <i>er/sie/es, ihn</i> for objects, for example, <i>Woher hast du den Hut? Er ist sehr schön, Ich habe ihn bei ... gekauft</i> • compare the meanings and use of the German modal verbs with their English equivalents, for example, <i>Wir müssen eine Schuluniform tragen, Man darf hier nicht essen, Du musst das nicht essen</i> • notice that some verbs can be combined with a separable or inseparable prefix which alters the meaning, for example, <i>Er kommt um 17.15 Uhr, Kommst du mit? Ich bekomme manchmal Geld zum Geburtstag</i> • seek information using a range of interrogatives and question forms, for example, <i>Warum kommst du nicht mit, obwohl du gern Filme siehst? Kann ich heute abend zur Party gehen? Soll ich ihm helfen, weil er zu klein ist?</i> • build vocabulary that relates to daily life and the world beyond home and school. 	<ul style="list-style-type: none"> • ask and answer questions using a range of interrogatives, including <i>warum</i> to elicit reasons and <i>wozu</i> to clarify purpose • understand and apply word order rules for main clauses and realise that German word order is flexible, allowing other elements apart from the subject to begin the sentence, for example, <i>Langsam verstehe ich mehr Deutsch, In der Schule gibt es viele Umweltaktionen</i> • build vocabulary for units of measurement, such as <i>Meter, Kilometer, Quadratmeter, Quadratkilometer, Jahrzehnt, Jahrhundert, Jahrtausend, Stundenkilometer</i> • notice increasingly complex grammatical structures such as the passive and active voice, and different moods and use them to form complex sentences • extend metalanguage to communicate in German and English about case, word order, verb tenses and moods, for example, <i>Dativ, Wechselpräpositionen, das Imperfekt, der Imperativ, Hilfsverben, trennbare Verben.</i>
<p>Key concepts: systems, metalanguage, parts of speech</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What do I notice about word order? • How does using metalanguage help us learn? • Does grammar always matter? 		<p>Key concepts: syntax, variation</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What elements improve a sentence? • How does grammar vary across languages I know? 	

Thread: Text structure and organisation			
Year 7	Year 8	Year 9	Year 10
<p>Recognise and use text features and writing conventions of simple spoken, written and multimodal texts.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise text features, writing conventions and structural elements of simple German texts, such as introductions, recipes, menus, greeting cards, invitations, emails, surveys, advertisements and music video clips and notice grammatical structures, images or symbols • transform a simple text such as a procedure into another type of text, such as a conversation or a cartoon, and apply the key features of the second text type • compare English and German versions of familiar types of texts, noting any connections in text features and writing conventions, for example, word order, punctuation and ways of opening and closing formal or personal letters • experiment with using cohesive devices such as conjunctions, for example, <i>und, aber, oder, weil</i> to help link ideas and actions • begin to develop a metalanguage to talk about different types of texts in German and English, for example <i>Rezept, E-Mail, Dialog, Karte, Menü</i>. 	<p>Identify and apply text features and writing conventions of common spoken, written and multimodal texts.</p> <p>Students:</p> <ul style="list-style-type: none"> • identify and apply text features, such as titles, sub-titles, lists and numbered steps in procedures, or interjections in oral texts, to make a text easy to follow • recognise the purpose, intended audience and key features of familiar texts in German, such as instructions, emails, advertisements, songs and conversations, and compare these with texts in own language and culture • understand how to create textual cohesion by using elements such as coordinating conjunctions <i>und, aber, oder</i> and other connectives such as <i>erstens, zweitens</i> to link ideas • use metalanguage to talk about text features and writing conventions in both German and English, for example, <i>Titel, Interpunktion, Grammatik, Absatz, Einleitung, Mittelteil, Zusammenfassung, Grossschreiben, Kleinschreiben, mit Umlaut, ohne Umlaut, ß</i> and <i>ss</i>. 	<p>Identify and compare text features and writing conventions in different types of spoken, written and multimodal texts and apply in own texts.</p> <p>Students:</p> <ul style="list-style-type: none"> • apply knowledge of the interrelationship of audience, context and purpose and use knowledge of different types of texts to predict the meaning of unfamiliar vocabulary in texts • compare German and English versions of texts with easily recognisable language features, such as songs or recipes, noticing connections in imagery or focus that might be culturally significant • identify elements that create coherence at a whole text level such as the use of cohesive devices, linked paragraphs and sequencing of ideas, for example, <i>weil, aber, zuerst, danach</i> and <i>obwohl</i>. 	<p>Understand and apply text features and writing conventions and cultural elements to create a variety of spoken, written and multimodal texts.</p> <p>Students:</p> <ul style="list-style-type: none"> • understand, and transform or create texts for different purposes, for example, to persuade or to entertain, for different audiences, for example, children, adolescents, German speakers, or Australians, and in different forms, including multimedia, speech, blog or video • analyse structural and linguistic similarities and differences through reading, viewing, listening to and/or performing texts with common content, such as print, radio and television advertisements for the same product • identify how grammatical choices, words and images combine in a text to achieve particular intentions and effects, for example, the positioning of the reader in advertisements through the use of personal pronouns, imperative/interrogative verb forms and emotive language and images • understand the elements that create coherence at a whole text level, for example, use pronouns to refer to nouns and conjunctions and connectives to link and sequence, for example, <i>ehe, sobald, bevor, wenn, während, deswegen, entweder ... oder</i>.
<p>Key concepts: conventions, cohesion, audience, comparison</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What do I notice about text features and writing conventions across languages? • What are the features of informative and creative texts? • How can I make a text flow? 		<p>Key concepts: conventions, cohesion, meaning, audience</p> <p>Key questions:</p> <ul style="list-style-type: none"> • In what ways do texts need to change for different audiences? • How can I make a text more cohesive? 	

Sub-strand: Language variation and change

Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place.

Thread: Language variation in use

Year 7	Year 8	Year 9	Year 10
<p>Notice some of the common variations in German as it is used in different contexts by different participants.</p> <p>Students:</p> <ul style="list-style-type: none"> • notice variations in register, such as the different words for ‘you’, for example, <i>Was machst du, Peter? Was macht ihr, Kinder (Klasse 7)? Setz dich, Peter! Setzt euch Kinder! Kommen Sie bitte herein, Herr Berger!</i> • notice and use suitable forms of address and greetings/salutations for peers and teacher, depending on gender, for example, <i>Lieber/Liebe</i> and <i>Dein/Deine/Eure</i> in a letter, and social status of participants, for example, <i>Guten Morgen, Herr Schiller, Hallo, Tim!</i> • build awareness of some regional variations in language use, such as in greetings, for example, the Swiss <i>Grüezi</i> and Austrian <i>Servus</i> or in symbols, for example, the lack of the <i>Eszett</i> in Switzerland. 	<p>Recognise common variations in spoken and written German and explore how language use varies according to audience, relationship, context and purpose.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore the concept of diversity in accents, dialects and vocabulary in German-speaking communities and compare with similar diversity in the use of English within and beyond Australia • compare written and spoken modes of a particular type of text such as an invitation, noticing language structures used and varying levels of formality according to the audience and purpose • observe formal and informal telephone interactions in current film clips and real life, and recognise how register changes according to relationship of participants and purpose • recognise that in public announcements and phone calls certain words are pronounced differently or varied slightly to ensure clarity, for example, <i>zwei/zwo, Juli</i> (pronounced as <i>Julei</i>). 	<p>Recognise how and why language use varies according to audience, relationship, context and purpose.</p> <p>Students:</p> <ul style="list-style-type: none"> • understand that the level of formality in a text may be decreased by using some contractions and slang, for example, in an informal conversation or email, or increased by applying key features such as appropriate layout and structure, formal register and subordinate clauses, for example, in a job application • understand that cultures are fluid and consist of multiple subcultures, each with distinctive language practices, for example, language used in the German classroom, home or in a club • recognise that there are multiple dialects within the context of German-speaking communities and consider the use of dialect and/or Standard German. 	<p>Understand how and why language use varies according to audience, relationship, social and cultural context and purpose.</p> <p>Students:</p> <ul style="list-style-type: none"> • analyse differences in language register and style in different contexts, for example, while watching video clips showing introductions, greetings and farewells in different situations, or by noticing the use of new generation language in songs, graffiti and text messages • explain and use text conventions popular with young German speakers, such as the use of contractions, abbreviations and acronyms in text messages, for example, <i>Bung = Achtung! sz = schreib zurück, sTn = schöner Tag noch</i> • analyse linguistic choices in situations of potential conflict involving an apology and acceptance of an apology, for example, complaining about poor service or faulty goods, or apologising for forgetting someone’s birthday, or dealing with a contentious issue and expressing agreement and disagreement in different ways, for example, <i>Ich bin nicht damit einverstanden. Das stimmt nicht ganz. Spinnst du?</i> • notice how variations in language use and communicative behaviours reflect how emotions or attitudes, such as respect or embarrassment, are expressed across languages and cultures.
<p>Key concepts: conventions, cohesion, audience, comparison</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How does language change when speaking formally or informally? • How does the language you use need to change to best express your message? 		<p>Key concepts: variation, status, relationship, context</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How does the way we use language change for different audiences? • What is the role of slang, abbreviations and acronyms? • What is the role of official standard languages? 	

Thread: Language change and diversity

Year 7	Year 8	Year 9	Year 10
<p>Recognise that German and English are related languages, and that German is a European and global language which, as with all languages, is constantly evolving.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise that German is an official language of the DACHL countries - Germany, Austria, Switzerland and Liechtenstein, as well as in Belgium, Luxembourg and South Tyrol, and is spoken and taught in many countries around the world, including Australia • understand that Germany is a multilingual country with most Germans able to speak at least one language other than German • understand that borrowings are part of the nature of languages, for example, German words into English, <i>Hamburger, kaputt, Kindergarten, Glockenspiel</i>, and <i>Mischmasch</i> • recognise that the German language continuously borrows and adapts words and expressions from other languages, including English, for example, <i>das Internet, die App, häppi, joggen, shoppen, simsens/texten, Stopp! Sorry!</i> 	<p>Explore the dynamic nature of languages by recognising shifts in German and other known languages due to interaction with additional languages and cultures.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore the dynamic nature of languages by recognising that German, English and many other languages are constantly sharing words, for example, <i>Computer, Bus, Taxi</i> and <i>Auto</i>, and begin to identify loan words between German, English and other languages and consider why some types of words or expressions are more frequently borrowed • understand that English is of Germanic origin and its grammar used to be more similar to German grammar, but that English has evolved, for example, recognise the link between the Middle English ‘What thinkest thou?’ and <i>Was denkst du?</i> • understand that some languages are constantly growing and expanding and that others are disappearing or being revived, as in the case of many indigenous languages around the world. 	<p>Explore how languages change over time due to contact with other languages and influences such as globalisation, technology and new knowledge.</p> <p>Students:</p> <ul style="list-style-type: none"> • understand that language changes can be unofficial or official, for example, recent changes in German spelling and punctuation in the official <i>Rechtschreibreform</i>, requiring, for example, <i>ß</i> to be used only after long vowel sounds or diphthongs, as in <i>Fußball, Spaß, weiß</i>, and <i>ss</i> to be used after short vowels, as in <i>dass, Klasse</i> • explore the changing nature of languages in German-speaking countries and Australia, and consider how this relates to issues such as colonisation, migration and the interaction of languages and cultures • consider the concept of ‘ecology’ in relation to German and other languages; that is, the interaction of the language with constantly changing environments due to globalisation, <i>shoppen</i>, technology, <i>Handy, texten</i>, new knowledge and language exchange. 	<p>Understand that language has power and evolves over time due to contact with other languages, historical events, cultural and political changes, globalisation and new ideas.</p> <p>Students:</p> <ul style="list-style-type: none"> • investigate current and historical influences of German language and culture in the local and broader Australian community, for example, German place names in South Australia (<i>Klemzig, Hahndorf, Lobethal, Ebenezer, Buchfelde</i>), food (cafés, restaurants, butchers, bakeries, wineries, market stalls), festivals and celebrations (German Film Festival, <i>Weihnachtsmarkt, Oktoberfest, Schützenfest</i>), and organisations (Goethe-Institut, SBS German Radio, clubs, churches, companies) • consider how language has the power to include or exclude, for example, through the use of titles or first names, <i>Herr Doktor Schmidt, Herr Schmidt, Georg</i>, the use of pronouns, <i>wir, uns, ihr, sie</i> or the gendered nature of professional titles, for example, <i>der Lehrer, die Lehrerin, das Kindermädchen</i> • consider why some languages continually grow and expand, while some have been lost, are in decline, or are currently in the process of being revived, for example, regional dialects around the world, and some Aboriginal and Torres Strait Islander languages.
<p>Key concepts: globalisation, etymology, influence, change</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How do languages spread around the world? • Why do some languages have dialects or variations? • How does etymology help us to understand a language? 		<p>Key concepts: globalisation, influence, etymology, change</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How and why do languages influence each other? • Why is it important to maintain or revive languages? • How and why has German evolved and changed over time? 	

Sub-strand: Role of language and culture

Analysing and understanding the role of language and culture in the exchange of meaning.

Thread: Relationship of language and culture

Year 7	Year 8	Year 9	Year 10
<p>Notice connections between language and culture and how language use reflects ways of thinking and behaving.</p> <p>Students:</p> <ul style="list-style-type: none"> • notice that there are different and/or multiple expressions that communicate ideas across cultures, for example, when describing <i>Brot</i> or school excursions, <i>Klassenfahrt</i>, <i>Wandertag</i> • recognise interconnections between own languages and cultures such as vocabulary and expressions related to people, lifestyle and environment, for example, <i>Kindergarten</i>, <i>thongs</i>, <i>bathers/togs/swimmers</i>, <i>outback</i> and <i>plains</i> • investigate connections between language and significant cultural values or practices in Australia and German-speaking countries, for example, individual rights, shared social responsibility, respect for the environment, Reconciliation and anti-racism • participate in guided discussion on the nature and role of culture and its relationship with language, with reference to German, English and other known languages. 	<p>Identify connections between language and culture and recognise that language use is shaped by and reflects the values, ideas and norms of a community.</p> <p>Students:</p> <ul style="list-style-type: none"> • identify and examine examples of cultural representation in language, symbols and behaviour, such as <i>die Märchenstraße</i>, (lack of) speed limits on the <i>Autobahn</i>, national flags, and the ‘visibility’ of the European Union through placement of its logo • explore how origin, geography and religion are directly connected to lifestyle, daily practices and language use, for example, <i>Recycling</i>, <i>Kaffee und Kuchen</i>, <i>Wandern</i>, religious and public holidays, and choice of <i>Fremdsprachen</i> offered in schools • develop a metalanguage to analyse and explain the nature of the relationship between language and culture using terms, such as ‘meaning’, ‘perspective’, ‘values’, ‘assumptions’ and ‘difference.’ 	<p>Explore the dynamic relationship between language and culture and consider how language use is shaped by and reflects attitudes, beliefs and behaviours.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore how their own language and culture influence their responses to others and impact relationships • recognise that cultural values, customs, and practices are constantly changing and are evident in language use, for example, in the use of <i>Barbecue</i> • continue to develop a metalanguage for thinking and talking about cultural representation and expression, for example, terms such as ‘stereotype’, ‘inclusion’, ‘diversity’ and ‘prejudice.’ 	<p>Understand the dynamic nature of the relationship between language and culture and how it impacts on and shapes attitudes and beliefs.</p> <p>Students:</p> <ul style="list-style-type: none"> • analyse how language use and culture reflect and construct relationships, practices and attitudes in Germany, for example, <i>Nord–Süd/Ost–West (Ossi/Wessi)</i> identity, regional variations of social attitudes, values and beliefs, the directness of communication and/or the importance of order and privacy • recognise that language choices reflect and express cultural identity, that multiple languages exist in both Germany and Australia, and understand that many people in both countries are multilingual and this capability constitutes an integral part of their identity • share ideas about how culture ‘works’ as a combination of beliefs, values and practises, and examine own personal and community cultural frames of reference and how and why these change over time • compare concepts in German language and culture, such as <i>Schadenfreude</i>, <i>Zeitgeist</i>, <i>Ordnung</i>, <i>Waldeinsamkeit</i> and <i>Wanderlust</i>, to own languages and cultures, noting reasons why specific expressions for those concepts may or may not exist.
<p>Key concepts: culture, interconnection</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Can we separate language from culture? • How does culture shape a language? • Is it possible to understand a culture without learning the language? 		<p>Key concepts: culture, values, interconnection</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How are language and culture interconnected? • Is meaning enhanced by knowledge of the culture? • How are cultural values visible in language? 	

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