

Year (A) 5 and 6 German

Achievement

Under the Australian Curriculum, all subjects are broken into two year 'bands'. The standards below are for years 5 and 6.

By the end of Year 6, students use written and spoken German for classroom interactions, to carry out transactions, and to share ideas and opinions, relate experiences and express feelings. They use complete sentences in familiar contexts to ask questions, respond to requests and share experiences of learning. They use descriptive and expressive vocabulary, including adjectives, to express feelings and make statements. They use appropriate intonation for simple statements, questions and exclamations, and correct pronunciation. They gather and compare information from different sources about social and natural worlds, and convey information and opinions in different formats to suit specific audiences and purposes. They describe characters, events and ideas encountered in texts, and re-create imaginative texts to reflect their imaginative experience. When creating texts, they manipulate modelled language to describe current, recurring and future actions and produce original sentences with common regular and irregular verbs in the present tense, including limited forms of the modal verbs and some common separable verbs. They use adjectives, adverbs and adverbial phrases to qualify meaning. They explain aspects of German language and culture, recognizing that there are not always equivalent expressions in English, and create a range of bilingual texts to support their own language learning and the school community. They describe aspects of their intercultural interactions that are unfamiliar or uncomfortable, and discuss their own reactions and adjustments.

Students give examples of how German language and culture are continuously changing and are influenced by other languages and cultures. They identify and apply some of the systematic sentence structure and word order rules of German. They identify rules for pronunciation and apply phonic and grammatical knowledge to spell and write unfamiliar words. They apply the conventions of commonly used text types, and identify differences in language features and text structures. They give examples of the variety of ways German is used by different people in different contexts. They make connections between culture and language use, and identify ways that language use is shaped by and reflects the values, ideas and norms of a community

Assessment Criteria

An overall level of achievement in this subject is determined by the teacher's on-balance judgment of the evidence presented in students' summative assessment across the following:

- **Communicating in target language** in a variety of contexts
- **Understanding** the culture of the target language and the systems, variations and roles of languages, in contexts

Delivery (mode, time requirements, lessons)

Students can access a one hour scheduled lesson once a week to complete tasks and assessment in accordance with the Work Rate Calendar. Lessons are delivered via our online learning platform. Students are encouraged to undertake independent study through the Cairns SDE online learning platform.

Student Requirements

Computer, access to internet, email, printer, scanner, telephone or headset with microphone, exercise book, stationery.

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Units and Learning Experiences, Summative Assessment, Criteria Assessed, Approximate timing/due date of summative assessment	
Semester 1	Term 1
	<p>Unit 1: Introductions In this unit, students use language to communicate ideas relating to personal names and identity (names, ages, numbers, and alphabet) and create short texts using simple, descriptive language. Students will engage with simple texts about personal identity and will use a range of language to give, and ask for, personal information.</p>
	<p>Summative assessment, criteria assessed, approximate timing/due date:</p> <ul style="list-style-type: none"> Modes assessed: Listening and Reflecting.
	Term 2
Semester 2	<p>Unit 2: Family, Friends and Birthdays In this unit, students use language to learn about family members, pets and friends, and to explore the concept of family in German speaking countries. Students will discuss family members and activities, create their own family tree and reflect on differences between written and spoken words in German.</p>
	<p>Summative assessment, criteria assessed, approximate timing/due date:</p> <ul style="list-style-type: none"> Modes assessed: Speaking.
	Term 3
	<p>Unit 3: My Place In this unit, students use language to explore homes in German speaking countries. Students will share information about aspects of their personal spaces and use and analyse a range of language describing aspects of housing.</p>
Semester 2	<p>Summative assessment, criteria assessed, approximate timing/due date:</p> <ul style="list-style-type: none"> Modes assessed: Reading and Analysing.
	Term 4
	<p>Unit 4: Sports and Hobbies In this unit, students explore the concepts of group identity and belonging through their own personal interests. Students will discuss leisure activities and interests, analyse texts about interests in German speaking countries, and reflect on how interests relate to personal and group identity.</p>
<p>Summative assessment, criteria assessed, approximate timing/due date:</p> <ul style="list-style-type: none"> Modes assessed: Writing, Speaking and Analyzing. 	

Disclaimer All of the above information is accurate at the time of development.