

Year (B) 5 and 6 German

Achievement

The aim of this course is for students to be able to communicate in German across the four macro skills: listening, reading, writing and speaking. This course is designed to accommodate students with a range of German language experience and knowledge. Students will understand the basics of the German writing and grammatical systems and will build on this knowledge throughout the year to employ increasingly complex language. Throughout this course students will continue to develop their knowledge and understanding of German sociocultural references and their communicative skills. 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, recognising 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 scheduled lessons to complete tasks and assessment in accordance with the Work Rate Calendar. Lessons are delivered via the Cairns SDE online learning platform. Students are encouraged to undertake independent study using our course materials.

Student Requirements

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

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Units, Learning Experiences and Summative Assessment		
Semester 1	Term 1	<p>Unit 5. Greetings and Introductions</p> <p>In this unit, students use language to greet and introduce themselves, both formally and informally. They will communicate ideas relating to personal names and identity (names, ages, numbers, nationality and hometown). Students will listen to simple German texts and dialogues about personal identity to give and ask for personal information, infer meaning and evaluate data.</p>
		<p>Summative assessment, criteria assessed:</p> <ul style="list-style-type: none"> Modes assessed: Listening and Analysing
	Term 2	<p>Unit 6. My School</p> <p>In this unit, students explore the concept of school life in German speaking countries. They will describe school experiences, and reflect on a range of texts about the school experience in German speaking countries. Students will read about and reflect on German school life based on their Australian experience</p>
		<p>Summative assessment, criteria assessed:</p> <ul style="list-style-type: none"> Modes assessed: Reading and Reflecting
Semester 2	Term 3	<p>Unit 7. My action hero</p> <p>In this unit, students use language to discuss characteristics of people they admire, as well as action heroes. Students will engage with a range of written and spoken texts about imaginative characters. Students will create a multimodal presentation to talk about their invented f action hero. They will also analyse differences between written and spoken words in German.</p>
		<p>Summative assessment, criteria assessed:</p> <ul style="list-style-type: none"> Modes assessed: Speaking and Analysing
	Term 4	<p>Unit 4. My holidays</p> <p>In this unit, students explore different holiday experiences and places, both in German speaking countries and Australia.</p> <p>Students explore practical language for daily interactions, such as ordering food or going shopping. They understand that German food and language contributes to Australia's multicultural society. Students engage in and create role plays for purchasing or ordering food items in different scenarios.</p>
		<p>Summative assessment, criteria assessed:</p> <ul style="list-style-type: none"> Modes assessed: Writing and Reflecting

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