



SAMPLE TEACHING AND LEARNING OUTLINE

GERMAN: SECOND LANGUAGE

YEAR 8 (YEARS 7–10 SEQUENCE)

Acknowledgement of Country

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This sample teaching and learning outline provides one possible approach through which the German: Second Language syllabus within the Western Australian Curriculum: Languages can be taught. Consistent with the rationale of the Languages curriculum, this outline supports students' ability to communicate proficiently in a language other than English, with essential communication skills in that language, an intercultural capability, and an understanding of the role of language and culture in human communication.

Time allocation on which the outline is based

Two hours of teaching per week, over one year

Prior knowledge

The sample teaching and learning outline is based on the understanding that in Year 8, learning is characterised by consolidation and progression. The subject builds on the skills and knowledge developed in Year 7, and the understanding required of students to communicate in German, focusing on extending their oral and written communication skills and their understandings of German language and culture. Students increasingly work independently to analyse, reflect on, and monitor their language learning and intercultural experiences; however, they still require guidance through modelling, scaffolding, and monitoring. More information related to this curriculum can be found in the German: Second Language Year 7 to Year 10 syllabuses <https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/languages/german-7-10>

This sample teaching and learning outline provides a range of suggested learning activities and assessment tasks, aligned to the curriculum, through which students can apply their acquisition of knowledge, understanding and skills to the focus. The focus provides a broad context through which the content is taught. The outline suggests:

- teaching vocabulary and grammatical elements that show the breadth and depth of language and align with the curriculum
- text types relevant to the learning activities and assessments
- language learning and communication strategies relevant to the focus
- learning activities and assessments from which teachers may choose, according to their class's interests and abilities
- resources suitable to the focus.

It is not expected that teachers administer all learning activities and assessments. It is at the teacher's discretion which of the suggestions are suitable for formative and/or summative assessments. It is also at the teacher's discretion to use other activities and assessments.

German: Second Language Year 8 (Years 7–10 sequence) Sample teaching and learning outline

Focus – Von Montag bis Freitag (From Monday to Friday)			
Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Maintain interactions with peers and known adults orally and in writing to exchange information and discuss aspects of home, school and social life, compare routines, interests and leisure activities, for example, <i>Welche Hausarbeiten machst du? Jeden Tag füttere ich die Katze und jeden Abend spüle ich ab.; Dreimal in der Woche räume ich mein Zimmer auf.; In welcher Klasse bist du?; Ich bin in Klasse 9A.; Wann stehst du auf? Um sechs Uhr.; Wann haben wir montags Deutsch?; Ich finde Mathe interessant, aber meine Mathelehrerin ist sehr streng.; Ich finde meine Schule sehr gut, obwohl ...; Montagabend schwimme ich und am Wochenende spiele ich Tennis mit meinen Freunden/Freundinnen. Und du?; Meine Lieblingsband heißt ...; Ich lese gern.; Ich esse gern Pizza, aber ich esse lieber Nudeln.</i></p> <p>Participate in classroom routines and interactions by asking and answering questions, requesting information, expressing feelings, opinions and personal preferences and responding to others' contributions, for example, <i>Das ist mein Bruder. Er ist nett!; Entschuldigung Sophie, aber ...; Meiner Meinung nach ...; Ich denke ...; Natürlich ...; Selbstverständlich ...; Ich bin nicht (damit) einverstanden; Das ist wunderbar.; Das ist eine gute Idee.</i></p> <p>Identify key information and supporting details from a range of spoken and written texts related to aspects of their personal and social worlds, and use the information in new ways</p> <p>Convey information and ideas from a range of texts related to aspects of their personal and social worlds, using different modes of</p>	<p>Use key features of the German sound system, including pronunciation, rhythm, stress and intonation, and identify main similarities and differences between the phonological and orthographic systems of English and German</p> <p>Recognise differences in intonation and rhythm between statements, questions and commands</p> <p>Apply punctuation rules in German, including the use of full stops and commas in ordinal and decimal numbers, for example, <i>die 3. Klasse; 9,50 Euro; 15.30 Uhr,</i> and capitalisation rules</p> <p>Generate language for a range of purposes in simple spoken and written texts, by using context-related vocabulary and applying elements of the German grammatical system, including:</p> <ul style="list-style-type: none"> • using structures to express likes, dislikes and preferences, for example, <i>Ich mag Tennis.; Ich spiele nicht gern Fußball.; Ich spiele lieber Cricket.</i> • using possessive <i>s</i> with proper nouns, for example, <i>Jochens Tante</i> • using <i>von</i> + noun to indicate possession, for example, <i>Das ist die Mutter von Gerhardt.</i> • noticing that articles and pronouns change after some prepositions, 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> • recognising two-way prepositions, for example, <i>Wir gehen ins Kino.; Wir wohnen in der Schweiz.</i> • noticing common contractions, for example, <i>in dem = im; bei dem = beim</i> 	<p>Students maintain interactions with peers and known adults orally and in writing to discuss and compare routines either at school, at the weekend or on holiday.</p> <p>Assumed prior learning</p> <p>Prior to this focus, students need knowledge of vocabulary and grammatical elements associated with the content of the German: Second Language Year 7 (Years 7–10 sequence) syllabus.</p> <p>Teaching</p> <p>Teach, and reinforce with students, vocabulary and grammatical elements associated with:</p> <ul style="list-style-type: none"> • discussing aspects of daily routines; for example, <i>Um wieviel Uhr stehst du auf?; Was isst du zum Frühstück?; Was machst du zu Hause?; Ich esse ...; Ich trinke Milch, weil es gut schmeckt.; Ich gehe (nach unten) in die Küche.; Ich esse mein Frühstück in der Küche.; Jeden Tag füttere ich die Katze und jeden Abend spüle ich ab.</i> • discussing before-, during- and after-school routines; for example, <i>Was machst du vor/nach der Schule?; Ich wache um 7 Uhr auf und dusche mich.; Zu Mittag spiele ich Basketball mit Freunden.; Nach der Schule gehe ich (mit ...) nach Hause/zum Training.</i> • ways of getting to and from school; for example, <i>Wie kommst du zur Schule (normalerweise)?; Wie gehst du nach Hause?; Wir gehen zu Fuss.; Ich fahre (jeden Tag) mit dem Bus.</i> • school and lesson starting and finishing times; for example, <i>Wann/Um wieviel Uhr fängt die Schule an?; Wann haben wir montags Deutsch?; Um neun Uhr beginnen die Schulstunden.; Die Schule fängt um neun Uhr an.; Der Unterricht endet um Viertel nach drei.; Um 14.00 Uhr ist die Schule aus.</i> • asking and giving information about school timetables; for example, <i>Was hast du zuerst?; Die erste Klasse ist Mathe, dann Geschichte und die letzte ist Englisch. Meine zweite Stunde ist Musik.; Es gibt drei Stunden vor der Pause.; Heute haben wir kein Religion.</i> • exchanging information and expressing opinion about school subjects and timetables; for example, <i>Wie findest du ...?; Interessierst du dich für Geschichte?; Welche Sprache/Welches Fach möchtest du lernen?; Warum magst du ... (nicht) gern?; Was lernst du lieber – Musik oder Englisch?; Mein bestes Fach ist ...; Ich mag Kunst (nicht).; Ich habe Mathematik gern, weil die Lehrerin sehr nett ist.; Ich habe Sport am liebsten.; Gerhardts Stundenplan ist toll!; Der Stundenplan von Anna ist nicht so gut.; Ich kann gut malen/Deutsch sprechen.; Ich glaube, dass eine Sprache interessant ist.; Ich möchte Russisch/Astrologie lernen.; Meine Schwester ist in der 3. Klasse.</i> • exchanging information and expressing opinions about past school experiences; for example, <i>Was waren Ihre Lieblingsklassen in der Grundschule?; Hattest du Englisch gern?; Sport hat (kein) Spaß gemacht!; Wie war deine Englischklasse gestern? Sie war langweilig.</i> • schools, their locations and their buildings; for example, <i>Unsere Schule ist ein Gymnasium in Bedford.; Meine Schule hat vierunddreissig Klassenzimmer.; Es gibt eine Bibliothek, aber leider kein Swimmingpool.; Das ist Dieters Klassenzimmer./Das ist das Klassenzimmer von Dieter.</i> • school rules; for example, <i>Man muss eine Schuluniform tragen.; Die Schüler dürfen nicht rauchen.</i> • telling others to do things, and requesting help and permission; for example, <i>Bettina, mach dein Bett!; Helfen Sie mir, Herr Schmitt!/Richard, hilf mir!; Darf ich Musik zuhören?</i> • stating the date of an occurrence; for example, <i>Der Sportkarneval ist/Die Prüfungen beginnen am 23. April.</i> 	<p>Audiovisual texts</p> <p>DW News – Fact check: German schools https://www.youtube.com/watch?v=bza6dC7ByQ8 Note: an explanation of the German school system and the number of years in each phase</p> <p>Studio G – The German Education System https://www.youtube.com/watch?v=buMWO3E5GAY Note: an amusing comparison between the German and American school systems</p> <p>2bFilmed – A day in my German School https://www.youtube.com/watch?v=z5ADDXZQs4M Note: the voiceover is in English, but visuals show a German <i>Grundschule</i></p> <p>Websites</p> <p>Wikipedia – <i>Schultüte</i> https://en.wikipedia.org/wiki/Schultüte Note: a brief description of the <i>Schultüte</i> custom</p> <p>How to Germany – German School System by Chuck https://www.howtogermany.com/pages/germanschools.html</p> <p>The German Way – Schools and Universities in the German speaking Countries https://www.german-way.com/history-and-culture/education/ Note: a summary of education system in Germany, Austria and Switzerland</p>

Focus – Von Montag bis Freitag (From Monday to Friday)

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>presentation that take account of context and audience</p>	<ul style="list-style-type: none"> using common prepositional phrases formulaically, for example, <i>nach Hause; zu Hause</i> using reflexive verbs in the present tense to describe daily routines and interests, for example, <i>Ich dusche mich morgens.; Interessierst du dich für Geschichte?; Wir freuen uns auf die Ferien.; Erinnerst du dich an ...?</i> using the present tense of some separable verbs, for example, <i>Die Schule fängt um 9 Uhr an.</i> beginning to use common modal verbs, such as <i>können</i>, to describe capabilities, for example, <i>Ich kann gut schwimmen.</i> beginning to use common modal verbs, such as <i>mögen</i> and <i>dürfen</i> to make polite requests, such as <i>Ich möchte ...; Darf ich ...?</i> using subordinating conjunctions <i>weil</i> and <i>dass</i>, for example, <i>Er studiert Deutsch, weil seine Eltern Deutsch sind.</i> using the subject-time-object-manner-place (STOMP) word order for main clauses, for example, <i>Wir lesen jeden Montag mit unseren Freunden in der Bibliothek.</i> using adverbs and adverbial expressions, such as <i>heute, vorgestern, oft, manchmal, jeden Tag, ab und zu, nie, später, am Wochenende, in den Ferien, dann, früher, danach, rechts, links, oben, unten, hier, dort</i> using comparative and superlative adverbs <i>lieber</i> and <i>am liebsten</i>, for example, <i>Ich esse lieber Salat als Fleisch.</i> forming questions using interrogatives, such as <i>wie viel, woher, wohin</i> and <i>warum</i> locating events in time (days, months, seasons), including the use of the 24-hour clock, and clock times using 	<p>Discuss with students:</p> <ul style="list-style-type: none"> the practice of giving children <i>eine Schultüte</i> on the first day of primary school German school subjects and their shortened names; for example, <i>Reli</i> typical German school timetables report cards and <i>der Zeugnistag</i> the names of school year levels and age groups the German school year and school holidays stages of schooling and how the German school system has changed over time; for example, there are more <i>Ganztagsschulen</i> now. <p>Text types</p> <p>For the learning activities and assessments selected, expose students to, and teach as required, the textual conventions of the following: acrostic poem, blog posting, description, diagram, discussion, email, list, plan, play, report, school report, school timetable, script, skit, story, survey, table, timetable.</p> <p>Language learning and communication strategies</p> <p>Strategies relevant to this focus include:</p> <ul style="list-style-type: none"> identifying patterns and features using pictures and diagrams to predict meaning. <p>Learning activities and assessments</p> <p>In teaching the content, choose from the following and instruct/require students to:</p> <ul style="list-style-type: none"> research a famous German speaker and write their school report, reflecting (imaginary) strengths and weaknesses view several <i>Stundenpläne</i> and discuss; for example, subjects taken and the length of lessons. Students compare their timetables to German <i>Stundenpläne</i>, and explore the relationship between the cultural values of both school systems; for example, whether languages play an important role and the reasons why or why not exchange information on subjects they study and their opinions about them using aspects of <i>Welche Fächer magst du?</i> This Year 7 German Second Language (P–10) assessment task can be adapted for formative assessment by surveying classmates about their school subject likes and dislikes and note the answers listen to discussions of school days and/or daily routines and complete timetables or answer questions describe their daily routine to a German speaker prepare a plan of their school and label facilities in German, then present it to others, providing information such as where facilities are located and the people who work there read texts, such as blog posts or emails, about school life and write a response to one describing their own situation. Students identify features of the texts, such as layout, use or absence of images or introductory language, and attempt to replicate them in their work read examples of acrostic poems and create one about a school subject create a story for a young child based on ‘A day in the life of ...’ perform a play in which participants exchange opinions about aspects of school compare two school timetables to see when students have class(es) in common provide information to someone so they can complete a timetable 	<p>The German Way – From <i>Kita</i> to <i>Uni</i> https://www.german-way.com/history-and-culture/education/the-german-school-system/ Note: an overview of the different systems from <i>Kita</i> to <i>Uni</i></p> <p>German https://german.net/ Note: under the ‘Reading’ tab are short texts <i>Frühstück</i> and <i>In der Schule</i> with related comprehension exercises</p> <p>Lingua https://lingua.com/ Note: under the ‘Reading’ tab are short texts <i>In der Schule</i> and <i>Tagesablauf</i> with related comprehension exercises</p> <p>HeyTeach – How to Use the Think-Pair-Share Activity in Your Classroom by Tania Cowling https://www.wgu.edu/heyteach/article/how-think-pair-share-activity-can-improve-your-classroom-discussions1704.html</p> <p>Online resources</p> <p>My Daily German – The Big List of 250 Useful German Adjectives by Fredo21 https://mydailygerman.com/german-adjectives/</p> <p>edraw – Free Flowchart Templates https://www.edrawsoft.com/share-flowchart.php</p> <p>edraw – Free Language Learning Mind Map Templates https://www.edrawsoft.com/share-language-learning-mindmap.php</p> <p>Assessment</p> <p>Accessible on the School Curriculum and Standards Authority website</p>

Focus – Von Montag bis Freitag (From Monday to Friday)

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
	<p>prepositions <i>nach</i> and <i>vor</i>, for-example, <i>am Montag, im September, im Sommer, Es ist dreizehn Uhr zwanzig.; Es ist zwanzig Minuten nach eins.</i></p> <p>Continue to build metalanguage to talk about vocabulary and grammar concepts</p> <p>Identify, analyse and use text structures and language features of common spoken, written and multimodal texts, and explain how different types of texts are structured and use particular language features to suit different contexts, purposes and audiences</p> <p>Examine linguistic features in texts to understand that German, like all languages, varies according to participants, roles and relationships, situations and cultures</p>	<ul style="list-style-type: none"> • listen to texts related to school life and complete a table which summarises the activities • survey classmates regarding time spent on aspects of daily routine and write a report based on the data using aspects of <i>Welche Fächer magst du?</i> This Year 7 German Second Language (P–10) assessment task can be adapted for formative assessment by reporting their findings to the class in the form of an oral presentation in German with an accompanying graph or chart • survey classmates about food and drink eaten at breakfast and present the information in a diagram • write a to-do list from a parent to a child at home • write an email to a German speaker describing a typical school day • make a list of rules for their ideal school, including dos and don'ts • create a skit, set in a school or home, designed to entertain peers or a younger audience • listen to or read sentences based on the focus and determine who the audience is. This decision may be based on what the sentences mean or grammatical clues • complete formative and summative assessments using the following assessment tasks: <ul style="list-style-type: none"> ▪ <i>Mein Stundenplan</i> <ul style="list-style-type: none"> ○ Part A – read a dialogue, in German, between two people about their school life and answer questions in English. ○ Part B – write a script of a dialogue in German between two young people who meet for the first time and discuss aspects of school life. 	<p><i>Welche Fächer magst du?</i> https://k10outline.scsa.wa.edu.au/home/assessment/assessment-activities/year7</p> <p>Note: this Year 7 German Second Language (P–10) assessment task can be adapted for formative assessment. The task is located on the Authority website under the Languages and Pre-primary to Year 10 Sequence tabs</p> <p><i>Mein Stundenplan</i></p>