



SAMPLE TEACHING AND LEARNING OUTLINE

GERMAN: SECOND LANGUAGE

YEAR 8 (PRE-PRIMARY–YEAR 10 SEQUENCE)

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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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 Pre-primary to Year 10 syllabuses <https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/languages/german-p-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 (Pre-primary – Year 10 sequence) Sample teaching and learning outline

Focus – Ein Jahr der Feierlichkeiten (A year of festivities)			
Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Initiate and maintain spoken and written interactions with peers and known adults, using both rehearsed and spontaneous language to discuss and share ideas, views, opinions and experiences of special holidays and travel, for example, <i>Wohin sind Sie in den Ferien gefahren?; Wie feiern Sie Silvester? Normalerweise treffen wir uns mit unseren Freunden und unserer Familie zum Abendessen. Letztes Jahr haben wir Karten bis Mitternacht auf dem Balkon gespielt und dann das Feuerwerk gesehen</i></p> <p>Engage in tasks that involve planning experiences and activities such as a birthday party, Christmas or New Year’s Eve festivities, preparing for a real or virtual event, trip or excursion, a sporting event or community festival, considering options, negotiating arrangements, solving problems and participating in transactions that include purchasing goods and services</p> <p>Access, summarise and share key ideas and information from a range</p>	<p>Apply the rules of German pronunciation, rhythm, stress and intonation to a range of sentence types and words</p> <p>Apply German punctuation and spelling rules to their own writing and learn to systematically edit their own and others’ written work</p> <p>Continue to extend knowledge of context-related vocabulary and additional elements of grammar, including:</p> <ul style="list-style-type: none"> specifying a person, object or place using knowledge of the German case system (nominative, accusative and dative) and using definite and indefinite articles, <i>kein</i>, personal pronouns (including <i>man</i>) and possessive, demonstrative and interrogative adjectives such as <i>sein, unser, dieser, jeder</i> and <i>welcher</i> comparing 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</i> understanding and applying verbs that can be combined with a separable or inseparable prefix that alters the meaning of the base verb, for example, <i>Er kommt um 17.15 Uhr; Kommst du mit?; Ich bekomme manchmal Geld zum Geburtstag</i> 	<p>The focus of ‘special holidays and travel’ can be interpreted a number of ways. ‘Special holidays’ could mean religious and secular festivals/experiences/events, holidays that people go on to relax, things that people do during a specific holiday or during (school) holiday times. ‘Travel’ could be interpreted as travelling within or to a country or travelling on transportation. In this outline students discuss and share ideas, views, opinions and experiences of ‘special holidays’ as they relate to cultural events and festivals.</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 (Pre-Primary – Year 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"> purchasing items, including food and drink – considering options, expressing likes and dislikes, choosing and paying for items wearing clothing – descriptions of clothing, to go to a special event what someone is going to/must wear; for example, <i>Was werden/sollen wir tragen?</i> discussing options about when to go to a (cultural) event; for example, <i>Wann kann ich den Europapark besuchen?; Gehen wir im Herbst oder im Frühling?</i> discussing options about what to see, do, eat and/or drink at an experience; for example, <i>Möchten Sie ein Konzert oder eine Show sehen?; Möchten Sie etwas essen?; Sie müssen Euro für Erwachsene und Euro für Kinder bezahlen.</i> discussing options about taking different modes of transport; for example, <i>Fahren wir mit dem Bus/Zug?; Sie müssen den Bus nehmen (um 15 Uhr/acht Uhr morgens).</i> purchasing tickets on transportation and for entry into an event; for example, <i>Ich hätte gerne zwei Tickets nach Berlin, bitte. Wie teuer ist das?; Es kostet Euro für.....</i> expressing regret and that something is not/no longer/only available; for example, <i>Es tut mir leid, aber mehr gibt es nicht ; Es gibt nur Schokoladeneis.</i> discussing plans for a day’s excursion; for example, where and when to meet, arrival and departure times, what to see, do and bring, opening times; for example, <i>Wo treffen wir uns? Der Bus kommt um 16 Uhr an/fährt ab.</i> asking about and expressing feelings, such as hunger, thirst, fear and sleepiness; for example, <i>Sind Sie durstig/schläfrig?; Ich hab Angst!</i> describing feelings someone had; for example, <i>Ich hatte Hunger.</i> telling others to do things at an event; for example, <i>Kommen...! Komm schon...! Siehe...! Kaufen...!</i> saying someone is going to do something in the near future; for example, <i>Wir werden morgen Abend Silvester feiern.; Wir kaufen einen Snack an der Imbiß.</i> saying what you are obliged to, have permission to, want to or can do; for example, <i>Wir müssen bezahlen; Sie können den Elf-Uhr-Zug nehmen.; Ich möchte mich sonnen.; Ich kann schwimmen.</i> asking and telling others whether someone has been to an event; for example, <i>Warst du schon einmal auf einem Konzert (von...)?; Ich war noch nie auf/in einem Konzert.</i> giving information about what happened (at an event); for example, <i>Ich habe mein Ticket verloren.; Ich kaufte Sandwiches.; Er trank Milchtee.; Ich sah ein Konzert in ; Ich nahm; Ich habe gesagt.....; Ich ging nach; Wir sind um 9 Uhr morgens losgefahren.; Mein Bruder kam spät.</i> 	<p>Videos and Websites</p> <p>Comic strips</p> <p>wikiHow – How to make a comic strip https://www.wikihow.com/Make-a-Comic-Strip</p> <p>LEARN – How to create a comic strip https://www.youtube.com/watch?v=ufOXBuGhVWg</p> <p>Easter</p> <p>Learn German with Anja – SPECIAL: Easter in Germany! Ostern in Deutschland! – video in German and English https://www.youtube.com/watch?v=2brQ0qavA2Q</p> <p>German Girl in America – German Easter traditions, facts and customs https://germangirlinamerica.com/german-easter-facts</p> <p>Nikolaustag (St Nicholas Day)</p> <p>SandyMakesSense – NIKOLAUS! A German Christmas Tradition – How do you celebrate? https://www.youtube.com/watch?v=fwZjNSNPv4</p> <p>Learn German with GermanPod101.com – German Holidays – Saint Nicolas In German with English subtitles and vocabulary https://www.youtube.com/watch?v=0ekAm8V91AA</p> <p>Natürlich German – St Nicholas in Germany – Der Nikolaustag (Christmas Tradition) Intermediate German (video in German) https://www.youtube.com/watch?v=OTWfKdTMP7s</p> <p>German Culture – St Nicholas Day https://germanculture.com.ua/german-holidays/st-nicholas-day</p> <p>Christmas</p> <p>DW Euromaxx – Christmas Traditions in Germany https://www.youtube.com/watch?v=diVh9D_5MaA&t=12s</p>

Focus – Ein Jahr der Feierlichkeiten (A year of festivities)

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>of texts related to aspects of their personal and social worlds and present them in different formats for the intended audience</p> <p>Translate and/or interpret texts, including those that use language with colloquial or cultural association and consider why there might be differences in interpretation and how language reflects elements of culture, for example, <i>so alt wie ein Baum/Stein, einen Bärenhunger haben</i></p> <p>Participate in intercultural experiences, with members of the German-speaking community to discuss cultural practices, demonstrating awareness of the importance of shared understanding and reflecting on adjustments made as a result of reactions and responses</p> <p>Consider how their own biography influences their identity and communication and shapes their own intercultural experiences</p>	<ul style="list-style-type: none"> describing current, recurring and future actions using regular, irregular, modal, separable and inseparable verbs in the present tense, for example, <i>Wir spielen morgen nicht mit; Er sieht viel fern; Ich muss meine Hausaufgaben machen; Nächstes Jahr bekommen wir neue Laptops</i> describing past events and experiences in present perfect and/or simple past tenses using a limited range of common verbs, for example, <i>Ich habe meine Hausaufgaben nicht gemacht, denn ich war am Wochenende krank</i> using reflexive verbs in the present tense with their appropriate accusative reflexive pronouns to describe daily routines and express emotions and interests, for example, <i>Ich dusche mich morgens; Interessierst du dich für Geschichte?; Wir freuen uns auf die Ferien</i> expressing opinions using, for example, <i>meiner Meinung nach; Ich glaube, dass ... Wir sind dagegen/dafür</i> understanding and using dative and accusative prepositions with their core meanings, for example, <i>Ich komme aus der Stadt; Der Kuchen ist für dich</i> experimenting (using models) with different structures to make comparisons, for example, <i>Englisch ist schwieriger als Mathe; Welches Auto ist am sichersten?; Kaffee ist nicht so gesund wie Wasser</i> <p>Continue to build a metalanguage to describe grammatical concepts and to organise learning resources</p>	<p>Discuss with students:</p> <ul style="list-style-type: none"> secular and religious festivals or events in German-speaking communities the seasons in the Northern Hemisphere and how they affect festivals and their associated activities the types of festivals held in German speaking countries; for example, (classical) music, dance, historic, food, sporting, entertainment, artistic, film the 24-hour clock and its use in timetables and opening and closing times. <p>Text types: For the learning activities and assessments selected, expose students to, and teach as required, the textual conventions of the following: blog post, calendar, description, diary entry, interview, list, play, poster, role-play, script, short story, speech, summary, table.</p> <p>Language learning and communication strategies</p> <p>Strategies relevant to this focus include:</p> <ul style="list-style-type: none"> note-taking manipulating known elements in a new context. <p>Learning activities and/or assessments</p> <p>In teaching the content, choose from the following and instruct/require students to:</p> <ul style="list-style-type: none"> prepare a class calendar of festivals and significant events in German-speaking communities and reflect on the similarities and differences of an Australian equivalent reflect on ways people celebrate secular and religious festivals or events in German-speaking communities and how they are, or are not, celebrated in Australia or in their community. They consider what is important in Australia and its communities and the reasons why categorise expressions related to special holidays and the festivals with which they are generally associated use an online translator to translate idioms associated with holidays from German to English and vice versa, and analyse the results complete a table summarising special holidays, including the name of the event in German and English, whether it is a secular or religious holiday, where and when it takes place, what people generally do and eat to celebrate the occasion. The names of the events can be arranged in chronological order for display and future reference research a festival or event in a German-speaking community and write a short description that summarises what happens and why. The descriptions could be presented to others interview someone about their desire to go to a (cultural) event, considering things such as cost, transportation options, weather and what to wear deliver a speech to convince classmates to come to an event select a festival/celebration to research and summarise significant details such as opening times, location, costs, how to get there, what to do and see. Use this information to design a poster to advertise the festival/celebration write a blog post or diary entry about time spent at an event, describing where they went, when they arrived and left, what they saw, did, ate and bought write a script and perform a role-play that takes place after (a meal at) an event, discussing what it was like and how they felt role-play a situation at a restaurant in which a number of the menu items are no longer available and give reasons why read, listen to or view a text related to special holidays and travel and rewrite a randomly organised list of important aspects in order 	<p>The German Way and More – German Christmas Traditions https://www.german-way.com/history-and-culture/holidays-and-celebrations/christmas</p> <p>deutschland.de – How Germany celebrates Christmas https://www.deutschland.de/en/topic/life/how-germany-celebrates-christmas</p> <p>Carnival in Cologne</p> <p>DW News – Carnival in Cologne, Mainz and Rottweil Discover Germany https://www.youtube.com/watch?v=WLJwS1JG53s</p> <p>Koelnerkarnevalde – Kölner Karneval - Das Erlebnis https://www.youtube.com/watch?v=gY8PdlvZEMU</p> <p>tripsavvy – Carnival in Cologne: The Complete Guide by Erin Porter https://www.tripsavvy.com/carnival-in-cologne-3572156</p> <p>Wikipedia – Cologne Carnival https://en.wikipedia.org/wiki/Cologne_Carnival</p> <p>Berlinale</p> <p>Berlinale – Berlin International Film Festival – The Highlights Berlinale 2022 https://www.youtube.com/watch?v=MJwXcCX13AY</p> <p>Official website of the Berlinale (Berlin International Film Festival) https://www.berlinale.de/en/home.html</p> <p>Wikipedia – Berlin International Film Festival https://en.wikipedia.org/wiki/Berlin_International_Film_Festival</p> <p>Europapark</p> <p>Europa-Park Resort website in English https://www.europapark.de/en</p> <p>DW News – The best of Europa-Park! Discover Germany https://www.youtube.com/watch?v=roksCWxqael</p>

Focus – Ein Jahr der Feierlichkeiten (A year of festivities)

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
	<p>Apply the structures and conventions associated with a range of text types and identify key features and functions of the different genres</p> <p>Reflect on different aspects of the cultural dimension of learning and using German and consider how this might be interpreted and responded to by members of the community</p>	<ul style="list-style-type: none"> • read, listen to or view a text related to special holidays and travel and retell (part of) it from a different point of view • read, listen to or view a dialogue related to special holidays and travel and create (part of) a short story based on it • complete formative and summative assessments using the following assessment tasks: <ul style="list-style-type: none"> ▪ <i>Wo warst du in den Ferien?</i> (Where did you go on holiday?) <ul style="list-style-type: none"> ○ Part A – students listen to three people talking about where they spent their holiday this year ○ Part B – students design a comic strip recounting what they did during their last holiday ▪ <i>Weihnachten in Deutschland</i> (Christmas in Germany) <ul style="list-style-type: none"> ○ Part A – students read a text in German about Christmas in German-speaking countries ○ Part B – students write a diary entry of their preparation for Christmas, from the perspective of a German teenager. 	<p>Assessments</p> <ul style="list-style-type: none"> • Accessible on the School Curriculum and Standards Authority website <p><i>Wo warst du in den Ferien?</i> (Where did you go on holiday?)</p> <p><i>Weihnachten in Deutschland</i> (Christmas in Germany)</p>