Year 5 Syllabus

Year Level Description

Year 5 German: Second Language builds on the skills, knowledge and understanding required of students to communicate in the German language developed in Year 4 and focuses on extending their oral and written communication skills and their understandings of German language and culture.

Students communicate in German, initiating interactions with the teacher and peers to exchange information about their home, neighbourhood and local community. They participate in guided tasks, planning outings or activities and completing transactions. They gather, compare and convey information from a range of spoken, written and multimodal texts related to their personal and social worlds. Students share responses to characters, events and ideas in imaginative texts and make connections with their own experience and feelings. They create or reinterpret, present or perform imaginative texts, based on or adapted from events, characters or settings.

Students are becoming more familiar with the systems of the German language, applying basic rules for German pronunciation and recognising and applying different intonation for statements, questions, exclamations and instructions. They use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts such as referring to a person, place or object using the nominative and accusative definite and indefinite articles to generate language for a range of purposes. Students build a metalanguage in German to comment on vocabulary and grammar, describe patterns, grammatical rules and variations in language structures.

Students are encouraged to reflect on how their own and others' language use is shaped by and reflects communities' ways of thinking and behaving and may be differently interpreted by others.

In Year 5 students are widening their social networks, experiences and communication repertoires in both their first language and German. They are supported to use German as much as possible for classroom routines and interactions, structured learning tasks and language experimentation and practice. English is predominantly used for discussion, clarification, explanation, analysis and reflection.

Communicating

SOCIALISING

Initiate interactions with the teacher and peers, using simple descriptive and expressive modelled language to exchange information about their home, neighbourhood and local community, for example, Wo wohnst du?; Ich wohne in einem Einfamilienhaus; Ich wohne in einer Wohnung. Wir haben zwei Badezimmer; Was gibt es in deiner Stadt? Es gibt eine Bibliotek, eine Schule und ein Fußballstadion; Ich wohne gern auf dem Land; Es gibt einen Fluß und einen Fußballplatz in der Nähe; Leider haben wir kein Kino; Gibt es einen Supermarkt, wo du wohnst? Der Metzger heißt Herr Wurst; Die Friseurin heißt Frau Kell; Wie heißen Sie?

Understanding

SYSTEMS OF LANGUAGE

Apply basic rules for German pronunciation such as the two different pronunciations of ch

Recognise and apply different intonation for statements, questions, exclamations and instructions

Notice distinctive punctuation features of personal correspondence in German such as Hallo Annette!/Lieber Klaus, followed respectively by upper or lower case for the beginning of the first sentence
(ACLGEU148)

▤ Literacy

ⓒ Critical and creative thinking

(ACLGEC137)

▤ Literacy

▦ Numeracy

⠵ Information and Communication
Technology (ICT) capability

ⓖ Critical and creative thinking

⚙ Personal and social capability

ⓒ Intercultural understanding

Participate in guided tasks related
to organising displays, planning
outings and conducting events
such as performances, or activities
such as building models and
completing transactions in places
such as a café or a local market
(ACLGEC138)

▤ Literacy

▦ Numeracy

⠵ Information and Communication
Technology (ICT) capability

ⓖ Critical and creative thinking

⚙ Personal and social capability

INFORMING

Gather and compare information
and supporting details from a
range of written, spoken, digital and

Use context-related vocabulary and
develop and apply knowledge of
grammatical elements in simple
spoken and written texts to
generate language for a range of
purposes, including:

- referring to a person, place or
object using the nominative and
accusative definite and
indefinite articles, for example,
Das Mädchen hat einen
Hockeyschläger; Die Stadt hat
ein Kino und eine Apotheke

- noticing how articles and
pronouns change after certain
verbs (Ich danke dir) and after
particular prepositions
associated with location, for
example, Wir sind in der Stadt;
Die Party ist bei Stefan im
Garten

- understanding the concept of
regular and irregular verbs and
noticing that this is a feature of
both German and English

multimodal texts related to their personal and social worlds [(ACLGEC140)](ACLGEC140)

📄 Literacy

🔢 Numeracy

⚹ Information and Communication Technology (ICT) capability

🅒 Critical and creative thinking

👥 Personal and social capability

🌐 Intercultural understanding

Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds [(ACLGEC141)](ACLGEC141)

📄 Literacy

🔢 Numeracy

⚹ Information and Communication Technology (ICT) capability

🅒 Critical and creative thinking

👥 Personal and social capability

🌐 Intercultural understanding

CREATING

Share responses to characters, events and ideas in imaginative texts such as stories, dialogues,

- understanding and using a range of question words and the intended/related answer, for example, woher, welcher and wie viel

- understanding and locating events in time, including the use of the 24-hour clock

- referring to quantities of people and things using cardinal numbers up to 10 000, including decimals, common fractions and negative numbers, for example, Meter; Kilometer; Quadratmeter; Quadratkilometer; 85,5 Prozent haben ein Handy; Die Tagestemperatur liegt bei minus 8 Grad; Ich habe eine Halbschwester

Begin to build a metalanguage in German to comment on vocabulary and grammar, describe patterns, grammatical rules and variations in language structures [(ACLGEU149)](ACLGEU149)

cartoons, television programs or films and make connections with own experience and feelings [(ACLGEC142)](ACLGEC142)

📄 Literacy

🔢 Numeracy

⌨ Information and Communication Technology (ICT) capability

◎ Critical and creative thinking

👥 Personal and social capability

Create or reinterpret, present or perform imaginative texts for a range of audiences based on or adapted from events, characters or settings [(ACLGEC143)](ACLGEC143)

📄 Literacy

⌨ Information and Communication Technology (ICT) capability

◎ Critical and creative thinking

👥 Personal and social capability

TRANSLATING

Translate simple texts from German to English and vice versa, noticing which words or phrases require interpretation or

📄 Literacy

🔢 Numeracy

◎ Critical and creative thinking

Recognise that spoken, written and multimodal German texts have certain conventions and can take different forms depending on the context in which they are produced [(ACLGEU150)](ACLGEU150)

📄 Literacy

⌨ Information and Communication Technology (ICT) capability

◎ Critical and creative thinking

LANGUAGE VARIATION AND CHANGE

Understand that there are variations in German as it is used in different contexts by different people such as formal/informal register and regional variations [(ACLGEU151)](ACLGEU151)

📄 Literacy

◎ Critical and creative thinking

👥 Personal and social capability

🌐 Intercultural understanding

ROLE OF LANGUAGE AND CULTURE

explanation such as Bist du satt? (not voll) or Es geht mir gut (not Ich bin)

Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts [(ACLGEC144)](ACLGEC144)

- 🖹 Literacy
- 🅖 Critical and creative thinking
- 👥 Personal and social capability
- 🜪 Intercultural understanding

REFLECTING

Compare ways of communicating in Australian and German-speaking contexts and identify ways that culture influences language use [(ACLGEC146)](ACLGEC146)

- 🖹 Literacy
- 🅖 Critical and creative thinking
- 👥 Personal and social capability
- 🜪 Intercultural understanding

Understand why language is important in social and educational life and recognise that languages and cultures change over time and influence one another [(ACLGEU152)](ACLGEU152)

- 🖹 Literacy
- 🅖 Critical and creative thinking
- 🜪 Intercultural understanding

Reflect on how their own and others' language use is shaped by and reflects communities' ways of thinking and behaving and may be interpreted differently by others [(ACLGEU153)](ACLGEU153)

- 🖹 Literacy
- 🅖 Critical and creative thinking
- 👥 Personal and social capability
- 🠖 Ethical understanding
- 🜪 Intercultural understanding

Achievement standard

At standard, students participate in interactions with the teacher and others in classroom situations, to exchange information about their home,

neighbourhood and local community. They use simple descriptive and occasionally expressive modelled language to participate in tasks or activities, or to provide information such as *Wir haben zwei Badezimmer; Was gibt es in deiner Stadt? Es gibt eine Bibliothek, eine Schule und ein Fußballstadion.* Students gather and compare some information and details from a range of texts related to their personal and social worlds. They convey appropriate information, ideas and opinions related to planning outings and conducting events, to suit specific audiences and contexts from a range of texts related to their personal and social worlds. They share simple responses to characters, events and ideas in imaginative texts and make simple connections with their own experience and feelings. Students create and present, with guidance, imaginative texts for different audiences, based on or adapted from events, characters or settings. Students translate simple texts from German to English and vice versa, with some inaccuracies, showing some awareness that there are words or phrases that may require interpretation or explanation. They use dictionaries, word lists and pictures, with some degree of confidence, to translate short familiar texts. They compare ways of communicating in Australian and German-speaking contexts and provide an example of how culture influences language use.

Students apply basic rules for German pronunciation at times, applying different intonation for statements, questions, exclamations and instructions. They apply some sentence structure and word order rules when creating original texts. Students use some relevant vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts with a satisfactory level of accuracy, such as referring to a person, place or object using the nominative and accusative definite and indefinite articles such as *Die Stadt hat ein Kino.* They begin to understand the concept of regular and irregular verbs such as *sein.* Students talk about how the German language works, commenting on vocabulary and grammar, describing patterns, grammatical rules and variations in language structures, with guidance. They identify that texts have certain conventions

and can take different forms. Students recognise that language is important in social and educational life, and understand that on some occasions German is used in different contexts by different people, resulting in variations in language. They discuss how their own and others' language use is shaped by and reflects communities' ways of thinking and behaving and may be differently interpreted by others. They make connections between culture and language use, recognising how language and culture influence one another, and reflect on how their own and others' language use may be interpreted differently by others.

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