**Instruction:** List the title of the unit of work in the first column and then tick the check box of the content description/s addressed by it, which can be done electronically. Once completed, fill out the ‘Assessment Tasks’ table.   
For detailed notes regarding the purpose of this template and further instructions for completion, refer [here](http://www.vcaa.vic.edu.au/Pages/foundation10/viccurriculum/viccurr-resources.aspx)

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|  | **Strand** | **Communicating** | | | | | | | | | | | | | | | | | | | | | |
|  | **Sub-strand** | **Socialising** | | | | | | **Informing** | | | | **Creating** | | | | **Translating** | | | | **Reflecting** | | | |
|  | **Content Description** | Share information with peers and teacher about aspects of their personal worlds such as friends, home, favourite objects and activities  [(VCDEC120)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEC120) | | Participate collaboratively in shared class experiences and transactions  [(VCDEC121)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEC121) | | Participate in everyday classroom activities, responding to questions, instructions and requests, asking for clarification or assistance and making simple statements about own and others’ learning  [(VCDEC122)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEC122) | | Obtain and process information from peers and texts related to personal, social and natural worlds  [(VCDEC123)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEC123) | | Present information in modelled spoken and written texts relating to personal, social and natural worlds  [(VCDEC124)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEC124) | | Respond to imaginative print and digital texts in a variety of ways such as by acting out events, identifying favourite elements and making simple statements about characters  [(VCDEC125)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEC125) | | Create imaginative texts such as simple plays, poems and stories, using formulaic expressions and modelled language as well as simple visual supports  [(VCDEC126)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEC126) | | Compare aspects of German and English language, such as vocabulary, sounds and rhymes, and cultural information, and share with peers and family  [(VCDEC127)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEC127) | | Produce texts such as signs, class word lists and picture dictionaries in both German and English for the classroom and school community  [(VCDEC128)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEC128) | | Notice and describe what looks or feels similar or different to own language and culture when interacting in German  [(VCDEC129)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEC129) | | Describe their own experiences of learning and using German and explore their sense of identity, including elements such as family, cultural heritage and friends  [(VCDEC130)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEC130) | |
| **Unit** | **Semester/Year** | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # |
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|  | **Strand** | **Understanding** | | | | | | | | | | | |
|  | **Sub-strand** | **Systems of language** | | | | | | **Language variation and change** | | | | **Role of language and culture** | |
|  | **Content Description** | Experiment with the pronunciation of vowel sounds, letter combinations and intonation patterns, and recognise and write high-frequency words and expressions in familiar contexts  [(VCDEU131)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEU131) | | Notice and apply elements of German grammar such as gender and singular/plural forms, adjectives, adverbs, pronouns and word order in simple spoken and written texts  [(VCDEU132)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEU132) | | Identify the purposes of familiar personal, informative and imaginative texts such as maps, calendars and fairy tales, and explain how particular features of such texts help to achieve these purposes  [(VCDEU133)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEU133) | | Recognise some of the common variations in German as it is used in different contexts by different people  [(VCDEU134)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEU134) | | Recognise that German and English are related languages and that German is an important European and global language  [(VCDEU135)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEU135) | | Make connections between culture and language use, for example, by identifying vocabulary and expressions that reflect cultural values, traditions or practices  [(VCDEU136)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEU136) | |
| **Unit** | **Semester/Year** | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # |
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*See next page for Achievement Standards and Assessments section*

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| **Foundation to Level 2 Achievement Standard** | **Levels 3 and 4 Achievement Standard**  Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template. | **Levels 5 and 6 Achievement Standard** |
| By the end of Level 2   * Students interact with teachers and peers through action-related talk and play. * They introduce themselves, exchange greetings and farewells, for example, *Ich heiße* *… Auf Wiedersehen!*and express likes and dislikes. * When interacting, they use short formulaic expressions, for example, *Morgen! Danke! Alles Gute zum Geburtstag! Frohe Weihnachten! Guten Appetit!*and make simple statements, such as *Das ist …* *Ich wohne in …* *Ich mag …* * They use repetitive language and respond to simple instructions when participating in games, shared activities and classroom routines. * They use visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning, and reproduce some distinctive sounds and rhythms of spoken German, including *ch, u, r*and *z*. * Students identify specific words and information, such as names of people, places or objects, in simple shared texts related to personal worlds. * They convey factual information about self, family and possessions at word and simple sentence level. * They respond to and create simple spoken and written texts, using modelled examples and formulaic language. * They use short phrases and simple sentences to identify and describe people and objects in the family and school domains such as *der Lehrer, eine Freundin, Das ist mein Stift*, including some pronouns, for example, *ich, du, er, sie, es, wir* and possessive adjectives, *mein/e, dein/e*. * They use *nein*and *nicht* for negation, and verb forms *bin, bist*and*ist,*with an adjective. * Students explain the meaning and use of different German words and expressions, and create texts in German and English for their immediate learning environment. * They identify similarities and differences between German and their own language(s) and culture(s), noticing that using a language involves behaviours as well as words. * Students identify ways that German sounds different to English but recognise that it uses the same alphabet. * They identify some words that are written the same in both German and English but pronounced differently. * They identify features of different types of texts. * They give examples of words that German and English borrow from each other and from other languages, and identify different ways of greeting and interacting with people. * They make connections between the languages people use and who they are and where they live. | By the end of Level 4   * Students interact with teachers and peers in classroom routines, action-related talk and play. (1) * They respond to instructions and use formulaic expressions to interact, ask questions, seek assistance, and make statements related to their personal worlds, for example, *bitte schön*; *Ich bin dran;* *Welche Farbe? Wie viele Geschwister hast du?Mein Lieblingsspiel ist Lotto*. (2) * They reproduce German short and long single vowel and diphthong sounds, including *Umlaute*, and *Eszett,* and initial consonants and blends, for example, *Post/los*, *mein*, *die,Bruder/Brüder*,*heißen,* *ja*, *rot*, *singen*, *Sport*, *Winter*,*zwei*. (3) * They answer questions related to their personal worlds with factual information, and respond to imaginative texts by identifying favourite elements, sequencing main events and producing short scaffolded summaries. (4) * They create short, simple sentences from modelled language and use coordinating conjunctions, for example, *und*, *aber*,*oder*, to compose short original texts. (5) * They use some forms of common regular verbs in the present tense, (for example, *heißen*, *kosten*, *spielen*, *wohnen)*, some irregular verb forms, (for example*,* *bin*, *bist*, *ist*, *sind*,*hast*, *hat*), and limited forms of modal verbs, (for example, *kann*, *mag*, *möchte*, *muss)*, simple past tense verbs, (for example*,* *hatte*, *ging*, *war*) and the accusative case, (for example*,* *Ich habe einen Hund.)*. (6) * They respond to and use interrogatives, such as *was*,*wann*, *wer*, *wie*, *wie viele*, *wo* and some *ja/nein*questions. (7) * They refer to time, manner and place using familiar words and phrases, for example, *morgen*,*sehr gut*, *im Wald*. (8) * They compare aspects of German and English language and culture that are reflected in texts they have viewed, listened to or read and they create texts in German and English for the classroom and school community. (9) * They identify ways in which culture influences aspects of communication in routine exchanges such as greetings, and describe their own sense of identity, including elements such as family, cultural heritage and friends. (10) * Students identify German as an important European and global language and give examples showing how it is related to English. (11) * They differentiate statements, questions, imperatives and exclamations according to intonation, sentence structure and punctuation. (12) * They identify the purpose of the *Eszett* and show how the*Umlaut* alters the pronunciation of particular vowels (*ä, ö, ü*). (13) * They identify single letters, some consonant clusters (*sch*) and vowel combinations (*au, ei, eu, ie*). (14) * They identify the audience and purpose of familiar personal, informative and imaginative texts. (15) * They give examples of how language use varies according to the participants, purpose and context of an exchange. (16) * They give examples of how language and culture are intrinsically linked, and identify cultural values, traditions or practices that are conveyed in words and expressions they and others use. (17) | By the end of Level 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 such as, *Bist du fertig? Was machst du jetzt? Verstehst du das?* respond to requests and share experiences of learning, for example, *Ich kann gut sprechen, aber ich finde das Lesen und Schreiben schwierig*. * They use descriptive and expressive vocabulary, including adjectives such as *aufgeregt, glücklich, nervös, sauer*and *traurig*, to express feelings and make statements such as *Ich nehme ein Käsebrötchen*. * They use appropriate intonation for simple statements, questions and exclamations, and correct pronunciation, for example, for the two different pronunciations of *ch*. * 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, for example, *Wir gehen morgen schwimmen. Kommst du mit?* *Es geht mir nicht gut.* and produce original sentences with common regular and irregular verbs in the present tense, including limited forms of the modal verbs*dürfen* and *müssen* and some common separable verbs such as *mitbringen* and *fernsehen*. * They use adjectives, adverbs and adverbial phrases to qualify meaning, for example, *viel Wasser, neue Schuhe;lieber, oft, jeden Tag*. * 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, for example, words containing *ch, j, w and z*, and diphthongs such as *au, ei, eu*and*ie*. * 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. |

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| **Assessments** | | |  |  | | |
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