**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** | Interact using descriptive and expressive language to share information about daily life, relate experiences and express feelings [(VCDEC137)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEC137) | Participate in guided tasks such as planning and organising events and completing transactions[(VCDEC138)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEC138) | Use simple questions, statements and responses to participate in and support classroom interactions and learning activities, and to indicate understanding and monitor own learning [(VCDEC139)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEC139) | Gather, compare and respond to information from different sources relating to social and natural worlds[(VCDEC140)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEC140) | Convey information and opinions in different formats to suit specific audiences and purposes, selecting appropriate print and multimodal elements[(VCDEC141)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEC141) | Share and compare responses to characters, events and ideas in imaginative texts, making connections with own experience and feelings [(VCDEC142)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEC142) | Present, reinterpret or create alternative versions of imaginative texts, adapting events, characters or settings [(VCDEC143)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEC143) | Explain aspects of German language and culture for family or peers, noticing that there are not always equivalent expressions in English [(VCDEC144)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEC144) | Create a range of bilingual texts such as notices, announcements, photo stories, dialogues and instructions for language learning and the school community [(VCDEC145)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEC145) | Engage in intercultural interactions, describing aspects of language and culture that are unfamiliar or uncomfortable, and discussing own reactions and adjustments [(VCDEC146)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEC146) | Reflect on aspects of own identity and language use, commenting on and suggesting reasons for what is similar/different and easy/difficult [(VCDEC147)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEC147) |
| **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** | Explain and apply basic rules for German pronunciation, intonation, spelling and punctuation[(VCDEU148)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEU148) | Develop and apply knowledge of German grammatical elements such as verb tenses, modal verbs and case, combining them with an increasing range of nouns, adjectives and adverbs to construct sentences [(VCDEU149)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEU149) | Recognise that different types of texts, such as narratives, recounts and informative and procedural texts, have certain conventions and can take different forms depending on the context in which they are produced [(VCDEU150)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEU150) | Recognise that there are variations in German as it is used in different contexts by different people, such as formal/informal register and regional variations[(VCDEU151)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEU151) | Understand why language is important and recognise that languages and cultures change over time and influence one another[(VCDEU152)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEU152) | Understand that own and others’ language use is shaped by and reflects the values, ideas and norms of a community[(VCDEU153)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEU153) |
| **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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| **Levels 3 and 4 Achievement Standard**  | **Levels 5 and 6 Achievement Standard** Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template.  | **Levels 7 and 8 Achievement Standard**  |
| By the end of Level 4* Students interact with teachers and peers in classroom routines, action-related talk and play.
* 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*.
* 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*.
* 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.
* They create short, simple sentences from modelled language and use coordinating conjunctions, for example, *und*, *aber*,*oder*, to compose short original texts.
* 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.)*.
* They respond to and use interrogatives, such as *was*,*wann*, *wer*, *wie*, *wie viele*, *wo* and some *ja/nein*questions.
* They refer to time, manner and place using familiar words and phrases, for example, *morgen*,*sehr gut*, *im Wald*.
* 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.
* 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.
* Students identify German as an important European and global language and give examples showing how it is related to English.
* They differentiate statements, questions, imperatives and exclamations according to intonation, sentence structure and punctuation.
* They identify the purpose of the *Eszett* and show how the*Umlaut* alters the pronunciation of particular vowels (*ä, ö, ü*).
* They identify single letters, some consonant clusters (*sch*) and vowel combinations (*au, ei, eu, ie*).
* They identify the audience and purpose of familiar personal, informative and imaginative texts.
* They give examples of how language use varies according to the participants, purpose and context of an exchange.
* 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.
 | 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. (1)
* 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*. (2)
* 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*. (3)
* They use appropriate intonation for simple statements, questions and exclamations, and correct pronunciation, for example, for the two different pronunciations of *ch*. (4)
* 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. (5)
* They describe characters, events and ideas encountered in texts, and re-create imaginative texts to reflect their imaginative experience. (6)
* 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*. (7)
* They use adjectives, adverbs and adverbial phrases to qualify meaning, for example, *viel Wasser, neue Schuhe;lieber, oft, jeden Tag*. (8)
* 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. (9)
* They describe aspects of their intercultural interactions that are unfamiliar or uncomfortable, and discuss their own reactions and adjustments. (10)
* Students give examples of how German language and culture are continuously changing and are influenced by other languages and cultures. (11)
* 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*. (12)
* They apply the conventions of commonly used text types, and identify differences in language features and text structures. (13)
* They give examples of the variety of ways German is used by different people in different contexts. (14)
* 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. (15)
 | By the end of Level 8* Students use written and spoken German to interact with teachers, peers and others; to make decisions, solve problems and negotiate transactions; and to exchange and justify ideas, opinions and views.
* When interacting, they use both rehearsed and spontaneous language to ask and respond to open-ended questions and express, compare and justify opinions, for example,*Sie glaubt, dass … Ich bin dafür, weil …*
* They apply rules of pronunciation, rhythm, stress and intonation to a range of sentence types and words, including loan words from English.
* They obtain, summarise and evaluate information from a range of sources.
* They express opinions and feelings in response to imaginative texts, and make connections with their own experiences and other texts.
* They plan, draft and present original imaginative and informative texts, following models to link and sequence events and ideas using both adverbs such as *danach, dann, früher, vorher* and common subordinating conjunctions, for example, *als, wenn, weil, dass*.
* They use some modal verbs and imperative forms, for example, *Was soll ich machen? Du kannst …* *Kauf die neue App!*
* They refer to a person, object or place using definite and indefinite articles, personal pronouns, and some demonstrative and interrogative adjectives such as *dieser, jeder* and *welcher*.
* They produce original present tense sentences and use familiar examples of the *Perfekt* and *Imperfekt* tenses.
* They use a range of everyday and topic-based prepositions, adverbs and adverbial phrases, for example, *nach der Schule, zu Hause, in der Stadt, gegen die Wand*, *links, hier, oben, im Süden*.
* They interpret and/or translate terms associated with the culture of German-speaking communities or their own culture, and explain specific values and traditions reflected in the language.
* They create a range of bilingual resources for the wide community and to assist their own and others’ language learning.
* They explain the importance of shared understanding, discussing adjustments made as a result of reactions and responses to intercultural experience.
* Students explain how language changes over time and identify reasons for change.
* They identify and apply the German case system (nominative, accusative and dative) and name some grammatical terms and their functions.
* They describe the similarities and differences between German and English punctuation, including capitalisation, numbers (ordinals, decimals) and quotation marks.
* They explain reasons for differences in a range of text types, for example, personal, informative and persuasive texts, including differences in text structure and language features.
* They give examples of how language use varies according to audience, context and purpose.
* They identify different aspects of the cultural dimension of learning and using German, and explain how language use reflects cultural ideas, assumptions and perspectives.
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| **Assessments** |  |  |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |
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