**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** | Initiate and participate in interactions with peers and adults to discuss and exchange views and experiences  [(VCDEC154)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEC154) | | Engage in tasks and transactions that involve negotiation and problem-solving  [(VCDEC155)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEC155) | | Interact in classroom activities and discussions through asking and responding to open-ended questions, giving opinions and making suggestions  [(VCDEC156)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEC156) | | Access, summarise and analyse information and opinions from a range of sources relating to topical issues of shared interest  [(VCDEC157)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEC157) | | Convey information and ideas on different topics, issues and events, describing and comparing views, perspectives and experiences, and using modes of presentation to suit different audiences  [(VCDEC158)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEC158) | | Respond to a range of imaginative texts by expressing opinions and feelings about key ideas and making connections with personal experiences and other texts  [(VCDEC159)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEC159) | | Create individual and shared texts about imagined people, places and experiences, to entertain others  [(VCDEC160)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEC160) | | Interpret and/or translate for friends or visitors terms associated with German or own culture  [(VCDEC161)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEC161) | | Create bilingual resources such as games, vocabulary cards, glossaries, word lists and labelled posters for language learning and the wider community  [(VCDEC162)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEC162) | | Participate in intercultural experiences, demonstrating awareness of the importance of shared understanding, and reflecting on adjustments made as a result of reactions and responses  [(VCDEC163)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEC163) | | Consider how personal experiences, family origins, traditions and beliefs impact on identity and shape intercultural experiences  [(VCDEC164)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEC164) | |
| **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** | Recognise the pronunciation of loan words, and understand and apply knowledge of similarities and differences between German and English punctuation  [(VCDEU165)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEU165) | | Extend knowledge of elements of the German grammatical system, including prepositions, reflexive verbs, adverbial phrases and subordinating conjunctions, to specify and describe people, objects and places, sequence events and qualify opinions  [(VCDEU166)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEU166) | | Understand the structures and conventions associated with different types of personal, informative and persuasive texts such as emails, news items and advertisements  [(VCDEU167)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEU167) | | Identify features of German that vary according to audience, context and purpose in familiar spoken and written texts  [(VCDEU168)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEU168) | | Understand that German, like other languages, continues to change over time due to influences such as globalisation and new technologies and knowledge  [(VCDEU169)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEU169) | | Reflect on different aspects of the cultural dimension of learning and using German  [(VCDEU170)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEU170) | |
| **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 5 and 6 Achievement Standard** | **Levels 7 and 8 Achievement Standard**  Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template. | **Levels 9 and 10 Achievement Standard** |
| 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. | 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. (1) * 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 …* (2) * They apply rules of pronunciation, rhythm, stress and intonation to a range of sentence types and words, including loan words from English. (3) * They obtain, summarise and evaluate information from a range of sources. (4) * They express opinions and feelings in response to imaginative texts, and make connections with their own experiences and other texts. (5) * 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*. (6) * They use some modal verbs and imperative forms, for example, *Was soll ich machen? Du kannst …* *Kauf die neue App!*  (7) * 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*. (8) * They produce original present tense sentences and use familiar examples of the *Perfekt* and *Imperfekt* tenses. (9) * 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*. (10) * 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. (11) * They create a range of bilingual resources for the wide community and to assist their own and others’ language learning. (12) * They explain the importance of shared understanding, discussing adjustments made as a result of reactions and responses to intercultural experience. (13) * Students explain how language changes over time and identify reasons for change. (14) * They identify and apply the German case system (nominative, accusative and dative) and name some grammatical terms and their functions. (15) * They describe the similarities and differences between German and English punctuation, including capitalisation, numbers (ordinals, decimals) and quotation marks. (16) * 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. (17) * They give examples of how language use varies according to audience, context and purpose. (18) * They identify different aspects of the cultural dimension of learning and using German, and explain how language use reflects cultural ideas, assumptions and perspectives. (19) | By the end of Level 10   * Students use written and spoken German to initiate and sustain interactions with teachers, peers and others in a range of settings and for a range of purposes. * They use language spontaneously in the classroom environment to seek clarification and advice, assist others, initiate conversations and discussions, debate a course of action, share learning strategies and comment on the contribution of others, for example, *Meinen Sie, dass …? Was würdest du an meiner Stelle tun?* *Simon hat Unrecht.* *Meiner Meinung nach ist Kims Geschichte am lustigsten.* *Ich sehe deutsche Filme, um meine Aussprache zu verbessern.* * They describe plans and aspirations using future tense, for example, *Wir werden bald in Deutschland sein.* *Ich werde sicher die 12. Klasse zu Ende machen, und dann werde ich hoffentlich studieren*. * They state facts and relate experiences, such as, *Wir haben fast alle unsere Lernziele für das Halbjahr erreicht. Mit 5 Jahren spielte ich mit Puppen und konnte lesen.*, using past tense forms, *Perfekt*and *Imperfekt*, of regular and irregular verbs. * When speaking, they use appropriate pronunciation, intonation and stress in a range of sentence types, including variations such as contractions. * They locate, synthesise and evaluate information on local and global issues from a range of perspectives and sources. * They present ideas, information and views in a range of texts selected to suit audience, purpose and context. * They analyse the main ideas and themes in imaginative texts and use evidence to support their views. * They plan, draft and present imaginative texts using literary devices (imagery, similes, onomatopoeia) to engage a range of audiences. * When creating informative, persuasive and imaginative texts, students use a variety of conjunctions, relative clauses and other cohesive devices to build cohesion, for example, *Ich skype oft mit den Austauschschülern, die letztes Jahr bei uns waren*. * They specify and describe people, places and objects by applying knowledge of the case system to articles, common demonstratives and possessives followed by adjectives, for example, *Ich habe mit meinem neuen Computer große Probleme*. * They interpret and/or translate excerpts from German texts, identifying and explaining culture-specific aspects, and create texts that reflect and explain aspects of culture and language for different German-speaking and Australian audiences. * They identify and challenge their own assumptions and take responsibility for modifying language and behaviours in relation to different cultural perspectives. * Students identify ways that language influences people’s actions, values and beliefs, and appreciate the scale and importance of linguistic diversity. * They explain the roles of different German cases (nominative, accusative, dative and genitive) and tenses, and variations in spoken and written German in relation to pronunciation, spelling and punctuation. * They explain the relationship between text type, audience and purpose. * They identify the role culture plays in the creation and interpretation of texts, and explain how language and text features (layout, structure and formal/informal register) are used differently in a range of texts. * They explain ways in which language and culture are interrelated and influence each other. |

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