**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 and socialise with peers and teacher to exchange greetings and information about self and family, and express likes and dislikes  [(VCDEC103)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEC103) | | Participate in guided group activities using simple repetitive language in songs, rhymes, games and transactions  [(VCDEC104)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEC104) | | Recognise and respond to instructions and questions about activities, games and classroom routines, and make polite requests  [(VCDEC105)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEC105) | | Identify key words and information in simple shared texts related to personal worlds  [(VCDEC106)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEC106) | | Convey factual information about self, family and possessions through pictures, labels, captions and short descriptions, using familiar words and modelled language  [(VCDEC107)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEC107) | | Engage with a range of imaginative texts through action, dance, singing, drawing, shared reading and collaborative retelling  [(VCDEC108)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEC108) | | Express ideas and experiences in a variety of ways using familiar words and modelled language, such as through imaginative role-play, mime, drawing, oral discussion or scaffolded writing activities  [(VCDEC109)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEC109) | | Share with peers and family what they know in German, identifying different words and expressions, moving between languages depending on the audience  [(VCDEC110)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEC110) | | Create print or digital texts such as labels, posters, word banks and wall charts for the immediate learning environment in both German and English  [(VCDEC111)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEC111) | | Notice similarities and differences when using German compared to own language, such as how it feels, sounds and looks, and involves behaviours as well as words  [(VCDEC112)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEC112) | | Express aspects of self, such as family, school/class, age and language(s), noticing how these are part of one’s sense of identity  [(VCDEC113)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEC113) | |
| **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 and reproduce the sounds and rhythms of spoken German, including distinctive sounds  [(VCDEU114)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEU114) | | Understand some first elements of German grammar, such as simple verb forms, definite articles and pronouns, to identify and describe people and objects in the family and school domains  [(VCDEU115)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEU115) | | Understand that language is organised as ‘texts’, which take different forms and use different structures and features to achieve their purposes  [(VCDEU116)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEU116) | | Recognise that in German, as in English and other languages, there are different ways of greeting and interacting with people  [(VCDEU117)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEU117) | | Recognise that Australia has speakers of many different languages, including German, and that German and English borrow words and expressions from each other  [(VCDEU118)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEU118) | | Notice that the languages people use relate to who they are and where and how they live  [(VCDEU119)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEU119) | |
| **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**  Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template. | **Levels 3 and 4 Achievement Standard** |
| By the end of Level 2   * Students interact with teachers and peers through action-related talk and play. (1) * They introduce themselves, exchange greetings and farewells, for example, *Ich heiße* *… Auf Wiedersehen!*and express likes and dislikes. (2) * 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 …* (3) * They use repetitive language and respond to simple instructions when participating in games, shared activities and classroom routines. (4) * 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*. (5) * Students identify specific words and information, such as names of people, places or objects, in simple shared texts related to personal worlds. (6) * They convey factual information about self, family and possessions at word and simple sentence level. (7) * They respond to and create simple spoken and written texts, using modelled examples and formulaic language. (8) * 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*. (9) * They use *nein*and *nicht* for negation, and verb forms *bin, bist*and*ist,*with an adjective. (10) * Students explain the meaning and use of different German words and expressions, and create texts in German and English for their immediate learning environment. (11) * 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. (12) * Students identify ways that German sounds different to English but recognise that it uses the same alphabet. (13) * They identify some words that are written the same in both German and English but pronounced differently. (14) * They identify features of different types of texts. (15) * 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. (16) * They make connections between the languages people use and who they are and where they live. (17) | 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. |

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