



## SAMPLE COURSE OUTLINE

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**GERMAN: SECOND LANGUAGE**  
**ATAR YEAR 11**

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## Sample course outline

### German: Second Language – ATAR Year 11

#### Unit 1 – *Kultureller Austausch* (Cultural interaction)

##### Semester 1

Week	Key teaching points
1–5	<p><b>Introduction</b> Overview of the German: Second Language course, unit and assessment requirements.</p> <p><b>Learning contexts and topics</b> Provide opportunities for learning and assessment on the following context and topic:</p> <ul style="list-style-type: none"> <li>• The individual – Welcome to my country. Students reflect on what is essential when preparing for a visit to their home by a German speaker: getting around, tourist attractions and cultural activities.</li> </ul> <p><b>Text types and textual conventions</b> Provide opportunities for students to respond to, and produce, the following text types:</p> <ul style="list-style-type: none"> <li>• advertisement</li> <li>• announcement</li> <li>• article</li> <li>• blog post</li> <li>• conversation</li> <li>• description</li> <li>• discussion</li> <li>• email</li> <li>• film or TV program (excerpts)</li> <li>• image</li> <li>• map</li> <li>• message</li> <li>• plan</li> <li>• script – speech, interview, dialogue.</li> </ul> <p><b>Linguistic resources</b> Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• introduce new vocabulary, phrases and expressions through texts related to what is essential when preparing for a visit to their home by a German speaker, getting around, tourist attractions and cultural activities.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• adjectives (derived from place names, attributive: nominative)</li> <li>• adverbs (positive, comparative and superlative forms)</li> <li>• articles (possessive – all forms, demonstrative)</li> <li>• conjunctions (coordinating)</li> <li>• nouns (adjectival)</li> <li>• pronouns (personal: nominative, accusative and dative, interrogative)</li> <li>• sentence and phrase types (word order: statements, questions, commands, main clauses, position of <i>nicht</i>, position of adverbs and adverbial phrases: time, manner, place, position of the past participle and auxiliary verb)</li> <li>• verbs (perfect tense: common regular and common irregular verbs, modals: present, future tense with <i>werden</i>).</li> </ul> <p>Sound and writing systems</p> <ul style="list-style-type: none"> <li>• use of <i>ß</i>, with particular reference to the Neue Rechtschreibung</li> <li>• <i>Neue Rechtschreibung</i>.</li> </ul>

Week	Key teaching points
	<p><b>Intercultural understandings</b> Provide opportunities for students to enhance understanding of their own language(s) and culture(s) in relation to the German language and culture, and enable them to reflect on the ways in which culture influences communication, through the topic Welcome to my country:</p> <ul style="list-style-type: none"> <li>• aspects of socialising and everyday living, for example, routines and socialising</li> <li>• geographical and meteorological aspects and their influence on social practices</li> <li>• tourist destinations and cultural activities in Australia</li> <li>• using technology to source travel information about Australia.</li> </ul> <p><b>Language learning and communication strategies</b> Provide opportunities for students to practise the following strategies through the topic, Welcome to my country:</p> <ul style="list-style-type: none"> <li>• structure an argument, express ideas and opinions</li> <li>• use oral clues to predict and help with interpreting meaning</li> <li>• ask for clarification and repetition to assist understanding</li> <li>• make connections with first language</li> <li>• manipulate known elements in a new context to create meaning in spoken forms.</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>• use a bilingual dictionary.</li> </ul> <p><b>Assessment Task 1: Oral communication</b></p>
6–10	<p><b>Learning contexts and topics</b> Provide opportunities for learning and assessment on the following context and topic:</p> <ul style="list-style-type: none"> <li>• The German-speaking communities – At home in a German-speaking community. Students explore the way of life in a German-speaking community: daily routine, school and popular leisure time activities.</li> </ul> <p><b>Text types and textual conventions</b> Provide opportunities for students to respond to, and produce, the following text types:</p> <ul style="list-style-type: none"> <li>• account</li> <li>• advertisement</li> <li>• article</li> <li>• blog post</li> <li>• conversation</li> <li>• description</li> <li>• discussion</li> <li>• email</li> <li>• film or TV program (excerpts)</li> <li>• image</li> <li>• journal entry</li> <li>• map</li> <li>• script – speech, interview, dialogue</li> <li>• sign</li> <li>• table.</li> </ul> <p><b>Linguistic resources</b> Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• introduce new vocabulary, phrases and expressions through texts related to the way of life in a German-speaking community, daily routine, school and popular leisure time activities.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• adjectives (derived from place names, attributive: nominative)</li> <li>• adverbs (positive, comparative and superlative forms)</li> <li>• articles (possessive – all forms, demonstrative)</li> <li>• conjunctions (coordinating)</li> <li>• nouns (adjectival)</li> </ul>

Week	Key teaching points
	<ul style="list-style-type: none"> <li>pronouns (personal: nominative, accusative and dative, interrogative)</li> <li>sentence and phrase types (word order: statements, questions, commands, main clauses, position of <i>nicht</i>, position of adverbs and adverbial phrases: time, manner, place, position of the past participle and auxiliary verb)</li> <li>verbs (perfect tense: common regular and common irregular verbs, modals: present, future tense with <i>werden</i>).</li> </ul> <p>Sound and writing systems</p> <ul style="list-style-type: none"> <li>use of <i>ß</i>, with particular reference to the <i>Neue Rechtschreibung</i></li> <li><i>Neue Rechtschreibung</i>.</li> </ul> <p><b>Intercultural understandings</b></p> <p>Provide opportunities for students to enhance understanding of their own language(s) and culture(s) in relation to the German language and culture, and enable them to reflect on the ways in which culture influences communication, through the topic At home in a German-speaking community:</p> <ul style="list-style-type: none"> <li>aspects of socialising and everyday living, for example, daily routine, school routine</li> <li>popular leisure time activities in German-speaking countries</li> <li>customs and traditions in different German regions and German-speaking countries.</li> </ul> <p><b>Language learning and communication strategies</b></p> <p>Provide opportunities for students to practise the following strategies through the topic, At home in a German-speaking community:</p> <ul style="list-style-type: none"> <li>scan and select texts for appropriate information</li> <li>identify key words and main points</li> <li>make notes and summarise</li> <li>think critically and analytically</li> <li>structure an argument, express ideas and opinions</li> <li>manipulate known elements in a new context to create meaning in written forms.</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>use a bilingual dictionary.</li> </ul> <p><b>Assessment Task 2: Response: Viewing and reading</b></p> <p><b>Assessment Task 3: Written communication</b></p>
11–14	<p><b>Learning contexts and topics</b></p> <p>Provide opportunities for learning and assessment on the following context and topic:</p> <ul style="list-style-type: none"> <li>The changing world – Technology and travel. Students consider how technology is changing world travel, influencing how people plan their holidays, and how they communicate with others while away.</li> </ul> <p><b>Text types and textual conventions</b></p> <p>Provide opportunities for students to respond to, and produce, the following text types:</p> <ul style="list-style-type: none"> <li>advertisement</li> <li>announcement</li> <li>article</li> <li>blog post</li> <li>cartoon</li> <li>chart</li> <li>conversation</li> <li>email</li> <li>film or TV program (excerpts)</li> <li>image</li> <li>interview</li> <li>script – speech, interview, dialogue.</li> </ul>

Week	Key teaching points
	<p><b>Linguistic resources</b> Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>introduce new vocabulary, phrases and expressions through texts related to technology and travel, how people plan their holidays and how they communicate while away.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>adjectives (derived from place names, attributive: nominative)</li> <li>adverbs (positive, comparative and superlative forms)</li> <li>articles (possessive – all forms, demonstrative)</li> <li>conjunctions (coordinating)</li> <li>nouns (adjectival)</li> <li>pronouns (personal: nominative, accusative and dative, interrogative)</li> <li>sentence and phrase types (word order: statements, questions, commands, main clauses, position of <i>nicht</i>, position of adverbs and adverbial phrases: time, manner, place, position of the past participle and auxiliary verb)</li> <li>verbs (perfect tense: common regular and common irregular verbs, modals: present, future tense with <i>werden</i>).</li> </ul>
	<p>Sound and writing systems</p> <ul style="list-style-type: none"> <li>use of <i>ß</i>, with particular reference to the <i>Neue Rechtschreibung</i></li> <li><i>Neue Rechtschreibung</i>.</li> </ul> <p><b>Intercultural understandings</b> Provide opportunities for students to enhance understanding of their own language(s) and culture(s) in relation to the German language and culture, and enable them to reflect on the ways in which culture influences communication, through the topic Technology and travel:</p> <ul style="list-style-type: none"> <li>impact of technology on travel – using technology to source travel information, planning a holiday, while on location, and when communicating with those back home through the topic, Technology and travel.</li> </ul> <p><b>Language learning and communication strategies</b> Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> <li>use oral clues to predict and help with interpreting meaning</li> <li>deduce meaning by applying rules</li> <li>identify main points and make notes</li> <li>make connections with first language</li> <li>think critically and analytically</li> <li>structure an argument, express ideas and opinions</li> <li>manipulate known elements in a new context to create meaning in written forms.</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>use a bilingual dictionary.</li> </ul> <p><b>Assessment Task 4: Response: Listening</b> <b>Assessment Task 5: Written communication</b></p>
15	<p>Review structure of the practical (oral) and written examinations for Semester 1. Prepare for the practical (oral) and written examinations.</p> <p><b>Assessment Task 6: Practical (oral) examination</b> <b>Assessment Task 7: Written examination</b></p>

Unit 2 – *Ein goldener Mittelweg* (Finding a balance)

## Semester 2

Week	Key teaching points
1–5	<p><b>Introduction</b> Overview of the unit and assessment requirements.</p> <p><b>Learning contexts and topics</b> Provide opportunities for learning and assessment on the following context and topic:</p> <ul style="list-style-type: none"> <li>• The individual – Keeping fit and healthy. Students reflect on how they find a balance between school, part-time work and leisure time activities.</li> </ul> <p><b>Text types and textual conventions</b> Provide opportunities for students to respond to, and produce, the following text types:</p> <ul style="list-style-type: none"> <li>• advertisement</li> <li>• announcement</li> <li>• article</li> <li>• blog post</li> <li>• cartoon</li> <li>• chart</li> <li>• conversation</li> <li>• diary entry</li> <li>• email</li> <li>• image</li> <li>• interview</li> <li>• script – speech, interview, dialogue.</li> </ul> <p><b>Linguistic resources</b> Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• introduce new vocabulary, phrases and expressions through texts related to keeping fit and healthy, balancing school, part time work and leisure time activities.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• adjectives (attributive: accusative and dative)</li> <li>• conjunctions (subordinating)</li> <li>• nouns (infinitives as nouns, cases: accusative and dative)</li> <li>• prepositions (prepositions of time: time expressions and temporal phrase)</li> <li>• pronouns (reflexive)</li> <li>• verbs (imperfect tense: common regular and irregular verbs, modals: past tense).</li> </ul> <p>Sound and writing systems</p> <ul style="list-style-type: none"> <li>• use of <i>ß</i>, with particular reference to the <i>Neue Rechtschreibung</i></li> <li>• <i>Neue Rechtschreibung</i>.</li> </ul> <p><b>Intercultural understandings</b> Provide opportunities for students to enhance understanding of their own language(s) and culture(s) in relation to the German language and culture, and enable them to reflect on the ways in which culture influences communication, through the topic Keeping fit and healthy:</p> <ul style="list-style-type: none"> <li>• aspects of socialising and everyday living, for example, concepts of a healthy lifestyle, physical activity and leisure</li> <li>• features of a well-balanced lifestyle: incorporating sport and leisure daily</li> <li>• impact of technology on leisure, physical activity and work.</li> </ul> <p><b>Language learning and communication strategies</b> Provide opportunities for students to practise the following strategies through the topic, Keeping fit and healthy:</p> <ul style="list-style-type: none"> <li>• use oral clues to predict and help with interpreting meaning</li> <li>• make connections with first language</li> </ul>

Week	Key teaching points
	<ul style="list-style-type: none"> <li>ask for clarification and repetition to assist understanding</li> <li>structure an argument, express ideas and opinions</li> <li>manipulate known elements in a new context to create meaning in spoken or written forms.</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>use a bilingual dictionary.</li> </ul> <p><b>Assessment Task 8: Oral communication</b>  <b>Assessment Task 9: Written communication</b></p>
6–10	<p><b>Learning contexts and topics</b>  Provide opportunities for learning and assessment on the following context and topic:</p> <ul style="list-style-type: none"> <li>The German-speaking communities – Young people at work and leisure in German-speaking countries. Students explore issues experienced by young German speakers related to healthy living: work, the importance of physical activity and maintaining a well-balanced lifestyle.</li> </ul> <p><b>Text types and textual conventions</b>  Provide opportunities for students to respond to, and produce, the following text types:</p> <ul style="list-style-type: none"> <li>advertisement</li> <li>announcement</li> <li>article</li> <li>blog post</li> <li>cartoon</li> <li>chart</li> <li>conversation</li> <li>discussion</li> <li>email</li> <li>interview</li> <li>letter</li> <li>review</li> <li>script – speech, interview, dialogue.</li> </ul> <p><b>Linguistic resources</b>  Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>introduce new vocabulary, phrases and expressions through texts related to issues on healthy living: work, the importance of physical activity and maintaining a well-balanced lifestyle as experienced by young German speakers.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>adjectives (attributive: accusative and dative)</li> <li>conjunctions (subordinating)</li> <li>nouns (infinitives as nouns, cases: accusative and dative)</li> <li>prepositions (prepositions of time: time expressions and temporal phrase)</li> <li>pronouns (reflexive)</li> <li>verbs (imperfect tense: common regular and irregular verbs, modals: past tense).</li> </ul> <p>Sound and writing systems</p> <ul style="list-style-type: none"> <li>use of <i>ß</i>, with particular reference to the <i>Neue Rechtschreibung</i></li> <li><i>Neue Rechtschreibung</i>.</li> </ul> <p><b>Intercultural understandings</b>  Provide opportunities for students to enhance understanding of their own language(s) and culture(s) in relation to the German language and culture, and enable them to reflect on the ways in which culture influences communication, through the topic, Young people at work and leisure in German-speaking countries:</p> <ul style="list-style-type: none"> <li>how interpersonal relations are conducted, especially from the perspective of participation in work, physical and leisure activities in a German-speaking country</li> <li>features of a well-balanced lifestyle: incorporating sport and leisure</li> <li>the role of technology in young people’s leisure time and work.</li> </ul>



Week	Key teaching points
	<p><b>Language learning and communication strategies</b> Provide opportunities for students to practise the following strategies through the topic, Young people at work and leisure in German-speaking countries:</p> <ul style="list-style-type: none"> <li>• use oral clues to predict and help with interpreting meaning</li> <li>• deduce meaning by applying rules</li> <li>• identify main points and make notes</li> <li>• make connections with first language.</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>• use a bilingual dictionary.</li> </ul> <p><b>Assessment Task 10: Response: Listening</b></p>
11–14	<p><b>Learning contexts and topics</b> Provide opportunities for learning and assessment on the following context and topic:</p> <ul style="list-style-type: none"> <li>• The changing world – Technology in daily life. Students consider the role of technologies in the daily lives of people around the world.</li> </ul> <p><b>Text types and textual conventions</b> Provide opportunities for students to respond to, and produce, the following text types:</p> <ul style="list-style-type: none"> <li>• advertisement</li> <li>• article</li> <li>• conversation</li> <li>• diary entry</li> <li>• email</li> <li>• film or TV program (excerpts)</li> <li>• interview</li> <li>• script – speech, interview, dialogue</li> <li>• table.</li> </ul> <p><b>Linguistic resources</b> Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• introduce new vocabulary, phrases and expressions through texts related to the role of technologies in the daily lives of people around the world.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• adjectives (attributive: accusative and dative)</li> <li>• conjunctions (subordinating)</li> <li>• nouns (infinitives as nouns, cases: accusative and dative)</li> <li>• prepositions (prepositions of time: time expressions and temporal phrase)</li> <li>• pronouns (reflexive)</li> <li>• verbs (imperfect tense: common regular and irregular verbs, modals: past tense).</li> </ul> <p>Sound and writing systems</p> <ul style="list-style-type: none"> <li>• use of <i>ß</i>, with particular reference to the <i>Neue Rechtschreibung</i></li> <li>• <i>Neue Rechtschreibung</i>.</li> </ul>

Week	Key teaching points
11–14	<p><b>Intercultural understandings</b> Provide opportunities for students to enhance understanding of their own language(s) and culture(s) in relation to the German language and culture, and enable them to reflect on the ways in which culture influences communication, through the topic Technology in daily life:</p> <ul style="list-style-type: none"> <li>• the role and impact of technology on aspects of socialising and everyday living.</li> </ul> <p><b>Language learning and communication strategies</b> Provide opportunities for students to practise the following strategies through the topic, Technology in daily life:</p> <ul style="list-style-type: none"> <li>• scan and select texts for appropriate information</li> <li>• identify main points, make notes and summarise</li> <li>• think critically and analytically</li> <li>• structure an argument and express ideas and opinions</li> <li>• manipulate known elements in a new context to create meaning in written forms.</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>• use a bilingual dictionary.</li> </ul> <p><b>Assessment Task 11: Response: Viewing and reading</b></p>
15	<p>Review structure of the practical (oral) and written examinations for Semester 2. Prepare for the practical (oral) and written examinations.</p> <p><b>Assessment Task 12: Practical (oral) examination</b> <b>Assessment Task 13: Written examination</b></p>