



SAMPLE COURSE OUTLINE

**GERMAN: SECOND LANGUAGE
GENERAL YEAR 11**

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Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.

Sample course outline

German: Second Language – General Year 11

Unit 1 – So sind wir! (All about us)

Semester 1

Week	Key teaching points
1–5	<p>Introduction Overview of the German: Second Language course, unit and assessment requirements.</p> <p>Learning contexts and topics Provide opportunities for learning and assessment on the following context and topic:</p> <ul style="list-style-type: none"> • The individual – My daily routine. Students reflect on themselves and their lives at home, school, and in a social context: sport and socialising. <p>Text types and textual conventions Provide opportunities for students to respond to, and to produce, the following text types:</p> <ul style="list-style-type: none"> • account • blog post • conversation • description • journal entry • message • role-play • script – speech, interview, dialogue • table. <p>Linguistic resources Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • introduce new vocabulary, phrases and expressions through texts related to the individual’s reflection on themselves, their life at home, school, and in a social context: sport and socialising. <p>Grammar</p> <ul style="list-style-type: none"> • adjectives (common adjectives, comparative and superlative forms, possessive – all forms) • adverbs (expressions of time) • articles (definite, indefinite) • conjunctions (coordinating) • nouns (gender, cases: nominative) • numbers (cardinal) • prepositions (cases: dual prepositions with the accusative or the dative) • pronouns (personal: nominative, reflexive, interrogative) • sentence and phrase types (word order: statements, questions, main clauses, position of <i>nicht</i>, position of adverbs and adverbial phrases: time, manner, place) • verbs (present tense: common regular and irregular verbs; modals: present, separable verbs). <p>Sound and writing systems</p> <ul style="list-style-type: none"> • use of <i>ß</i>, with particular reference to the <i>Neue Rechtschreibung</i> • <i>Neue Rechtschreibung</i>. <p>Intercultural understandings 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 My daily routine:</p> <ul style="list-style-type: none"> • common behaviours/practices related to interpersonal relationships and social interactions • aspects of socialising and everyday living, for example, socialising with family and others, sharing interests and participating in leisure activities • similarities and differences between the lifestyle, interests and social activities of young people living in German-speaking communities and young people living in Australia.

Week	Key teaching points
	<p>Language learning and communication strategies Provide opportunities for students to practise the following strategies through the topic My daily routine:</p> <ul style="list-style-type: none"> • use oral clues to predict and help with interpreting meaning • deduce meaning by applying rules • make connections with first language • identify key words and main points, make notes and summarise • think critically and analytically • structure an argument and express ideas and opinions • manipulate known elements in a new context to create meaning in written forms. <p>Dictionaries</p> <ul style="list-style-type: none"> • use a bilingual dictionary. <p>Assessment Task 1: Response: Listening (Week 4) Assessment Task 2: Written communication (Week 5)</p>
6–10	<p>Learning contexts and topics Provide opportunities for learning and assessment on the following context and topic:</p> <ul style="list-style-type: none"> • The German-speaking communities – School life in a German-speaking country. Students explore school life for young people in a German-speaking community: the education system, structure of the school day, and contemporary school issues. <p>Text types and textual conventions Provide opportunities for students to respond to, and to produce, the following text types:</p> <ul style="list-style-type: none"> • account • blog post • conversation • description • film or TV program (excerpts) • image • interview • script – speech, interview, dialogue • table. <p>Linguistic resources Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • introduce new vocabulary, phrases and expressions through texts related to school life for young people in a German-speaking community: the education system, structure of the school day, and contemporary school issues. <p>Grammar</p> <ul style="list-style-type: none"> • adjectives (common adjectives, comparative and superlative forms, possessive – all forms) • adverbs (expressions of time) • articles (definite, indefinite) • conjunctions (coordinating) • nouns (gender, cases: nominative) • numbers (cardinal) • prepositions (cases: dual prepositions with the accusative or the dative) • pronouns (personal: nominative, reflexive, interrogative) • sentence and phrase types (word order: statements, questions, main clauses, position of <i>nicht</i>, position of adverbs and adverbial phrases: time, manner, place) • verbs (present tense: common regular and irregular verbs; modals: present, separable verbs). <p>Sound and writing systems</p> <ul style="list-style-type: none"> • use of <i>ß</i>, with particular reference to the <i>Neue Rechtschreibung</i> • <i>Neue Rechtschreibung</i>.

Week	Key teaching points
	<p>Intercultural understandings 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 School life in a German-speaking country:</p> <ul style="list-style-type: none"> • the education system in Germany/a German-speaking community and a comparison with the Australian education system • how school relationships are conducted from the perspective of German-speaking and Australian young people • contemporary school issues as experienced by young people in German-speaking communities and in Australia. <p>Language learning and communication strategies Provide opportunities for students to practise the following strategies through the topic School life in a German-speaking country:</p> <ul style="list-style-type: none"> • make connections with first language • scan texts and select appropriate information • identify key words and main points, make notes and summarise • use oral clues to predict and help with interpreting meaning • deduce meaning by applying rules • think critically and analytically • structure an argument, express ideas and opinions. <p>Dictionaries</p> <ul style="list-style-type: none"> • use a bilingual dictionary. <p>Assessment Task 3: Response: Viewing and reading (Week 9) Assessment Task 4: Oral communication (Week 10)</p>
11–16	<p>Learning contexts and topics Provide opportunities for learning and assessment on the following context and topic:</p> <ul style="list-style-type: none"> • The changing world – Communicating in a modern world. Students consider the way people around the world communicate on a daily basis. <p>Text types and textual conventions Provide opportunities for students to respond to, and to produce, the following text types:</p> <ul style="list-style-type: none"> • account • advertisement • announcement • article • blog post • cartoon • chart • conversation • email • interview • message • script – speech, interview, dialogue • table. <p>Linguistic resources Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • introduce new vocabulary, phrases and expressions through texts related to the way people around the world communicate on a daily basis. <p>Grammar</p> <ul style="list-style-type: none"> • adjectives (common adjectives, comparative and superlative forms, possessive – all forms) • adverbs (expressions of time) • articles (definite, indefinite)

Week	Key teaching points
	<ul style="list-style-type: none"> • conjunctions (coordinating) • nouns (gender, cases: nominative) • numbers (cardinal) • prepositions (cases: dual prepositions with the accusative or the dative) • pronouns (personal: nominative, reflexive, interrogative) • sentence and phrase types (word order: statements, questions, main clauses, position of <i>nicht</i>, position of adverbs and adverbial phrases: time, manner, place) • verbs (present tense: common regular and irregular verbs; modals: present, separable verbs). <p>Sound and writing systems</p> <ul style="list-style-type: none"> • use of <i>ß</i>, with particular reference to the <i>Neue Rechtschreibung</i> • <i>Neue Rechtschreibung</i>. <p>Intercultural understandings</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 Communicating in a modern world:</p> <ul style="list-style-type: none"> • technology in our daily lives • the social effects of new technologies • the positive and negative aspects of technology. <p>Language learning and communication strategies</p> <p>Provide opportunities for students to practise the following strategies through the topic Communicating in a modern world:</p> <ul style="list-style-type: none"> • use oral clues to predict and help with interpreting meaning • deduce meaning by applying rules • make connections with first language • identify key words and main points • think critically and analytically • structure an argument and express ideas and opinions • manipulate known elements in a new context to create meaning in written forms. <p>Dictionaries</p> <ul style="list-style-type: none"> • use a bilingual dictionary. <p>Assessment Task 5: Response: Listening (Week 15)</p> <p>Assessment Task 6: Written communication (Week 16)</p>

Sample course outline

German: Second Language – General Year 11

Unit 2 – *Deutsch down under* (German down under)

Semester 2

Week	Key teaching points
1–6	<p>Introduction Overview of the unit and assessment requirements.</p> <p>Learning contexts and topics Provide opportunities for learning and assessment on the following context and topic:</p> <ul style="list-style-type: none"> • The individual – My neighbourhood. Students reflect on their home, local neighbourhood, weekend and holiday places, from their personal perspective as a teenager living in Australia. <p>Text types and textual conventions Provide opportunities for students to respond to, and to produce, the following text types:</p> <ul style="list-style-type: none"> • article • blog post • chart • conversation • description • email • film or TV program (excerpts) • image • interview • journal entry • map • script – speech, interview, dialogue. <p>Linguistic resources Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • introduce new vocabulary, phrases and expressions through texts related to their home, local neighbourhood, weekend and holiday places, from their personal perspective as a teenager living in Australia. <p>Grammar</p> <ul style="list-style-type: none"> • adjectives (attributive: nominative, accusative, dative) • adverbs (positive and comparative forms) • numbers (ordinal) • prepositions (cases: prepositions with the accusative, prepositions with the dative) • pronouns (personal: accusative, dative) • sentence and phrase types (phrases expressing wishes and abilities) • verbs (present tense: using the present tense + an adverb to indicate the future; modals: present, conditional). <p>Sound and writing systems</p> <ul style="list-style-type: none"> • use of <i>ß</i>, with particular reference to the <i>Neue Rechtschreibung</i> • <i>Neue Rechtschreibung</i>. <p>Intercultural understandings 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 My neighbourhood:</p> <ul style="list-style-type: none"> • aspects of socialising, for example, activities in the local neighbourhood, weekend and holiday places • aspects of socialising and everyday living, for example, socialising with neighbours and those in the local neighbourhood, sharing information

Week	Key teaching points
	<ul style="list-style-type: none"> • similarities and differences between the weekend and holiday places, and social activities of young people living in Australia and those living in German-speaking communities • neighbourhood and leisure activities in Australia as compared to those in German-speaking communities.
	<p>Language learning and communication strategies Provide opportunities for students to practise the following strategies through the topic My neighbourhood:</p> <ul style="list-style-type: none"> • scan texts and select appropriate information • make connections with first language • identify key words and main points, make notes and summarise • use oral clues to predict and help with interpreting meaning • think critically and analytically • structure an argument, express ideas and opinions. <p>Dictionaries</p> <ul style="list-style-type: none"> • use a bilingual dictionary. <p>Assessment Task 7: Response: Viewing and reading (Week 4) Assessment Task 8: Oral communication (Week 5)</p>
7–11	<p>Learning contexts and topics Provide opportunities for learning and assessment on the following context and topic:</p> <ul style="list-style-type: none"> • The German-speaking communities – Australia as a travel destination. Students explore Australia as a destination for German-speaking travellers, and discover tourist attractions and cultural activities that would appeal. <p>Text types and textual conventions Provide opportunities for students to respond to, and to produce, the following text types:</p> <ul style="list-style-type: none"> • account • advertisement • article • blog post • cartoon • chart • conversation • email • film or TV program (excerpts) • interview • itinerary • map • note • review • script – speech, interview, dialogue • table. <p>Linguistic resources Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • introduce new vocabulary, phrases and expressions through texts related to exploring Australia as a destination for German-speaking travellers, and discovering tourist attractions and cultural activities that would appeal. <p>Grammar</p> <ul style="list-style-type: none"> • adjectives (attributive: nominative, accusative, dative) • adverbs (positive and comparative forms) • numbers (ordinal) • prepositions (cases: prepositions with the accusative, prepositions with the dative) • pronouns (personal: accusative, dative)

Week	Key teaching points
	<ul style="list-style-type: none"> • sentence and phrase types (phrases expressing wishes and abilities) • verbs (present tense: using the present tense + an adverb to indicate the future; modals: present, conditional). <p>Sound and writing systems</p> <ul style="list-style-type: none"> • use of <i>ß</i>, with particular reference to the <i>Neue Rechtschreibung</i> • <i>Neue Rechtschreibung</i>.
	<p>Intercultural understandings 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 Australia as a travel destination:</p> <ul style="list-style-type: none"> • perceptions of travellers towards Australia being a popular holiday destination – people, culture, sites, attractions, activities, etc. • differences in everyday life in Germany/a German-speaking community that may impact on the Germans' expectations of life in Australia • everyday practicalities (customs, cuisine, school life) that need to be considered when receiving a German-speaking visitor • being a responsible visitor: communicating, functioning and behaving appropriately • attitudes to visitors from the German and Australian perspective. <p>Language learning and communication strategies Provide opportunities for students to practise the following strategies through the topic Australia as a travel destination:</p> <ul style="list-style-type: none"> • make connections with first language • scan texts and select appropriate information • identify key words and main points, make notes and summarise • deduce meaning by applying rules • think critically and analytically • structure an argument and express ideas and opinions • manipulate known elements in a new context to create meaning in written forms. <p>Dictionaries</p> <ul style="list-style-type: none"> • use a bilingual dictionary. <p>Assessment Task 9: Response: Viewing and reading (Week 10) Assessment Task 10: Written communication (Week 11)</p>
12–16	<p>Learning contexts and topics Provide opportunities for learning and assessment on the following context and topic:</p> <ul style="list-style-type: none"> • The changing world – German speakers down under. Students consider the contribution German speakers have made to Australia. <p>Text types and textual conventions Provide opportunities for students to respond to, and to produce, the following text types:</p> <ul style="list-style-type: none"> • account • advertisement • announcement • article • blog post • cartoon • conversation • email • film or TV program (excerpts) • image • interview • letter • review • table.

Week	Key teaching points
	<p>Linguistic resources Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> introduce new vocabulary, phrases and expressions through texts related to the contribution German speakers have made to Australia. <p>Grammar</p> <ul style="list-style-type: none"> adjectives (attributive: nominative, accusative, dative) adverbs (positive and comparative forms) numbers (ordinal) prepositions (cases: prepositions with the accusative, prepositions with the dative) pronouns (personal: accusative, dative) sentence and phrase types (phrases expressing wishes and abilities) verbs (present tense: using the present tense + an adverb to indicate the future; modals: present, conditional). <p>Sound and writing systems</p> <ul style="list-style-type: none"> use of <i>ß</i>, with particular reference to the <i>Neue Rechtschreibung</i> <i>Neue Rechtschreibung</i>. <p>Intercultural understandings 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 German speakers down under:</p> <ul style="list-style-type: none"> the Australian-German identity maintaining the German culture in Australia adapting to new cultures (education, work, lifestyle) migration experiences the contribution of the German-speaking communities to the Australian community. <p>Language learning and communication strategies Provide opportunities for students to practise the following strategies through the topic, German speakers down under:</p> <ul style="list-style-type: none"> make connections with first language identify key words and main points use oral clues to predict and help with interpreting meaning deduce meaning by applying rules think critically and analytically structure an argument, express ideas and opinions. <p>Dictionaries</p> <ul style="list-style-type: none"> use a bilingual dictionary. <p>Assessment Task 11: Response: Listening (Week 15) Assessment Task 12: Oral communication (Week 16)</p>