



SAMPLE COURSE OUTLINE

**GERMAN: SECOND LANGUAGE
GENERAL YEAR 12**

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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 12

Unit 3 – *Kultureller Austausch* (Cultural interaction)

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 – Welcome to my country. Students reflect on what is essential when preparing for a visit to their home by a German speaker. <p>Text types and textual conventions Provide opportunities for students to respond to, and produce, the following text types:</p> <ul style="list-style-type: none"> • account • article • blog post • chart • conversation • description • email • itinerary • letter • message • role-play • 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 what is essential when students are preparing for a visit to their home by a German speaker. <p>Grammar</p> <ul style="list-style-type: none"> • adjectives (adjectives derived from place names, demonstrative†, interrogative) • adverbs (superlative forms) • conjunctions (subordinating) • sentence and phrase types (commands, position of the past participle and auxiliary verb) • verbs (perfect tense: common regular and irregular verbs, modals: present, future tense with <i>werden</i>). <p>† For recognition only</p> <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 Welcome to my country:</p> <ul style="list-style-type: none"> • everyday practicalities (customs, cuisine, school life) that need to be considered when receiving a German-speaking visitor • differences in everyday life in Germany and German-speaking countries that may impact on the German-speaker’s expectations of life in Australia • perceptions of travellers towards Australia being a popular holiday destination – people, culture, sites, attractions, activities etc. • being a responsible visitor: communicating, functioning and behaving appropriately

Week	Key teaching points
	<ul style="list-style-type: none"> 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 Welcome to my country:</p> <ul style="list-style-type: none"> use oral clues to predict and help with interpreting meaning make connections with first language identify key words and main points ask for clarification and repetition to assist understanding structure an argument, express ideas and opinions in spoken forms. <p>Dictionaries</p> <ul style="list-style-type: none"> use a bilingual dictionary. <p>Assessment Task 1: Oral communication</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 – Exploring a German-speaking country. Students explore a particular region or city in a German-speaking country that is popular with German speakers. <p>Text types and textual conventions Provide opportunities for students to respond to, and produce, the following text types:</p> <ul style="list-style-type: none"> account advertisement article blog posting chart conversation description email film or TV program (excerpts) image itinerary journal entry map role-play 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 exploring a particular region or city in a German-speaking country that is popular with German speakers. <p>Grammar</p> <ul style="list-style-type: none"> adjectives (adjectives derived from place names, demonstrative†, interrogative) adverbs (superlative forms) conjunctions (subordinating) sentence and phrase types (commands, position of the past participle and auxiliary verb) verbs (perfect tense: common regular and irregular verbs, modals: present, future tense with <i>werden</i>). <p>† For recognition only</p> <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 Exploring a German-speaking country:</p>

Week	Key teaching points
	<ul style="list-style-type: none"> • finding out about tourist destinations, attractions and cultural activities in a specific German region or city • discovering regions and cities of interest to German speakers – what is their attraction? • the similarities and differences amongst Australian and German-speaking young people in relation to travel destinations, reasons for travel etc. <p>Language learning and communication strategies Provide opportunities for students to practise the following strategies through the topic Exploring a German-speaking country:</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 • 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 2: Response: Viewing and reading Assessment Task 3: Written communication</p>
11–15	<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 – Technology and travel. Students consider the ways technology is changing world travel, influencing how people plan their holidays, and how they communicate with others while away. <p>Text types and textual conventions Provide opportunities for students to respond to, and produce, the following text types:</p> <ul style="list-style-type: none"> • account • advertisement • article • blog post • chart • conversation • email • film or TV program (excerpts) • interview • journal entry • 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 the ways technology is changing world travel, influencing how people plan their holidays, and how they communicate with others while away. <p>Grammar</p> <ul style="list-style-type: none"> • adjectives (adjectives derived from place names, demonstrative†, interrogative) • adverbs (superlative forms) • conjunctions (subordinating) • sentence and phrase types (commands, position of the past participle and auxiliary verb) • verbs (perfect tense: common regular and irregular verbs, modals: present, future tense with <i>werden</i>). <p>† For recognition only</p>

Week	Key teaching points
	<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 Technology and travel:</p> <ul style="list-style-type: none"> • technology and travel – using technology to source travel information and plan a holiday • use of technology while on location, and when communicating with those back home. <p>Language learning and communication strategies Provide opportunities for students to practise the following strategies through the topic Technology and travel:</p> <ul style="list-style-type: none"> • use oral clues to predict and help with interpreting meaning • deduce meaning by applying rules • identify key words and main points, make notes and summarise • make connections with first language • 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 4: Externally set task Assessment Task 5: Response: Listening</p>

Sample course outline

German: Second Language – General Year 12

Unit 4 – *Ein goldener Mittelweg* (Finding a balance)

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 – A healthy lifestyle. Students reflect on how they keep fit and healthy in order to maintain a well-balanced lifestyle. <p>Text types and textual conventions Provide opportunities for students to respond to, and produce, the following text types:</p> <ul style="list-style-type: none"> • account • advertisement • article • blog post • conversation • email • film or TV program (excerpts) • image • 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 reflecting on how students keep fit and healthy in order to maintain a well-balanced lifestyle. <p>Grammar</p> <ul style="list-style-type: none"> • adjectives (demonstrative†) • nouns (adjectival, infinitives as nouns, cases: accusative, dative) • prepositions (prepositions of time: time expressions and temporal phrases) • verbs (imperfect tense: <i>haben, sein, werden</i>, modals: imperfect). <p>† For recognition only</p> <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, related to the topic A healthy lifestyle:</p> <ul style="list-style-type: none"> • issues related to maintaining a well-balanced lifestyle: concepts of a healthy lifestyle, work vs. play, healthy eating, exercise and relaxation, leisure and sport • aspects of socialising and everyday living • impact of technology on work and leisure. <p>Language learning and communication strategies Provide opportunities for students to practise the following strategies related to the topic A healthy lifestyle:</p> <ul style="list-style-type: none"> • make connections with first language • deduce meaning by applying rules • identify key words and main points, make notes and summarise

Week	Key teaching points
	<ul style="list-style-type: none"> • use oral clues to predict and help with interpreting meaning • ask for clarification and repetition to assist understanding • structure an argument, express ideas and opinions • manipulate known elements in a new context to create meaning in spoken forms. <p>Dictionaries</p> <ul style="list-style-type: none"> • use a bilingual dictionary. <p>Assessment Task 6: Response: Listening Assessment Task 7: Oral communication</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 – At work and leisure in German-speaking countries. Students explore issues experienced by young German speakers when balancing school, work and leisure time. <p>Text types and textual conventions Provide opportunities for students to respond to, and produce, the following text types:</p> <ul style="list-style-type: none"> • account • advertisement • article • blog post • cartoon • chart • conversation • description • diary entry • email • film or TV program (excerpts) • 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 exploring issues experienced by young German speakers when balancing school, work and leisure time. <p>Grammar</p> <ul style="list-style-type: none"> • adjectives (demonstrative†) • nouns (adjectival, infinitives as nouns, cases: accusative, dative) • prepositions (prepositions of time: time expressions and temporal phrases) • verbs (imperfect tense: <i>haben</i>, <i>sein</i>, <i>werden</i>, modals: imperfect). <p>† For recognition only</p> <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 At work and leisure in German-speaking countries:</p> <ul style="list-style-type: none"> • attitudes of young Germans to socialising and everyday living, for example, concepts of a healthy lifestyle, physical activity and leisure • features of a well-balanced lifestyle: incorporating physical and leisure activities in daily life • current issues in German-speaking countries related to work-life balance – physical and mental health, socialising, career demands and costs, time management. <p>Language learning and communication strategies Provide opportunities for students to practise the following strategies through the topic At work</p>

Week	Key teaching points
	<p>and leisure in German-speaking countries:</p> <ul style="list-style-type: none"> • scan and select texts for appropriate information • identify main points, make notes and summarise. <p>Dictionaries</p> <ul style="list-style-type: none"> • use a bilingual dictionary. <p>Assessment Task 8: Response: Viewing and reading</p>
12–15	<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 – Technology in daily life. Students consider the role of technologies in the daily lives of people around the world. <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 posting • conversation • email • film or TV program (excerpts) • message • review • 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 role of technologies in the daily lives of people around the world. <p>Grammar</p> <ul style="list-style-type: none"> • adjectives (demonstrative†) • nouns (adjectival, infinitives as nouns, cases: accusative, dative) • prepositions (prepositions of time: time expressions and temporal phrases) • verbs (imperfect tense: <i>haben, sein, werden</i>, modals: imperfect). <p>† For recognition only</p> <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 Technology in daily life:</p> <ul style="list-style-type: none"> • the role of, social effects and impact of new technologies on daily life • the positive and negative aspects of technology. <p>Language learning and communication strategies Provide opportunities for students to practise the following strategies through the topic Technology in daily life:</p> <ul style="list-style-type: none"> • make connections with first language • use oral clues to predict and help with interpreting meaning • ask for clarification and repetition to assist understanding • think critically and analytically • structure an argument, express ideas and opinions • manipulate known elements in a new context to create meaning in spoken or written forms. <p>Dictionaries</p> <ul style="list-style-type: none"> • use a bilingual dictionary. <p>Assessment Task 9: Oral communication Assessment Task 10: Written communication</p>