

## German Year 8 Course Overview – 2019

This overview was developed to cater to the majority cohort of learners: Year 8 entry sequence

Further information can be found in the Module and Lesson Plans for this language.

Term 1	Term 2	Term 3	Term 4
<b>Module 1:</b> <b>DU UND ICH</b> <b>YOU AND I</b>	<b>Module 2:</b> <b>HEIMAT</b> <b>WHERE DO I BELONG?</b>	<b>Module 3:</b> <b>SCHÖNES WOCHENENDE</b> <b>HAVE A GOOD WEEKEND!</b>	<b>Module 4:</b> <b>FERIEN UND REISEN</b> <b>ARE WE THERE YET?</b>
<p><b>KEY QUESTION:</b> Who am I?</p> <p><b>KEY CONCEPTS:</b> Relationship, family, role</p> <p><b>KEY PROCESSES:</b> Interacting, participating, translating, recognising, imitating, listening</p>	<p><b>KEY QUESTION:</b> Does the manner in which we live shape who we are?</p> <p><b>KEY CONCEPTS:</b> Home, awareness, attitude, value</p> <p><b>KEY PROCESSES:</b> Describing, interpreting, translating, reflecting, noticing, recognising, comparing</p>	<p><b>KEY QUESTION:</b> How do I spend my time?</p> <p><b>KEY CONCEPTS:</b> Leisure, school, identity</p> <p><b>KEY PROCESSES:</b> Planning, participating, reading, identifying, explaining, connecting, noticing patterns, applying, organising</p>	<p><b>KEY QUESTION:</b> How do other people live?</p> <p><b>KEY CONCEPTS:</b> Community, tourism, place, representation</p> <p><b>KEY PROCESSES:</b> Planning, transacting, responding, reporting, interpreting, expressing, noticing, reflecting</p>
<b>CONTENT DESCRIPTIONS</b>	<b>CONTENT DESCRIPTIONS</b>	<b>CONTENT DESCRIPTIONS</b>	<b>CONTENT DESCRIPTIONS</b>
<p style="text-align: center;"><b>SOCIALISING</b></p> <p>Socialise and interact with teacher and peers to exchange greetings, good wishes, and factual information about self and family. Participate in classroom routines and exchanges by following instructions, asking and answering questions, apologising and making requests.</p>	<p style="text-align: center;"><b>SOCIALISING</b></p> <p>Socialise and interact with teacher and peers to exchange greetings, good wishes, and factual information about home, and express likes, dislikes and preferences</p> <p style="text-align: center;"><b>CREATING</b></p> <p>Engage with imaginative and</p>	<p style="text-align: center;"><b>SOCIALISING</b></p> <p>Make plans and arrangements to carry out activities together, through transacting with others in simple and guided real or simulated situations</p> <p style="text-align: center;"><b>CREATING</b></p> <p>Reinterpret or adapt a familiar text and/or use a modelled structure</p>	<p style="text-align: center;"><b>SOCIALISING</b></p> <p>Make plans and arrangements to carry out activities together and obtain goods or services, through transacting with others in simple and guided real or simulated situations</p> <p style="text-align: center;"><b>INFORMING</b></p> <p>Present in modelled spoken and</p>

<p><b>TRANSLATING</b> Translate and interpret texts such as greetings, signs, emails and conversations, from German to English and vice versa, noticing similarities and differences</p> <p><b>SYSTEMS OF LANGUAGE</b> Recognise and use key features of the German sound system, including pronunciation, rhythm, stress and intonation, and identify main similarities and differences between the phonological and orthographic systems of English and German</p> <p><b>LANGUAGE VARIATION AND CHANGE</b> Recognise that German and English are related languages and that German is an important European and global language</p>	<p>creative texts by identifying, describing and discussing key elements, including characters, events and ideas</p> <p><b>SYSTEMS OF LANGUAGE</b> Recognise and use structures and other textual features of common spoken, written and multimodal texts such as invitations, emails, surveys, advertisements and music video clips</p> <p><b>ROLE OF LANGUAGE AND CULTURE</b> Understand that language use is shaped by and reflects the values, ideas and norms of a community</p>	<p>and language to create simple and original imaginative texts</p> <p><b>REFLECTING</b> Reflect on experiences of learning and using another language, and share aspects of own identity, such as interests, reflecting on how these impact on intercultural exchange</p> <p><b>SYSTEMS OF LANGUAGE</b> Develop knowledge of elements of the German grammatical system, including gender and number, nominative and accusative cases, present tense of regular and some irregular verbs, personal pronouns, possessive adjectives and word order, to describe people, objects, actions, events and relationships</p>	<p>written texts information relating to own world and that of other teenagers</p> <p><b>TRANSLATING</b> Translate and interpret texts such as greetings, signs, emails and conversations, from German to English and vice versa, noticing similarities and differences</p> <p><b>SYSTEMS OF LANGUAGE</b> Recognise and use structures and other textual features of common spoken, written and multimodal texts such as invitations, emails surveys, advertisements and music video clips</p>
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**Across the year** → Celebrations as they occur across the year

**German Years 7 and 8 Achievement Standard**

By the end of Year 8, students share information about their personal worlds, including personal details, family, friends, interests, likes, dislikes and preferences. They interact with others to carry out transactions, participate in class routines and socialise. They use modelled language and simple expressions to ask and respond to familiar questions, give and respond to instructions, and clarify answers. They use key features of pronunciation, stress and intonation, including short and long vowel sounds, single consonants, blends and diphthongs, in different words, phrases and sentences, such as, *ja, rot, singen, Sport, Winter, zwei, ich auch*. They obtain key points of information and identify main ideas in simple texts relating to own world and that of

teenagers in German-speaking countries, using contextual clues to help make meaning. They use high-frequency vocabulary to describe characters, events and ideas encountered in imaginative texts, and create short informative and imaginative texts using modelled sentence structures and formulaic expressions with present tense forms of regular and some irregular verbs, and correct word order. They use a range of grammatical elements to describe people, objects, actions, events and relationships, including articles, such as *der/ein*, personal pronouns and some possessive adjectives, for example, *mein, dein, sein, ihr* in the nominative and accusative. They qualify meaning with reference to time, manner and place using everyday adverbs and phrases, for example, *am Montag; besser; in der Schule*, and link words, phrases and sentences using *und, aber* and *oder*, and other connectives such as *dann, später* and *zuerst*. They work with German and English to translate texts and create simple bilingual texts for peers and family, noticing where equivalence is not possible. They identify the relationship between language and culture, giving examples of adjustments made as a result of reactions and intercultural experiences. They explain how aspects of their own identity impact on intercultural exchange.

Students identify German as an important European and global language and that it is related to English. They identify some of the common variations in German used in different contexts by different people. They differentiate statements, questions, imperatives and exclamations according to intonation, sentence structure and punctuation. They understand and apply grammatical concepts such as gender and number, and nominative and accusative case. They identify key similarities and differences between the phonological and orthographic systems of English and German, including the *Umlaut* and *Eszett*, capitalisation, and punctuation used in numbers (ordinals, decimals). They identify features of common spoken, written and multimodal texts. They understand and give examples of how language use is shaped by and reflects the values, ideas and norms of a community.

**Please note: This Course Overview may change to accommodate students' prior knowledge and/or combined year levels.**

Updated 23/11/2018