


German Year 9 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
Module 1: DU UND ICH YOU AND I	Module 2: HEIMAT WHERE DO I BELONG?	Module 3: SCHÖNES WOCHENENDE HAVE A GOOD WEEKEND!	Module 4: FERIEN UND REISEN ARE WE THERE YET?
<p>KEY QUESTIONS: Who am I? How do I express myself?</p> <p>KEY CONCEPTS: Relationship, family, role</p> <p>KEY PROCESSES: Interacting, participating, translating, recognising, imitating, listening</p>	<p>KEY QUESTIONS: Does the manner in which we live shape who we are? How do people and places connect with my identity?</p> <p>KEY CONCEPTS: Home, awareness, attitude, value</p> <p>KEY PROCESSES: Describing, interpreting, translating, reflecting, noticing, recognising, comparing</p>	<p>KEY QUESTIONS: How do I spend my time? What does it mean to “have fun”?</p> <p>KEY CONCEPTS: Leisure, school, identity</p> <p>KEY PROCESSES: Planning, participating, reading, identifying, explaining, connecting, noticing patterns, applying, organising</p>	<p>KEY QUESTION: How do other people live? What makes a place special amid globalisation?</p> <p>KEY CONCEPTS: Community, tourism, place, representation</p> <p>KEY PROCESSES: Planning, transacting, responding, reporting, interpreting, expressing, noticing, reflecting</p>
CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS
<p style="text-align: center;">SOCIALISING</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</p>	<p style="text-align: center;">SOCIALISING</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;">SOCIALISING</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;">SOCIALISING</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>instructions, asking and answering questions, apologising and making requests</p> <p>TRANSLATING Translate and interpret texts such as greetings, signs, emails and conversations, from German to English and vice versa, noticing similarities and differences</p> <p>SYSTEMS OF LANGUAGE 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>LANGUAGE VARIATION AND CHANGE Recognise that German and English are related languages and that German is an important European and global language</p>	<p>CREATING Engage with imaginative and creative texts by identifying, describing and discussing key elements, including characters, events and ideas</p> <p>SYSTEMS OF LANGUAGE 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>ROLE OF LANGUAGE AND CULTURE Understand that language use is shaped by and reflects the values, ideas and norms of a community</p>	<p>CREATING Reinterpret or adapt a familiar text and/or use a modelled structure and language to create simple and original imaginative texts</p> <p>REFLECTING 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>SYSTEMS OF LANGUAGE 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>INFORMING Present in modelled spoken and written texts information relating to own world and that of other teenagers</p> <p>TRANSLATING Translate and interpret texts such as greetings, signs, emails and conversations, from German to English and vice versa, noticing similarities and differences</p> <p>SYSTEMS OF LANGUAGE 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>Across the year  Celebrations as they occur across the year</p>			

German Year 9 Achievement Standard

By the end of Year 9, students beginning to initiate and maintain interactions in written and spoken German to communicate ideas, thoughts, feelings and information related to relationships, school experiences, the community and future plans. They interact with others to make decisions, solve problems, and negotiate and plan action in response to issues. When interacting, they use an increasing amount of both rehearsed and spontaneous language. They apply rules of pronunciation, intonation and stress, including variations such as contractions. They locate, analyse and record information, feelings and opinions from a range of texts. They respond to and re-create imaginative texts, and use descriptive and expressive vocabulary to communicate about experiences and emotions. They modify meaning with a range of adverbs and adverbial phrases, such as, *Wir haben das schon am Montag mit Frau Rolf gemacht*. They create personal, descriptive, informative and imaginative texts for different purposes, audiences and contexts. They use a range of grammatical elements to describe, situate and link people, objects and events in time and place. They use articles, for example, *der/ein*, personal pronouns, some demonstrative and interrogative adjectives such as *dieser, jeder* and *welcher*, possessive adjectives in the nominative, accusative and dative case, and a range of prepositions in everyday and topic-based phrases. They use present and future tenses of a range of regular and irregular verbs, including some modal, separable and inseparable verbs. They describe past events and experiences using the present perfect and simple past tenses with a range of common verbs. They use some common reflexive verbs in the present tense, such as, *Ich dusche mich morgens; Interessierst du dich für Geschichte?* They use a variety of conjunctions and cohesive devices, for example, *als, dass, wenn, weil; dann, früher, danach, vorher*, to create cohesion and interest. They translate and interpret excerpts from informative and imaginative texts, identifying and explaining challenges and adjustments required when transferring meaning between languages and cultures. They explain the importance of audience and context in intercultural exchanges. They explain how cultural identity is both shaped by and influences ways of communicating and thinking.

Students are developing an understanding of how language changes over time and identify reasons for change. They apply the German case system (mainly nominative, accusative, dative) and recognise the relationships between noun gender, article, pronoun, adjectival ending and case. They name some grammatical terms and their functions. They identify variations in the features of spoken and written German in relation to pronunciation, spelling and punctuation. They identify textual conventions in a range of texts and explain how they shape meaning and influence responses. They identify how features of German in familiar spoken and written texts vary according to audience, context and purpose. They reflect on their own cultural identity in light of their experience of learning German, identifying how their ideas and ways of communicating are influenced by their membership of cultural groups.

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

Updated 23/11/2018