

## German Year 9 Course Overview – 2022

This overview was developed to cater to the majority cohort of learners: Year 7 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>Module 2:</b>	<b>Module 3:</b>	<b>Module 4:</b>
<b>You and I/Du und ich</b>	<b>Where do I belong?/Heimat</b>	<b>Have a good weekend!/ Schönes Wochenende</b>	<b>Are we there yet?/ Ferien und Reisen</b>
<p><b>KEY QUESTIONS:</b> Who am I? Who are we?</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 QUESTIONS:</b> Where do I feel at home? Trees, seas or cities?</p> <p><b>KEY CONCEPTS:</b> home, awareness, relationship, attitude, value</p> <p><b>KEY PROCESSES:</b> describing, interpreting, translating, reflecting, noticing, recognising, comparing</p>	<p><b>KEY QUESTION:</b> How do I balance my school and leisure 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 QUESTIONS:</b> How do other people live? What experiences await me?</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><b>SOCIALISING</b> Initiate and maintain interactions with peers and adults by seeking and offering ideas, opinions and feelings as well as information related to relationships, school experience, community and future plans</p>	<p><b>SOCIALISING</b> Initiate and maintain interactions with peers and adults by seeking and offering ideas, opinions and feelings as well as information related to relationships, school experience, community and future plans</p>	<p><b>SOCIALISING</b> Develop classroom language to contribute to structured discussions and monitor learning by giving and following instructions and advice, making suggestions, asking questions for clarification, and expressing agreement or disagreement</p>	<p><b>SOCIALISING</b> Interact with others to make decisions and solve problems to complete tasks such as obtaining goods or services, and negotiate with peers to take individual and/or collective action</p>

<p><b>TRANSLATING</b></p> <p>Translate and interpret aspects of informative and imaginative texts, identifying and explaining some of the challenges involved and adjustments required when transferring meaning between languages and cultures</p> <p><b>SYSTEMS OF LANGUAGE</b></p> <p>Notice examples in spoken German of variation in features such as pronunciation, rhythm and stress, and the use of contractions; and articulate and apply in writing common German spelling and punctuation rules, such as for commas and quotation marks</p> <p><b>LANGUAGE VARIATION AND CHANGE</b></p> <p>Identify and analyse linguistic features of German that vary according to audience, context and purpose in familiar modelled spoken and written texts</p> <p><b>LANGUAGE VARIATION AND CHANGE</b></p> <p>Understand that language has power and changes over time as a result of contact with other languages and with influences such as globalisation and new technologies and knowledge</p>	<p><b>CREATING</b></p> <p>Respond to a range of contemporary and traditional imaginative texts (including excerpts) by summarising, reorganising, expressing reactions and opinions, or modifying aspects</p> <p><b>TRANSLATING</b></p> <p>Translate and interpret aspects of informative and imaginative texts, identifying and explaining some of the challenges involved and adjustments required when transferring meaning between languages and cultures</p> <p><b>REFLECTING</b></p> <p>Interact with a range of German speakers and texts, being aware of audience and context, and recognising that intercultural communication involves shared responsibility for meaning-making</p> <p><b>SYSTEMS OF LANGUAGE</b></p> <p>Notice examples in spoken German of variation in features such as pronunciation, rhythm and stress, and the use of contractions; and articulate and apply in writing common German spelling and punctuation rules, such as for commas and quotation marks</p> <p><b>SYSTEMS OF LANGUAGE</b></p> <p>Identify, comprehend and create a range of different text types, including simple narrative,</p>	<p><b>SOCIALISING</b></p> <p>Interact with others to make decisions and solve problems to complete tasks such as obtaining goods or services, and negotiate with peers to take individual and/or collective action</p> <p><b>INFORMING</b></p> <p>Access and analyse information, feelings and opinions in a range of digital, print and multimodal texts</p> <p><b>INFORMING</b></p> <p>Present information and opinions in different modes and familiar text types appropriate to audience, context and purpose, applying conventions of text types</p> <p><b>CREATING</b></p> <p>Create a variety of imaginative texts to entertain, convey ideas and express emotions</p> <p><b>TRANSLATING</b></p> <p>Translate and interpret aspects of informative and imaginative texts, identifying and explaining some of the challenges involved and adjustments required when transferring meaning between languages and cultures</p>	<p><b>SOCIALISING</b></p> <p>Develop classroom language to contribute to structured discussions and monitor learning by giving and following instructions and advice, making suggestions, asking questions for clarification, and expressing agreement or disagreement</p> <p><b>INFORMING</b></p> <p>Access and analyse information, feelings and opinions in a range of digital, print and multimodal texts</p> <p><b>CREATING</b></p> <p>Create a variety of imaginative texts to entertain, convey ideas and express emotions</p> <p><b>TRANSLATING</b></p> <p>Create bilingual texts such as captions, glossaries or footnotes to interpret cultural and linguistic aspects of texts</p> <p><b>REFLECTING</b></p> <p>Interact with a range of German speakers and texts, being aware of audience and context, and recognising that intercultural communication involves shared responsibility for meaning-making</p>
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	<p>informative and persuasive texts such as diary entries, letters, advertisements and articles, incorporating appropriate linguistic, textual and cultural elements</p> <p><b>LANGUAGE VARIATION AND CHANGE</b></p> <p>Understand that language has power and changes over time as a result of contact with other languages and with influences such as globalisation and new technologies and knowledge</p> <p><b>ROLE OF LANGUAGE AND CULTURE</b></p> <p>Explore the dynamic nature of the relationship between language, culture and communication and how it impacts on attitudes and beliefs</p>	<p><b>REFLECTING</b></p> <p>Reflect on self as a language user and discuss own and others' cultural identity, considering how it is both shaped by and influences ways of communicating and thinking</p> <p><b>SYSTEMS OF LANGUAGE</b></p> <p>Extend grammatical knowledge, including of cases, demonstrative and interrogative adjectives, prepositions, common subordinating conjunctions, and past and future tenses, to describe, situate and link people, objects and events in time and place</p> <p><b>ROLE OF LANGUAGE AND CULTURE</b></p> <p>Explore the dynamic nature of the relationship between language, culture and communication and how it impacts on attitudes and beliefs</p>	<p><b>SYSTEMS OF LANGUAGE</b></p> <p>Notice examples in spoken German of variation in features such as pronunciation, rhythm and stress, and the use of contractions; and articulate and apply in writing common German spelling and punctuation rules, such as for commas and quotation marks</p>
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**Across the year**

Celebrations as they occur across the year

**German Year 9-10 Achievement Standard**

By the end of Year 10, students 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 both rehearsed and spontaneous language. They ask and respond to familiar questions, for example, *Wir sind in den Ferien oft ins Schwimmbad gegangen. Was hast du gemacht? Ich finde meine Schule gut, und du? Wie findest du deine Schule?* and make comparisons, such as *Meine Freundin ist fleißiger als ich*. They give opinions, explain problems and ask for advice or clarification, for example, *Ich wohne gern auf dem Land, weil ... , Ich habe mein Passwort vergessen. Was soll ich machen? Wie lernt man die deutschen Verben?* 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 give examples of how language changes over time and identify reasons for change. They apply the German case system (mainly nominative, accusative, dative) and explain 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.***