(no-code)

recognise and respond to classroom-related greetings, instructions and routines; and personal introductions

-
-

Elaborations

• exchanging simple greetings, thanks and good wishes using expressions, and to suit the situation,
for example, Ich heiße ... und du? Guten Morgen! Auf Wiedersehen! Danke! Alles Gute zum Geburtstag!
Frohe Weihnachten! Guten Appetit!

• sharing information about people and belongings, for example, Mein Teddy heiβt … Das ist meine
Schwester/mein Ball.

• using some German expressions and spontaneous exclamations when with peers, for example, Danke!,
Bitte schön, Das ist schade, Gut gemacht!

• responding with actions or to routine instructions, for example, Bitte aufstehen Klasse 1! Hände
auf den Kopf! Alle zusammen! Achtung!

• using simple structures, familiar vocabulary, supporting resources and to about self, pets, likes,
dislikes and the immediate environment, for example, Ich bin in Klasse 1. Ich bin fünf. Ich wohne in
… Ich mag … (nicht).

• recognising and responding to simple and directions using supporting and , for example, Wer/Was
ist das? Das ist … ? Ist das … ? Nein, das ist ..., Wo ist …?, rechts, hinter Peter, unter

• describing which they know and are learning, for example, Ich kann Englisch und Arabisch. Ich
lerne Deutsch.

• responding to and making polite requests, for example, Ich möchte …, bitte. Bitte schön!

• using German for everyday routines such as roll call, for example, Hier bin ich, or naming the day
of the week, Es ist Montag, or describing the weather, Das Wetter ist kalt/warm

Students learn to:

recognise and respond to modelled classroom-related greetings, instructions and r
personal introductions

(AC9LG2C01)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum
priorities.

Engaging with cultural and linguistic diversity

• Communicate responsively

Speaking and listening

• Interacting

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to
general capabilities and cross-curriculum priorities. Content elaborations are optional .

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication

Social management

• Communication

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

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Engaging with cultural and linguistic diversity

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Social management

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Engaging with cultural and linguistic diversity
• Communicate responsively
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Engaging with cultural and linguistic diversity
• Communicate responsively
Social management
• Communication
Engaging with cultural and linguistic diversity
• Communicate responsively
Social management
• Communication
Resources
Work Samples

WS01 - Human robot programming - programmieren lernen

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Comm responsively

Content description

AC9LG2C01
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• notice the use of different languages they, their family or community members use to communicate
• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LG2C01
Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.
• contributes simple ideas and opinions to class or small group discussions
• shows signs of active listening, by sustaining attention across a short, spoken text
• shows beginning awareness of discussion conventions (e.g. pauses when another speaker starts)
• uses appropriate language or dialect to interact with speakers of the same language
• listens actively to stay on topic in a small group discussion
• takes an active role in small group and whole-class discussion by volunteering ideas and opinions
• asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think about that?")
• takes turns in interactions
• interacts using appropriate language in pairs or a small group to complete tasks
• interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
• presents simple ideas clearly in group situations
• actively encourages or supports other speakers
• shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)
• uses language to initiate interactions in a small group situation (e.g. "I have an idea")

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Comi responsively

Content description

AC9LG2C01

exchanging simple greetings, thanks and good wishes using formulaic expressions, and adjusting language to suit the situation, for example, Ich heiße ... und du? Guten Morgen! Auf Wiedersehen! Danke! Alles Gute zum Geburtstag! Frohe Weihnachten! Guten Appetit!

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• notice the use of different languages they, their family or community members use to communicate
• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LG2C01

exchanging simple greetings, thanks and good wishes using formulaic expressions, and adjusting language to suit the situation, for example, Ich heiße ... und du? Guten Morgen! Auf Wiedersehen! Danke! Alles Gute zum Geburtstag! Frohe Weihnachten! Guten Appetit!

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LG2C01

sharing information about people and belongings, for example, Mein Teddy heißt … Das ist meine Schwester/mein Ball.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Comi responsively

Content description

AC9LG2C01

using some German expressions and spontaneous exclamations when interacting with peers, for example, Danke!, Bitte schön, Das ist schade, Gut gemacht!

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• notice the use of different languages they, their family or community members use to communicate
• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LG2C01

using some German expressions and spontaneous exclamations when interacting with peers, for example, Danke!, Bitte schön, Das ist schade, Gut gemacht!

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Comr responsively

Content description

AC9LG2C01

responding with actions or gestures to routine instructions, for example, Bitte aufstehen Klasse 1! Hände auf den Kopf! Alle zusammen! Achtung!

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• notice the use of different languages they, their family or community members use to communicate
• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LG2C01

responding with actions or gestures to routine instructions, for example, Bitte aufstehen Klasse 1! Hände auf den Kopf! Alle zusammen! Achtung!

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LG2C01

using simple sentence structures, familiar vocabulary, supporting resources and gestures to communicate about self, pets, likes, dislikes and the immediate environment, for example, Ich bin in Klasse 1. Ich bin fünf. Ich wohne in … Ich mag … (nicht).

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Comr responsively

Content description

AC9LG2C01

recognising and responding to simple questions and directions using supporting intonation and gestures, for example, Wer/Was ist das? Das ist … ? Ist das … ? Nein, das ist ..., Wo ist …?, rechts, hinter Peter, unter

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• notice the use of different languages they, their family or community members use to communicate
• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LG2C01

recognising and responding to simple questions and directions using supporting intonation and gestures, for example, Wer/Was ist das? Das ist … ? Ist das … ? Nein, das ist ..., Wo ist …?, rechts, hinter Peter, unter

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LG2C01

describing which languages they know and are learning, for example, Ich kann Englisch und Arabisch. Ich lerne Deutsch.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Com responsively

Content description

AC9LG2C01

responding to and making polite requests, for example, Ich möchte …, bitte. Bitte schön!

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• notice the use of different languages they, their family or community members use to communicate
• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LG2C01

responding to and making polite requests, for example, Ich möchte …, bitte. Bitte schön!

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Comr responsively

Content description

AC9LG2C01
using German for everyday routines such as roll call, for example, Hier bin ich, or naming the day of the week, Es ist Montag, or describing the weather, Das Wetter ist kalt/warm

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• notice the use of different languages they, their family or community members use to communicate
• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LG2C01
using German for everyday routines such as roll call, for example, Hier bin ich, or naming the day of the week, Es ist Montag, or describing the weather, Das Wetter ist kalt/warm

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

Resource – German language resource

German

Language support resource

The German Language support resource was developed to support teachers as they plan teaching and learning programs to implement the Australian Curriculum: German. It is optional and includes illustrative examples of language and language use.
Introduction
The resource provides suggestions for sequential development in 2 parts:
• Part 1 – language features and structures
• Part 2 – thematic contexts for language use.
The content is presented in 3 broad levels: beginner, intermediate and advanced, and is independent of the year bands and sequences in the curriculum and the time spent on task.

Teachers can use suggestions in the resource to adapt curriculum content to meet the diverse language needs and learning backgrounds of students at different entry points into second language learning. For example, if a Year 5 student is learning German for the first time, a teacher can use the cognitive demand of the Years 5 and 6 curriculum achievement standards and content descriptions combined with beginner language features and structures, and/or thematic contexts.
Language features and structures
Part 1 provides language features and structures that are neither exhaustive nor mutually exclusive across the 3 different levels. Beginner, intermediate and advanced levels demonstrate how a particular feature or structure could be developed at different stages of a continuum of second language learning.
Thematic contexts for language use

Part 2 provides examples of thematic contexts for language use at beginner, intermediate and advanced levels. They are designed to give teachers ideas about how to support a progression of learning related to contexts and concepts of language use. Teachers are encouraged to adapt these to allow for student agency and to meet the needs, abilities and interests of their students, using the approaches, methodologies and pedagogies that best suit their students' learning.
Download

Resource – WS01 - Human robot programming - programmieren lernen

By the end of Year 2, students use German language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create texts.

Students imitate the sounds and rhythms of German and demonstrate understanding that German has conventions and rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of German and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).

AC9LG2C01

recognise and respond to modelled classroom-related greetings, instructions and routines; and personal introductions

AC9LG2C02

participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues

AC9LG2U01

recognise and imitate the sounds and rhythms of German

AC9LG2U02

recognise that the Roman alphabet and features of language are used to construct meaning in German

AC9LG2C02

participate in a range of guided, play-based using expressions, visual and spoken

•

•

Elaborations

• making choices in routine such as selecting a song from the class songbook, for example, responding to the , Was singen wir heute?
• participating in songs, and chants by singing and using actions, for example, Kopf, Schulter, Knie und Fuß; 1, 2, Polizei
• playing games such as Gedächtnispiel , Lotto and Stille Post , and using appropriate , for example, turn-taking, Wer ist dran? Ich bin dran , and forming groups using numbers or colours such as Blau ist hier; Gruppe 2 ist hier.
• teaching a family member some German, for example, greetings, numbers or a German song, and reporting to the class what they were able to teach
• contributing to a secure digital photo story on Meine Klasse , for example, and recording captions to own photos, Das bin ich. Ich heiße … und ich bin … Das ist meine Mami. Sie ist nett.
Students learn to:

participate in a range of guided, play-based language activities using formulaic expr and spoken cues

(AC9LG2C02)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Speaking and listening

• Interacting

Social management

• Communication

• Collaboration

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Social management

• Communication

• Collaboration

Social management

• Communication

• Collaboration

Social management

• Communication

• Collaboration

Social management

• Communication

• Collaboration

Social management

• Communication

• Collaboration

Resources

Work Samples

WS01 - Human robot programming - programmieren lernen

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LG2C02

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

• contributes simple ideas and opinions to class or small group discussions

• shows signs of active listening, by sustaining attention across a short, spoken text

• shows beginning awareness of discussion conventions (e.g. pauses when another speaker starts)

• uses appropriate language or dialect to interact with speakers of the same language

• listens actively to stay on topic in a small group discussion

• takes an active role in small group and whole-class discussion by volunteering ideas and opinions

• asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think about that?")

• takes turns in interactions

• interacts using appropriate language in pairs or a small group to complete tasks

• interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)

• presents simple ideas clearly in group situations

• actively encourages or supports other speakers

• shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)

• uses language to initiate interactions in a small group situation (e.g. "I have an idea")

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LG2C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LG2C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LG2C02

making choices in routine activities such as selecting a song from the class songbook, for example, responding to the question, Was singen wir heute?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LG2C02

making choices in routine activities such as selecting a song from the class songbook, for example, responding to the question, Was singen wir heute?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LG2C02

participating in songs, rhymes and chants by singing and using actions, for example, Kopf, Schulter, Knie und Fuß; 1, 2, Polizei

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LG2C02

participating in songs, rhymes and chants by singing and using actions, for example, Kopf, Schulter,

Knie und Fuß; 1, 2, Polizei

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LG2C02

playing games such as Gedächtnispiel , Lotto and Stille Post , and using appropriate language, for example, turn-taking, Wer ist dran? Ich bin dran , and forming groups using numbers or colours such as Blau ist hier; Gruppe 2 ist hier.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LG2C02

playing games such as Gedächtnispiel , Lotto and Stille Post , and using appropriate language, for example, turn-taking, Wer ist dran? Ich bin dran , and forming groups using numbers or colours such as Blau ist hier; Gruppe 2 ist hier.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LG2C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LG2C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LG2C02

contributing to a secure digital photo story on Meine Klasse , for example, writing and recording captions to own photos, Das bin ich. Ich heiße … und ich bin … Das ist meine Mami. Sie ist nett.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• develop positive communication skills by initiating, joining or contributing to conversations

• use a range of skills to enhance verbal and non-verbal communication

• apply verbal and non-verbal communication skills when responding to others

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LG2C02

contributing to a secure digital photo story on Meine Klasse , for example, writing and recording captions to own photos, Das bin ich. Ich heiße … und ich bin … Das ist meine Mami. Sie ist nett.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• engage with others and participate in group play, tasks and activities

• participate cooperatively in groups on common tasks and activities

• perform designated roles within groups, appreciating everyone's contributions to a shared outcome

AC9LG2C03

locate, with support, key information in familiar , and respond using , images, and

•

•

Elaborations

• for specific and expressions, for example, in spoken , songs or stories, by clapping or raising hands, and in written by pointing to or highlighting the (s)

• ordering or matching key information in relation to different , such as sequencing pictures from the to reflect the correct order of events and responding to about the story, for example, Er hat drei Brüder und wohnt in …

• sharing in the retelling of a , using prompts such as pictures, cut-outs or puppets, or responding in German or English to about the , for example, Wer ist das? War das eine gute Idee? Und dann …

• recognising that and are integral to communicating in for First Nations Australians, and showing examples of how they are also integral to communicating in German and the (s) they may speak at home

• demonstrating understanding and early literacy skills by labelling, matching, clicking and dragging, drawing, miming and using actions

• responding to imaginative print and digital such as stories, or cartoons, using repetitive actions, and or Das ist lustig/komisch/langweilig

• learning the names of countries and regions where German is an official and developing understanding of where these places are located, using a world map

Students learn to:

locate, with support, key information in familiar texts, and respond using gestures, and formulaic phrases

(AC9LG2C03)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Inquiring

• Identify, process and evaluate information

Reading and viewing

• Understanding texts

Speaking and listening

• Listening

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Culture

• First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. As First Nations Peoples of Australia, they have the right to maintain, control, protect and develop their cultural expressions, while also maintaining the right to control, protect and develop culture as Indigenous Cultural and Intellectual Property.

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Resources

Work Samples

WS02 - Welche Farbe ist es? (Colour matching challenges)

WS03 - Mein Haustier (My pet)

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatic

Content description

AC9LG2C03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• identify and explore relevant points in information provided on a topic

• prioritise the information that is most relevant to the topic of study

• identify and explore relevant information from a range of sources, including visual information and digital sources

• identify and explain similarities and differences in selected information

• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources

• condense and combine selected information related to the topic of study

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9LG2C03

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Comprehension

• listens actively and responds to a range of texts read by others

• makes a simple statement about the content of a text (e.g. "it was about the farm")

• engages in group discussion about a text or shared learning experience

• talks about images and/or some printed words in a text

• answers and poses mainly literal questions about the text

• infers and then describes obvious cause and effect relationships (e.g. uses information in the

text to infer why a character is smiling in an image)

Processes

• follows text direction when read to by a proficient reader
• locates the front and back of a book and turns pages correctly
• locates the starting point for reading on a page or screen
• uses touch or click features to navigate a text (e.g. clicks arrows to move text along, uses pause/play button to start/stop text, clicks icons to view specific aspects of screen-based texts)

Vocabulary

• asks questions to find out meaning of unfamiliar words
• uses words in discussions that have been encountered in simple texts

Comprehension

• reads and views simple texts with support from a proficient reader (see Text complexity)
• retells a familiar story or shared learning experience
• contributes to group discussion, demonstrating understanding of a range of texts read by proficient readers
• makes relevant comments or asks relevant questions to demonstrate understanding of a text
• makes connections between texts and personal experiences

Processes

• uses some phonic and contextual knowledge to decode simple texts (see Phonic knowledge and word recognition)
• decodes a few words in a text using phonic knowledge (see Phonic knowledge and word recognition)
• identifies taught high-frequency words in a text (see Phonic knowledge and word recognition)
• demonstrates one-to-one correspondence by pointing to words in a continuous text or in the environment (see Phonic knowledge and word recognition)
• tracks text left to right
• uses return sweep
• consistently reads left page before right page
• makes predictions (e.g. uses the cover of a book or screen image to predict the content)
• identifies simple grammatical features (e.g. identifies verbs in a set of instructions) (see Grammar)
• pauses or appeals for support when meaning is disrupted
• recognises sentence boundary punctuation and uses it when reading aloud (see Punctuation)

Vocabulary

• demonstrates knowledge of common morphemic word families when reading (e.g. identifies the word "run" in "running")
• recognises key content or repeated words in a simple text (see Text complexity)

Comprehension

• reads and views simple texts independently (see Text complexity)
• locates directly stated information
• recounts or describes sequenced ideas or information
• identifies a clearly evident main idea in a simple text
• listens to texts to engage with learning area content (e.g. a text about family histories)
• reads and views the content of texts and describes new or learnt information
• expresses an opinion or preference for a topic or text with a supporting reason
• draws obvious inferences by integrating print, visual and audio aspects of simple texts (e.g. uses images and key words to infer a character's job)
• identifies some differences between imaginative and informative texts (e.g. different styles of images in a fairy tale and instructions for a game)

Processes

• uses phonic knowledge, word recognition, sentence structure, punctuation and contextual knowledge to read simple texts (see Phonic knowledge and word recognition) (see Text complexity)
• reads high-frequency words in continuous text
• reads using sentence features such as word order and sentence boundary punctuation (e.g. question marks)
• pauses when meaning breaks down and attempts to self-correct
• uses visual and auditory cues to build meaning (e.g. colour, shape and size of images, sound

effects)

• selects appropriate reading paths when reading simple texts and navigates simple screen-based texts for specific purposes

Vocabulary

• identifies key words and the meaning they carry (e.g. nouns, verbs)

• makes plausible interpretations of the meaning of unfamiliar words

• understands simple qualifying or emotive words

• uses context to understand homonyms

Snapshot – Listening

Literacy: Speaking and listening: Listening

Content description

AC9LG2C03

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

• listens actively and responds to short texts consisting of a few sentences

• recalls one or 2 ideas from a short text or interaction

• answers simple or literal questions

• asks what, when, why questions about a text they have listened to

• uses facial expressions, gestures or actions to indicate understanding of tone and intonation

• discriminates individual words in a short, spoken sentence (e.g. identifies "lunchtime" in "the meeting for the excursion is at lunchtime")

• describes familiar objects and actions heard in a text or interaction (e.g. "the chicken ate the bug")

• accurately repeats, short phrases and statements from a short text or interaction

• recognises and generates one-syllable rhyming words (see Phonological awareness)

• responds to simple and elementary texts (see Text complexity)

• recalls specific information from a spoken text (e.g. recalls a message from a school assembly announcement)

• answers literal and simple inferential questions from a text they have listened to

• infers obvious meaning from a simple, spoken text (e.g. identifies character's job as a sales assistant from dialogue with a shopper)

• experiments with a small range of listening strategies (e.g. asks speaker to repeat information, if unclear)

• uses learnt vocabulary and simple adjectives to recount key ideas from heard text

• responds to elementary texts (see Text complexity)

• listens purposefully to texts to identify specific learning area content

• recalls specific information from a learning area text

• attends to sequence when recounting ideas

• infers meaning that may be less obvious (e.g. infers beach context from hearing background sounds of seagulls and surf)

• describes tone and intonation of spoken text (e.g. "she spoke with an angry tone")

• retells a familiar story with some possible minor adaptations

• selects appropriate listening strategies (e.g. asking questions to elicit extra information, rephrasing others' contributions to check own comprehension)

• listens for cohesive vocabulary to support comprehension (e.g. listens for temporal connectives such as "first", "then", "finally" and conjunctions such as "also" to identify next section in text)

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatio

Content description

AC9LG2C03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• identify and explore relevant points in information provided on a topic

• prioritise the information that is most relevant to the topic of study

• identify and explore relevant information from a range of sources, including visual information and digital sources
• identify and explain similarities and differences in selected information
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9LG2C03

ordering or matching key information in relation to different texts, such as sequencing pictures from the text to reflect the correct order of events and responding to questions about the story, for example, Er hat drei Brüder und wohnt in …

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and explore relevant points in information provided on a topic
• prioritise the information that is most relevant to the topic of study
• identify and explore relevant information from a range of sources, including visual information and digital sources
• identify and explain similarities and differences in selected information
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9LG2C03

sharing in the retelling of a text, using prompts such as pictures, cut-outs or puppets, or responding in German or English to questions about the text, for example, Wer ist das? War das eine gute Idee? Und dann …

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and explore relevant points in information provided on a topic
• prioritise the information that is most relevant to the topic of study
• identify and explore relevant information from a range of sources, including visual information and digital sources
• identify and explain similarities and differences in selected information
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9LG2C03
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and explore relevant points in information provided on a topic
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• identify and explain similarities and differences in selected information
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• condense and combine selected information related to the topic of study

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatio

Content description

AC9LG2C03

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• condense and combine selected information related to the topic of study

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatio

Content description

AC9LG2C03

responding to imaginative print and digital texts such as stories, rhymes or cartoons, using repetitive actions, gestures and words or sentences Das ist lustig/komisch/langweilig

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• identify and explore relevant points in information provided on a topic

• prioritise the information that is most relevant to the topic of study

• identify and explore relevant information from a range of sources, including visual information and digital sources

• identify and explain similarities and differences in selected information

• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources

• condense and combine selected information related to the topic of study

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9LG2C03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• identify and explore relevant points in information provided on a topic

• prioritise the information that is most relevant to the topic of study

• identify and explore relevant information from a range of sources, including visual information and digital sources

• identify and explain similarities and differences in selected information

• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources

• condense and combine selected information related to the topic of study

Resource – WS02 - Welche Farbe ist es? (Colour matching challenges)

By the end of Year 2, students use German language to interact and share information related to the classroom and themselves.■They use cues to respond to questions and instructions, and use simple formulaic language.■They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create texts.

Students imitate the sounds and rhythms of spoken German. They demonstrate understanding that German

has conventions and rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of German and English.■They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).

AC9LG2C03

locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases

AC9LG2U01

recognise and imitate the sounds and rhythms of German

AC9LG2U02

recognise that the Roman alphabet and features of language are used to construct meaning in German

Resource – WS03 - Mein Haustier (My pet)

By the end of Year 2, students use German language to interact and share information related to the classroom and themselves.■They use cues to respond to questions and instructions, and use simple formulaic language.■They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create texts.

Students imitate the sounds and rhythms of spoken German.■They demonstrate understanding that German has conventions and rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of German and English.■They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).

AC9LG2C03

locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases

AC9LG2C05

use words, familiar phrases and modelled language to create spoken, written and multimodal texts

AC9LG2U02

recognise that the Roman alphabet and features of language are used to construct meaning in German

AC9LG2C04

notice that carries cultural meaning in classroom-related greetings, introductions, instructions and routines

•

•

Elaborations

• recognising different forms of and greeting, depending on the time of day, gender and social status of participants, for example, Tag, Luke! first names for peers, and Guten Morgen, Frau Stein! for the teacher
• understanding that learning German involves ways of using that may be unfamiliar, for example, using Guten Appetit before commencing a meal
• aspects of shared knowledge about German and (s), such as pointing to places on a map or pictures of symbols or typical foods, for example, Das ist Deutschland/Österreich, Die Flagge ist …
• recognising that there can be different forms of for the same person, for example, Mama, Mutti, Mami, Mutter
• or translating, from German into English, greetings and other learnt items for non-German speakers, such as a new student, a visiting parent or classroom teacher
Students learn to:

notice that language carries cultural meaning in classroom-related greetings, introd

instructions and routines

(AC9LG2C04)
General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Navigating intercultural contexts

• Adapt in intercultural exchanges

Reading and viewing

• Understanding texts

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Navigating intercultural contexts

• Adapt in intercultural exchanges

Navigating intercultural contexts

• Adapt in intercultural exchanges

Analysing

• Interpret concepts and problems

Navigating intercultural contexts

• Adapt in intercultural exchanges

Resources

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LG2C04
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify how people show respect in intercultural exchanges
• consider different responses to intercultural exchanges, practising ways to show respect and develop empathy
• use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9LG2C04
Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Comprehension

• listens actively and responds to a range of texts read by others
• makes a simple statement about the content of a text (e.g. "it was about the farm")
• engages in group discussion about a text or shared learning experience
• talks about images and/or some printed words in a text
• answers and poses mainly literal questions about the text
• infers and then describes obvious cause and effect relationships (e.g. uses information in the text to infer why a character is smiling in an image)

Processes

• follows text direction when read to by a proficient reader
• locates the front and back of a book and turns pages correctly
• locates the starting point for reading on a page or screen
• uses touch or click features to navigate a text (e.g. clicks arrows to move text along, uses pause/play button to start/stop text, clicks icons to view specific aspects of screen-based texts)

Vocabulary

• asks questions to find out meaning of unfamiliar words

• uses words in discussions that have been encountered in simple texts

Comprehension

• reads and views simple texts with support from a proficient reader (see Text complexity)

• retells a familiar story or shared learning experience

• contributes to group discussion, demonstrating understanding of a range of texts read by proficient readers

• makes relevant comments or asks relevant questions to demonstrate understanding of a text

• makes connections between texts and personal experiences

Processes

• uses some phonic and contextual knowledge to decode simple texts (see Phonic knowledge and word recognition)

• decodes a few words in a text using phonic knowledge (see Phonic knowledge and word recognition)

• identifies taught high-frequency words in a text (see Phonic knowledge and word recognition)

• demonstrates one-to-one correspondence by pointing to words in a continuous text or in the environment (see Phonic knowledge and word recognition)

• tracks text left to right

• uses return sweep

• consistently reads left page before right page

• makes predictions (e.g. uses the cover of a book or screen image to predict the content)

• identifies simple grammatical features (e.g. identifies verbs in a set of instructions) (see Grammar)

• pauses or appeals for support when meaning is disrupted

• recognises sentence boundary punctuation and uses it when reading aloud (see Punctuation)

Vocabulary

• demonstrates knowledge of common morphemic word families when reading (e.g. identifies the word "run" in "running")

• recognises key content or repeated words in a simple text (see Text complexity)

Comprehension

• reads and views simple texts independently (see Text complexity)

• locates directly stated information

• recounts or describes sequenced ideas or information

• identifies a clearly evident main idea in a simple text

• listens to texts to engage with learning area content (e.g. a text about family histories)

• reads and views the content of texts and describes new or learnt information

• expresses an opinion or preference for a topic or text with a supporting reason

• draws obvious inferences by integrating print, visual and audio aspects of simple texts (e.g. uses images and key words to infer a character's job)

• identifies some differences between imaginative and informative texts (e.g. different styles of images in a fairy tale and instructions for a game)

Processes

• uses phonic knowledge, word recognition, sentence structure, punctuation and contextual knowledge to read simple texts (see Phonic knowledge and word recognition) (see Text complexity)

• reads high-frequency words in continuous text

• reads using sentence features such as word order and sentence boundary punctuation (e.g. question marks)

• pauses when meaning breaks down and attempts to self-correct

• uses visual and auditory cues to build meaning (e.g. colour, shape and size of images, sound effects)

• selects appropriate reading paths when reading simple texts and navigates simple screen-based texts for specific purposes

Vocabulary

• identifies key words and the meaning they carry (e.g. nouns, verbs)

• makes plausible interpretations of the meaning of unfamiliar words

• understands simple qualifying or emotive words

• uses context to understand homonyms

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LG2C04

recognising different forms of address and greeting, depending on the time of day, gender and social status of participants, for example, Tag, Luke! first names for peers, and Guten Morgen, Frau Stein! for the teacher

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify how people show respect in intercultural exchanges
• consider different responses to intercultural exchanges, practising ways to show respect and develop empathy
• use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LG2C04

understanding that learning German involves ways of using language that may be unfamiliar, for example, using Guten Appetit before commencing a meal

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify how people show respect in intercultural exchanges
• consider different responses to intercultural exchanges, practising ways to show respect and develop empathy
• use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LG2C04

conveying aspects of shared knowledge about German language and culture(s), such as pointing to places on a map or pictures of symbols or typical foods, for example, Das ist Deutschland/Österreich, Die Flagge ist …

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the main parts of a concept or problem
• identify the main parts of a concept or problem and describe how these relate to each other
• identify and prioritise significant elements and relationships within a concept or problem

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LG2C04

recognising that there can be different forms of address for the same person, for example, Mama, Mutti, Mami, Mutter

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify how people show respect in intercultural exchanges
• consider different responses to intercultural exchanges, practising ways to show respect and develop empathy
• use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour

AC9LG2C05

use , familiar and to spoken, written and

•

•

Elaborations

• using key and simple to annotate a picture, diagram or photo, for example, Der Hund ist klein. Der Hund ist braun, Das bin ich. Ich bin sechs Jahre alt.

• making and displaying labels for common objects in the classroom or home, for example, die Tür, die Leseecke, die Tafel, mein Schlafzimmer, mein Schrank

• using , creating a shared page for a class big book with illustrations, for example, Hier ist das Krokodil. Es hat Schuppen und ist grün.

• matching captions or labels to images of First Nations locations in their local area or elsewhere in Australia

• drawing their favourite or scene from stories, , songs or cartoons and attaching or a simple evaluative statement, for example, … ist fantastisch. Ich mag …

• modifying, rehearsing and performing a short skit or role-play with peers, for example, a skit about a shopping trip, with students changing the items bought

• creating short dialogues, such as between dolls, puppets and toys, individually or with peers, using familiar

• using secure to record their ideas, for example, what they would eat over a week if they were the caterpillar in Die kleine Raupe Nimmersatt

Students learn to:

use words, familiar phrases and modelled language to create spoken, written and m

(AC9LG2C05)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Writing

• Creating texts

Speaking and listening

• Speaking

Social management

• Communication

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Social management

• Communication

Social management

• Communication

Social management

• Communication

Country/Place

• First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.

Social management

• Communication

Social management

• Communication

• Collaboration

Social management

• Communication

• Collaboration

Creating and exchanging

• Create, communicate and collaborate

Social management

• Communication

Resources

Work Samples

WS03 - Mein Haustier (My pet)

WS04 - Das Wetter (The weather)

WS05 - Mein Elfchen (Poem and artwork)

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9LG2C05

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Crafting ideas

• writes ideas in sentence fragments or a simple sentence (e.g. "I am 6.")
• explains the purpose and audience of familiar imaginative and informative texts
• creates short texts in different forms such as a simple recount
• combines visuals with written text where appropriate
• reads back own writing word by word
• talks about own text and describes subject matter and images

Text forms and features

• writes some appropriate letter combinations to represent less familiar words (see Spelling and Phonic knowledge and word recognition)
• writes with noun-verb agreement (e.g. "I am"), articles (e.g. "a man") and personal pronouns (e.g. "my mum") (see Grammar)
• writes from left to right using spaces between attempted words
• uses basic noun groups/phrases (e.g. "my house") (see Grammar)
• uses some sentence punctuation (e.g. capital letters at the beginning of a text)

Vocabulary

• writes simple familiar words (e.g. "saw", "food", "they")
• includes some learning area vocabulary in own texts (e.g. "season")
• uses taught high-frequency words

Crafting ideas

• creates a text including 2 or 3 related ideas for a familiar purpose such as recounting an event, telling a story, expressing thoughts, feelings and opinions
• includes beginning structural features (e.g. statement of an opinion, a heading, description of an event linked to time and place)
• creates texts for learning area purposes (e.g. labelling a simple diagram, ordering events on a timeline)

Text forms and features

• writes simple sentences made up of basic verb groups, noun groups and phrases (e.g. "We visited my aunty's house last week.")
• writes compound sentences using common conjunctions (e.g. "My house is big but the garden is small.")
• makes plausible attempts to write unfamiliar words phonetically (e.g. "enjn" for "engine") (see Spelling)
• uses capital letters correctly to indicate proper nouns (see Punctuation)
• uses capital letters at the start and full stops at the end of sentences (see Punctuation)
• spells some high-frequency words correctly (see Spelling)
• uses appropriate key words to represent simple concepts (e.g. "aunty", "sister", "cousin" in a text about family)

Vocabulary

• uses adjectives to add meaning by describing qualities or features (e.g. "small", "long", "red")
(see Grammar)
• uses words in own writing adopted from other writers
• uses simple words to add clarity to ideas (e.g. modifying and qualifying words such as "very")

Crafting ideas

• creates texts for a range of purposes such as observing and describing, providing reasons,
expressing thoughts and feelings about a topic
• includes 4 or more simply stated and clearly connected ideas (e.g. introduces a topic and includes
one or 2 facts; states an opinion with a reason; gives a recount of an event)
• includes a simple introduction to orient the reader (e.g. states a fact to introduce a report;
states an opinion to introduce an argument; introduces a character to begin a narrative)
• writes ideas appropriate to a task or topic in sequenced sentences (e.g. writes informative texts
with all the facts related to the topic)
• selects and discards ideas to make texts suitable for familiar audiences and purposes

Text forms and features

• writes simple, compound and some complex sentences related to a topic using a broader range of
conjunctions (e.g. "and", "but", "so", "because", "when") (see Grammar)
• maintains tense within a sentence (see Grammar)
• selects images to complement writing
• spells many high-frequency words correctly (see Spelling)
• uses sentence punctuation correctly (e.g. !, ?) (see Punctuation)
• uses noun groups/phrases to add detail (e.g. "the tomato plant in the pot") (see Grammar)
• uses a range of simple cohesive devices such as pronoun referencing and sequencing connectives
• uses adverbs to give precise meaning to verbs (e.g. "talking loudly") (see Grammar)

Vocabulary

• uses a range of qualifying words (e.g. "every day"; "action movie")
• selects more specific adjectives (e.g. "giant" for "tall"; "golden" for "yellow")
• uses learning area topic vocabulary (e.g. "natural")
• uses common homophones correctly (e.g. "two", "too", "to")
• uses common idiomatic and colloquial phrases (e.g. "a piece of cake")

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9LG2C05

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this
content.

Crafting ideas

• retells personal events and experiences to peers and known adults
• shares feelings and thoughts about the events and characters in text
• retells key details or points from a learning experience or text viewed or heard
• uses mainly appropriate word order
• uses appropriate volume for small audiences
• uses rehearsed phrases to introduce themselves (e.g. "Good morning, my name is …")

Vocabulary

• uses simple connectives to join ideas (e.g. "and then") (see Grammar)
• uses familiar spoken language to communicate connected ideas (e.g. "Let's draw. I'll get paper and
pencils.")
• uses simple adjectives and adverbs to add detail (e.g. "yellow", "quickly") (see Grammar)
• uses a small range of qualifying adjectives (e.g. "nice", "good") (see Grammar)
• uses simple language to compare and contrast (e.g. "smaller", "more")
• uses common time and causal connectives to relate ideas (e.g. "then", "because") (see Grammar)

Crafting ideas

• creates short texts using a few connected sentences, on familiar and learnt topics (e.g. retells a
familiar story or describes a process)

- speaks audibly and clearly to a familiar audience (e.g. own class)
- uses some extended sentences
- organises key ideas in logical sequence
- provides some supporting details
- expresses causal relationships (e.g. "when the egg cracked, the chicken came out")
- provides simple justifications (e.g. "I chose cherries because they are red.")
- uses some varying intonation or volume for emphasis
- regulates pace with pausing

Vocabulary

- uses some precise vocabulary from learning areas
- uses connectives to sequence ideas (e.g. "first", "then", "next", "finally") (see Grammar)
- uses vocabulary to express cause and effect (e.g. "The excursion was cancelled because it rained.")
- uses some modal language to influence or persuade (e.g. "should", "will") (see Grammar)

Crafting ideas

- creates spoken texts for a range of purposes across learning areas (e.g. explains how the mathematics problem was solved)
- uses complex sentence constructions including relative clauses (e.g. "The boy who drew the picture got a prize.") (see Grammar)
- adjusts register according to purpose and audience
- elaborates on ideas using a short sequence of sentences
- incorporates learnt content into spoken text
- sequences ideas and events appropriately
- uses mainly correct grammatical constructions (e.g. pronoun references; noun-verb agreement)
- varies volume and intonation to suit purpose and audience
- plans and delivers spoken presentations using appropriate structure and language
- includes video and audio enhancements to spoken texts, where appropriate (e.g. includes slides or pictures in a spoken presentation)

Vocabulary

- experiments with vocabulary drawn from a variety of sources
- uses adverbials to give more precise meaning to verbs (e.g. talking loudly) (see Grammar)
- uses a range of vocabulary to indicate connections (e.g. consequences)
- uses conditional vocabulary to expand upon ideas (e.g. "If Goldilocks ate all the porridge the bears would be hungry.")

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LG2C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LG2C05

using key words and simple phrases to annotate a picture, diagram or photo, for example, Der Hund ist klein. Der Hund ist braun, Das bin ich. Ich bin sechs Jahre alt.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LG2C05

making and displaying labels for common objects in the classroom or home, for example, die Tür, die Leseecke, die Tafel, mein Schlafzimmer, mein Schrank

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LG2C05

using modelled language, creating a shared page for a class big book with illustrations, for example, Hier ist das Krokodil. Es hat Schuppen und ist grün.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LG2C05

drawing their favourite character or scene from stories, rhymes, songs or cartoons and attaching or writing a simple evaluative statement, for example, … ist fantastisch. Ich mag …

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LG2C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LG2C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• engage with others and participate in group play, tasks and activities
• participate cooperatively in groups on common tasks and activities
• perform designated roles within groups, appreciating everyone's contributions to a shared outcome

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LG2C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LG2C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• engage with others and participate in group play, tasks and activities
• participate cooperatively in groups on common tasks and activities
• perform designated roles within groups, appreciating everyone's contributions to a shared outcome

Snapshot – Create, communicate and collaborate

Digital Literacy: Creating and exchanging: Create, communicate and collaborate

Content description

AC9LG2C05

using secure digital tools to record their ideas, for example, what they would eat over a week if
they were the caterpillar in Die kleine Raupe Nimmersatt

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use simple digital tools to create content
• experiment with the features of familiar digital tools to create content
• use the core features of a range of digital tools to create content and communicate and
collaborate with peers and trusted adults

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LG2C05

using secure digital tools to record their ideas, for example, what they would eat over a week if
they were the caterpillar in Die kleine Raupe Nimmersatt

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

Resource – WS04 - Das Wetter (The weather)

By the end of Year 2, students use German language to interact and share information related to the
classroom and themselves.■They use cues to respond to questions and instructions, and use simple
formulaic language.■They locate and convey key items of information in texts using non-verbal,
visual and contextual cues to help make meaning.■They use familiar words and modelled language to
create texts.

Students imitate the sounds and rhythms of spoken German.■They demonstrate understanding that German
has conventions and rules for non-verbal communication, pronunciation and writing. They give
examples of similarities and differences between some features of German and English.■They
understand that language is connected with culture, and notice how this is reflected in their own
language(s) and culture(s).

AC9LG2C03

recognise and imitate the sounds and rhythms of German

AC9LG2C05

use words, familiar phrases and modelled language to create spoken, written and multimodal texts

AC9LG2U01

recognise and imitate the sounds and rhythms of German

AC9LG2U02

recognise that the Roman alphabet and features of language are used to construct meaning in German

Resource – WS05 - Mein Elfchen (Poem and artwork)

By the end of Year 2, students use German language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create texts.

Students imitate the sounds and rhythms of spoken German. They demonstrate understanding that German has conventions and rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of German and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).

AC9LG2C03

locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases

AC9LG2C05

use words, familiar phrases and modelled language to create spoken, written and multimodal texts

AC9LG2U02

recognise that the Roman alphabet and features of language are used to construct meaning in German

AC9LG2U01

recognise and the sounds and of German

•

•

Elaborations

• building phonemic awareness by recognising and experimenting with sounds and , focusing on those that are novel and different from English, such as ch in ich and acht, u in du, r in rot and z in zehn
• developing , phrasing and skills by singing, reciting and repeating and in
• identifying and pronouncing alphabet letters with familiar to English sounds, for example, b, d, f, l, m, n, o, p, s
• experimenting with sounds, for example, aua for ouch, wau wau for woof woof, kickeriki for cock-a-doodle-doo
• recognising that every has its own , sounds and to make meaning

Students learn to:

recognise and imitate the sounds and rhythms of German

(AC9LG2U01)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Engaging with cultural and linguistic diversity

• Communicate responsively

Reading and viewing

• Phonic knowledge and word recognition

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication

Social management

• Communication

Social management

• Communication

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication

Social management

• Communication

Resources

Work Samples

WS01 - Human robot programming - programmieren lernen

WS02 - Welche Farbe ist es? (Colour matching challenges)

WS04 - Das Wetter (The weather)

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LG2U01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• notice the use of different languages they, their family or community members use to communicate

• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups

• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Phonic knowledge and word recognition

Literacy: Reading and viewing: Phonic knowledge and word recognition

Content description

AC9LG2U01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Phonic knowledge

• reads words with taught vowel digraphs (e.g. "ee", "oo", "ay", "ai", "ea", "oa", "ow") and applies this knowledge when reading decodable texts

• reads and writes common, one- and two-syllable words with clusters of consonants (e.g. "plant", "string", "object")

• reads 2-syllable words with open or long vowel sounds when reading decodable texts (e.g. "label", "project", "even")

Word recognition

• reads most common high-frequency words (e.g. 100 or more) in continuous text

Phonic knowledge

• reads CCVCC words (e.g. "trust"), CCCVC words (e.g. "scrap"), CCCVCC words (e.g. "thrust") and

applies this knowledge when reading continuous texts

• reads words with r-controlled vowel digraphs "ar", "er", "or", "ur", "ir", writes words accordingly and applies this knowledge when reading continuous texts (e.g. "ir" - "bird", "er" - "sister", "ar" - "card", "ur" - "hurt", "or" - "word")

• applies common phonic generalisations when reading continuous texts (e.g. soft "g" - "age", hard "g" - "game")

• says and represents the new word when asked to delete a phoneme within an initial blend of a single-syllable word (e.g. "spat" - "sat")

• reads multisyllabic words with common double graphemes and applies this when reading continuous texts (e.g. "ss" - "blossom", "tt" - "letter", "zz" - "fizzy", "ff" - "offend")

• reads words with graphemes representing diphthongs when reading continuous texts (e.g. "ou" - "ground", "ow" - "cow", "oi" - "boil")

Word recognition

• reads new words containing taught grapheme-phoneme correspondences in a variety of contexts without using obvious sounding-out strategies

• reads high-frequency words within a continuous text accurately and without hesitation (see Fluency)

Phonic knowledge and word recognition

• reads less common graphemes that contain alternative spelling for phonemes (e.g. /ch/tch/j/g/) and applies this knowledge when reading continuous texts

• reads multisyllabic words, including those with prefixes and suffixes, and applies this knowledge when reading continuous texts (e.g. "in-", "ex-", "dis-", "-ful", "-able", "-ly")

• reads words with silent letters in digraphs and applies this knowledge when reading continuous texts (e.g. "kn" - "knot", "mb" - "lamb")

• reads multisyllabic words with more complex letter combinations and letter clusters (e.g. "-igh" - "right", "-tion" - "station", "-ough - "cough")

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Com responsively

Content description

AC9LG2U01

building phonemic awareness by recognising and experimenting with sounds and rhythms, focusing on those that are novel and different from English, such as ch in ich and acht, u in du, r in rot and z in zehn

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• notice the use of different languages they, their family or community members use to communicate

• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups

• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LG2U01

building phonemic awareness by recognising and experimenting with sounds and rhythms, focusing on those that are novel and different from English, such as ch in ich and acht, u in du, r in rot and z in zehn

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• develop positive communication skills by initiating, joining or contributing to conversations

• use a range of skills to enhance verbal and non-verbal communication

• apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LG2U01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LG2U01

identifying and pronouncing alphabet letters with familiar to English sounds, for example, b, d, f,
l, m, n, o, p, s

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Comm responsively

Content description

AC9LG2U01

experimenting with sounds, for example, aua for ouch, wau wau for woof woof, kickeriki for cock-a-doodle-doo

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LG2U01

experimenting with sounds, for example, aua for ouch, wau wau for woof woof, kickeriki for cock-a-doodle-doo

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LG2U01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication

• apply verbal and non-verbal communication skills when responding to others

Resource – German language resource

German

Language support resource

The German Language support resource was developed to support teachers as they plan teaching and learning programs to implement the Australian Curriculum: German. It is optional and includes illustrative examples of language and language use.

Introduction

The resource provides suggestions for sequential development in 2 parts:

• Part 1 – language features and structures

• Part 2 – thematic contexts for language use.

The content is presented in 3 broad levels: beginner, intermediate and advanced, and is independent of the year bands and sequences in the curriculum and the time spent on task.

Teachers can use suggestions in the resource to adapt curriculum content to meet the diverse language needs and learning backgrounds of students at different entry points into second language learning. For example, if a Year 5 student is learning German for the first time, a teacher can use the cognitive demand of the Years 5 and 6 curriculum achievement standards and content descriptions combined with beginner language features and structures, and/or thematic contexts.

Language features and structures

Part 1 provides language features and structures that are neither exhaustive nor mutually exclusive across the 3 different levels. Beginner, intermediate and advanced levels demonstrate how a particular feature or structure could be developed at different stages of a continuum of second language learning.

Thematic contexts for language use

Part 2 provides examples of thematic contexts for language use at beginner, intermediate and advanced levels. They are designed to give teachers ideas about how to support a progression of learning related to contexts and concepts of language use. Teachers are encouraged to adapt these to allow for student agency and to meet the needs, abilities and interests of their students, using the approaches, methodologies and pedagogies that best suit their students' learning.

Download

Resource – WS01 - Human robot programming - programmieren lernen

By the end of Year 2, students use German language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create texts.

Students imitate the sounds and rhythms of German and demonstrate understanding that German has conventions and rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of German and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).

AC9LG2C01

recognise and respond to modelled classroom-related greetings, instructions and routines; and personal introductions

AC9LG2C02

participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues

AC9LG2U01

recognise and imitate the sounds and rhythms of German

AC9LG2U02

recognise that the Roman alphabet and features of language are used to construct meaning in German

Resource – WS02 - Welche Farbe ist es? (Colour matching challenges)

By the end of Year 2, students use German language to interact and share information related to the classroom and themselves.■They use cues to respond to questions and instructions, and use simple formulaic language.■They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create texts.

Students imitate the sounds and rhythms of spoken German. They demonstrate understanding that German has conventions and rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of German and English.■They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).

AC9LG2C03

locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases

AC9LG2U01

recognise and imitate the sounds and rhythms of German

AC9LG2U02

recognise that the Roman alphabet and features of language are used to construct meaning in German

Resource – WS04 - Das Wetter (The weather)

By the end of Year 2, students use German language to interact and share information related to the classroom and themselves.■They use cues to respond to questions and instructions, and use simple formulaic language.■They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning.■They use familiar words and modelled language to create texts.

Students imitate the sounds and rhythms of spoken German.■They demonstrate understanding that German has conventions and rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of German and English.■They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).

AC9LG2C03

recognise and imitate the sounds and rhythms of German

AC9LG2C05

use words, familiar phrases and modelled language to create spoken, written and multimodal texts

AC9LG2U01

recognise and imitate the sounds and rhythms of German

AC9LG2U02

recognise that the Roman alphabet and features of language are used to construct meaning in German

AC9LG2U02

recognise that the and features of are used to construct meaning in German

•

•

Elaborations

• developing familiarity with the alphabet in German and sound–letter correspondence through singing

das Alphabetlied

• understanding that although German and English use the same alphabet, there are additional symbols
in German: the Umlaut to alter the of particular , such as ä, ö, ü and the β

• identifying and naming letters, tracing , and playing alphabet and spelling games, such as Ich
sehe was, was du nicht siehst using initial sounds or Galgenmännchen

• noticing that all are capitalised in German

• noticing that German has multiple for 'the' and 'a/an', such as der Lehrer, eine Freundin

• using , such as ich, du, er, sie, es, wir and noticing that they are similar to English

• describing people, animals or objects using bin/bist/ist and an , for example, Ich bin klein, Der
Bär ist braun, Das Buch ist neu

• gaining awareness of vocabulary referring to time, for example, days, months, time of day, Morgen,
Nachmittag, Mittag

• exploring cardinal numbers 0–20 and recognising similarities and differences between how numbers
are represented in English and German, for example, 1 with the lead in tail and 7 with the line
through the stem

• understanding and describing actions using such as gehen, kommen, machen, malen, lesen, schreiben,
sehen, singen, spielen and wohnen

• negating and using nicht , for example, Der Hund ist nicht braun, Ich schwimme nicht

• understanding and using some and the intended/related answer in limited , including was, wer, wie,
wo and wann

• understanding the location or origin of a person or object such as hier, links and rechts

Students learn to:

recognise that the Roman alphabet and features of language are used to construct

(AC9LG2U02)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum
priorities.

Engaging with cultural and linguistic diversity

• Communicate responsively

Reading and viewing

• Phonic knowledge and word recognition

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to
general capabilities and cross-curriculum priorities. Content elaborations are optional .

Social management

• Communication

Social management

• Communication

Social management

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Social management

• Communication

Social management

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Social management

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Social management

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Social management

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Social management

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Social management

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Social management

• Communication

Resources

Work Samples

WS01 - Human robot programming - programmieren lernen

WS02 - Welche Farbe ist es? (Colour matching challenges)

WS03 - Mein Haustier (My pet)

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Comr responsively

Content description

AC9LG2U02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• notice the use of different languages they, their family or community members use to communicate

• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups

• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Phonic knowledge and word recognition

Literacy: Reading and viewing: Phonic knowledge and word recognition

Content description

AC9LG2U02

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Phonic knowledge

• reads words with taught vowel digraphs (e.g. "ee", "oo", "ay", "ai", "ea", "oa", "ow") and applies this knowledge when reading decodable texts

• reads and writes common, one- and two-syllable words with clusters of consonants (e.g. "plant", "string", "object")

• reads 2-syllable words with open or long vowel sounds when reading decodable texts (e.g. "label", "project", "even")

Word recognition

• reads most common high-frequency words (e.g. 100 or more) in continuous text

Phonic knowledge

• reads CCVCC words (e.g. "trust"), CCCVC words (e.g. "scrap"), CCCVCC words (e.g. "thrust") and applies this knowledge when reading continuous texts

• reads words with r-controlled vowel digraphs "ar", "er", "or", "ur", "ir", writes words accordingly and applies this knowledge when reading continuous texts (e.g. "ir" - "bird", "er" - "sister", "ar" - "card", "ur" - "hurt", "or" - "word")

• applies common phonic generalisations when reading continuous texts (e.g. soft "g" - "age", hard "g" - "game")

• says and represents the new word when asked to delete a phoneme within an initial blend of a single-syllable word (e.g. "spat" - "sat")

• reads multisyllabic words with common double graphemes and applies this when reading continuous texts (e.g. "ss" - "blossom", "tt" - "letter", "zz" - "fizzy", "ff" - "offend")

• reads words with graphemes representing diphthongs when reading continuous texts (e.g. "ou" - "ground", "ow" - "cow", "oi" - "boil")

Word recognition

• reads new words containing taught grapheme-phoneme correspondences in a variety of contexts without using obvious sounding-out strategies
• reads high-frequency words within a continuous text accurately and without hesitation (see Fluency)

Phonic knowledge and word recognition

• reads less common graphemes that contain alternative spelling for phonemes (e.g. /ch/tch/j/g/) and applies this knowledge when reading continuous texts
• reads multisyllabic words, including those with prefixes and suffixes, and applies this knowledge when reading continuous texts (e.g. "in-", "ex-", "dis-", "-ful", "-able", "-ly")
• reads words with silent letters in digraphs and applies this knowledge when reading continuous texts (e.g. "kn" - "knot", "mb" - "lamb")
• reads multisyllabic words with more complex letter combinations and letter clusters (e.g. "-igh" - "right", "-tion" - "station", "-ough - "cough")

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LG2U02

developing familiarity with the alphabet in German and sound–letter correspondence through singing das Alphabetlied

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LG2U02

understanding that although German and English use the same alphabet, there are additional symbols in German: the Umlaut to alter the pronunciation of particular vowels, such as ä, ö, ü and the Eszett β

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LG2U02

identifying and naming letters, tracing words, and playing alphabet and spelling games, such as Ich sehe was, was du nicht siehst using initial sounds or Galgenmännchen

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop positive communication skills by initiating, joining or contributing to conversations
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LG2U02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LG2U02

noticing that German has multiple words for 'the' and 'a/an', such as der Lehrer, eine Freundin

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LG2U02

using pronouns, such as ich, du, er, sie, es, wir and noticing that they are similar to English

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LG2U02

describing people, animals or objects using bin/bist/ist and an adjective, for example, Ich bin klein, Der Bär ist braun, Das Buch ist neu

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LG2U02

gaining awareness of vocabulary referring to time, for example, days, months, time of day, Morgen, Nachmittag, Mittag

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LG2U02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LG2U02

understanding and describing actions using verbs such as gehen, kommen, machen, malen, lesen, schreiben, sehen, singen, spielen and wohnen

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LG2U02

negating verbs and adjectives using nicht , for example, Der Hund ist nicht braun, Ich schwimme nicht

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LG2U02

understanding and using some question words and the intended/related answer in limited contexts, including was, wer, wie, wo and wann

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LG2U02

understanding the location or origin of a person or object such as hier, links and rechts

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Resource – WS03 - Mein Haustier (My pet)

By the end of Year 2, students use German language to interact and share information related to the classroom and themselves.■They use cues to respond to questions and instructions, and use simple formulaic language.■They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to

create texts.

Students imitate the sounds and rhythms of spoken German.■They demonstrate understanding that German has conventions and rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of German and English.■They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).

AC9LG2C03

locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases

AC9LG2C05

use words, familiar phrases and modelled language to create spoken, written and multimodal texts

AC9LG2U02

recognise that the Roman alphabet and features of language are used to construct meaning in German

AC9LG2U03

notice that German has features that may be similar to or different from English

•

Elaborations

• distinguishing between German and English in spoken and written form, Ist das Deutsch oder Englisch? , considering factors such as , capitalisation of , for example, Baby, singen, braun, Klasse

• comparing greetings and terms for numbers, family members and familiar objects in German, English and other known or common , and noting similarities/differences in use, spelling and , for example, formal and familiar , Guten Morgen /Good morning and Morgen! /Morning!

• or viewing German storybooks or simple and noticing similarities and differences between German and English, for example, naming key features Titel, Seite and Bild

• singing and comparing familiar songs, such as 'Zum Geburtstag viel Glück!' /'Happy birthday to you' and 'O Tannenbaum' /'Oh Christmas Tree'

• recognising that English and other have borrowed German , for example, hamburger, kindergarten and glockenspiel, and that many are shared across , for example, Computer, Bus, Taxi and Auto

• differentiating between similar sounding German and English , for example, der Ball/ ball, der Freund/ friend, die Schule/ school

• identifying and comparing similarities and differences between some such as Bruder /brother, where both start with a 'br' and end with 'er'

Students learn to:

notice that German has features that may be similar to or different from English

(AC9LG2U03)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Engaging with cultural and linguistic diversity

• Communicate responsively

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Engaging with cultural and linguistic diversity

• Communicate responsively

Engaging with cultural and linguistic diversity

• Communicate responsively

Engaging with cultural and linguistic diversity

• Communicate responsively

Engaging with cultural and linguistic diversity

• Communicate responsively

Analysing

• Interpret concepts and problems

Engaging with cultural and linguistic diversity

• Communicate responsively

Engaging with cultural and linguistic diversity

• Communicate responsively

Engaging with cultural and linguistic diversity

• Communicate responsively

Resources

Work Samples

WS06 - Shoppen (Preparing for shopping)

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Comr responsively

Content description

AC9LG2U03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• notice the use of different languages they, their family or community members use to communicate

• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups

• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Comr responsively

Content description

AC9LG2U03

distinguishing between German and English in spoken and written form, Ist das Deutsch oder Englisch? , considering factors such as pronunciation, capitalisation of nouns, for example, Baby, singen, braun, Klasse

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• notice the use of different languages they, their family or community members use to communicate

• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups

• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Comr responsively

Content description

AC9LG2U03

comparing greetings and terms for numbers, family members and familiar objects in German, English and other known or common languages, and noting similarities/differences in use, spelling and pronunciation, for example, formal and familiar language, Guten Morgen /Good morning and Morgen! /Morning!

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• notice the use of different languages they, their family or community members use to communicate

• identify and use verbal and non-verbal communication, recognising that these may have different

meanings for familiar cultural and linguistic groups
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Com responsively

Content description

AC9LG2U03

reading or viewing authentic German storybooks or simple texts and noticing similarities and differences between German and English, for example, naming key features Titel, Seite and Bild

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• notice the use of different languages they, their family or community members use to communicate
• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Com responsively

Content description

AC9LG2U03

singing and comparing familiar songs, such as 'Zum Geburtstag viel Glück!' /'Happy birthday to you' and 'O Tannenbaum' /'Oh Christmas Tree'

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• notice the use of different languages they, their family or community members use to communicate
• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LG2U03

recognising that English and other languages have borrowed German words, for example, hamburger, kindergarten and glockenspiel, and that many words are shared across languages, for example, Computer, Bus, Taxi and Auto

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the main parts of a concept or problem
• identify the main parts of a concept or problem and describe how these relate to each other
• identify and prioritise significant elements and relationships within a concept or problem

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Com responsively

Content description

AC9LG2U03

recognising that English and other languages have borrowed German words, for example, hamburger, kindergarten and glockenspiel, and that many words are shared across languages, for example, Computer, Bus, Taxi and Auto

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• notice the use of different languages they, their family or community members use to communicate
• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Commresponsively

Content description

AC9LG2U03

differentiating between similar sounding German and English words, for example, der Ball/ ball, der Freund/ friend, die Schule/ school

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• notice the use of different languages they, their family or community members use to communicate
• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Commresponsively

Content description

AC9LG2U03

identifying and comparing similarities and differences between some words such as Bruder /brother, where both start with a 'br' and end with 'er'

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• notice the use of different languages they, their family or community members use to communicate
• identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Resource – WS06 - Shoppen (Preparing for shopping)

By the end of Year 2, students use German language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create texts.

Students imitate the sounds and rhythms of spoken German. They demonstrate understanding that German has conventions and rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of German and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).

AC9LG2C03

locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases

AC9LG2C05

use words, familiar phrases and modelled language to create spoken, written and multimodal texts
AC9LG2U01

recognise and imitate the sounds and rhythms of German
AC9LG2U03

notice that German has features that may be similar to or different from English
AC9LG2U04

notice that people use in ways that reflect cultural practices

•

•

Elaborations

• experiencing or simulating a cultural practice, a Karneval parade or a children's birthday game such as Topfschlagen

• noticing similarities and differences in cultural practices and stating own reactions, for example, observing how a child beginning school is celebrated in a German-speaking country with a Schultüte or how a German speaker wishes others luck with Daumen drücken

• comparing aspects of lifestyles in German-speaking communities and in Australia, for example, ways of playing games, buying or eating food, with family members and participating in school life

• exploring symbols and used by First Nations Australians and by German-speaking communities in a range of , for example, identifying the colours of flags in German and discussing what the colours represent in English

Students learn to:
notice that people use language in ways that reflect cultural practices

(AC9LG2U04)
General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Analysing

• Interpret concepts and problems

Engaging with cultural and linguistic diversity

• Communicate responsively

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Engaging with cultural and linguistic diversity

• Communicate responsively

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Culture

• First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. As First Nations Peoples of Australia, they have the right to maintain, control, protect and develop their cultural expressions, while also maintaining the right to control, protect and develop culture as Indigenous Cultural and Intellectual Property.

Resources

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LG2U04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Com responsively

Content description

AC9LG2U04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect relationship between cultures and identities

Content description

AC9LG2U04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify cultural practices that are important to themselves, family and friends, and describe what they experience
- explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed
- describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows

Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect relationship between cultures and identities

Content description

AC9LG2U04

experiencing or simulating a cultural practice, a Karneval parade or a children's birthday game such as Topfschlagen

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify cultural practices that are important to themselves, family and friends, and describe what they experience
- explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed
- describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Com responsively

Content description

AC9LG2U04

noticing similarities and differences in cultural practices and stating own reactions, for example,

observing how a child beginning school is celebrated in a German-speaking country with a Schultüte
or how a German speaker wishes others luck with Daumen drücken

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• notice the use of different languages they, their family or community members use to communicate
• identify and use verbal and non-verbal communication, recognising that these may have different
meanings for familiar cultural and linguistic groups
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and
linguistic groups respond

Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect o
relationship between cultures and identities

Content description

AC9LG2U04

noticing similarities and differences in cultural practices and stating own reactions, for example,
observing how a child beginning school is celebrated in a German-speaking country with a Schultüte
or how a German speaker wishes others luck with Daumen drücken

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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what they experience
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identifying how respect is conveyed
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community, sharing how belonging grows

Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect o
relationship between cultures and identities

Content description

AC9LG2U04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify cultural practices that are important to themselves, family and friends, and describe
what they experience
• explore examples of cultural practices that draw themselves, family and friends together,
identifying how respect is conveyed
• describe the similarities and differences in beliefs, values and cultural practices in the
community, sharing how belonging grows