

AC9LGF01

with support, recognise and meaning in German

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Elaborations

- greeting others using appropriate forms of , for example, Guten Morgen Frau Schulz, Tag Hannah, Wie geht's?, Wie heißt du?, and using such as eye contact and shaking hands
- participating in routine such as responding to the class roll, expressing thanks, greeting and taking leave, and describing the day's weather, for example, Danke schön, Auf Wiedersehen, Tschüss, Es ist heiß/kalt/sonnig/windig
- participating in songs and chants by singing and performing actions, for example, Brüderchen, komm tanz mit mir
- responding to classroom instructions, for example, Melde dich!, Ruhe bitte, Komm nach vorne!, Mach die Tür bitte zu!
- responding to German such as stories, and songs through play-acting or movement, illustrating , events or scenes
- using numbers 0–10, for example, sorting counters into groups, counting aloud and tracing numbers on paper, in the air or in sand
- participating in simple dialogues through play-acting (playing shops using classroom objects such as toys and books), practising a greeting and simple , for example, Guten Tag, Das bitte (and pointing to the object), Danke schön

Students learn to:

with support, recognise and communicate meaning in German

(AC9LGF01)

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

- Speaking

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

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- Communication

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- Communication

Resources

Snapshot – Communicate responsively

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

Content description

AC9LGF01

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

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9LGF01

Learning progression extract

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

Crafting ideas

- speaks in short phrases or simple sentences about familiar objects, people or events
- uses simple language to express feelings and needs and make simple requests (e.g. "I'm thirsty"; "Can I have a pencil?")
- makes simple requests
- indicates a preference when offered a choice (e.g. selects a fruit from a bowl)
- uses simple, appropriate personal greetings

Vocabulary

- uses a small range of familiar words
- names common items from the environment or pictures
- uses mainly correct word order in simple sentences

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)

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LGF01

greeting others using appropriate forms of address, for example, Guten Morgen Frau Schulz, Tag Hannah, Wie geht's?, Wie heißt du?, and using body language such as eye contact and shaking hands

Continuum extract

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

- communicate intentionally (verbally and non-verbally) with a range of people in familiar and unfamiliar contexts
- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LGF01

participating in routine exchanges such as responding to the class roll, expressing thanks, greeting and taking leave, and describing the day's weather, for example, Danke schön, Auf Wiedersehen, Tschüss, Es ist heiß/kalt/sonnig/windig

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LGF01

participating in songs and chants by singing and performing actions, for example, Brüderchen, komm tanz mit mir

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LGF01

responding to classroom instructions, for example, Melde dich!, Ruhe bitte, Komm nach vorne!, Mach die Tür bitte zu!

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Snapshot – Communication

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LGF01

participating in simple dialogues through play-acting (playing shops using classroom objects such as toys and books), practising a greeting and simple phrases, for example, Guten Tag, Das bitte (and pointing to the object), Danke schön

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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

AC9LGF02

explore, with support, of German noticing similarities and differences between German and English

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Elaborations

- singing alphabet songs and noticing similarities and differences between the use of the in German and English
- singing popular children's songs in German and comparing them with the English versions, for example, singing Funkel, funkel, kleiner Stern and comparing with English, asking, "Which do you think might mean 'twinkle, twinkle'?"
- rehearsing familiar for a , for example, animal sounds Das Schaf macht mäh mäh, die Katze macht miau, miau
- reproducing the sounds and of German and songs by reciting, singing and imitating, for example, Alle meine Entchen
- tracing simple in both German and English, noticing similarities and differences

Students learn to:

explore, with support, language features of German noticing similarities and differences

German and English

(AC9LGF02)

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

- Develop multiple perspectives

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 .

Inquiring

- Identify, process and evaluate information

Inquiring

- Identify, process and evaluate information

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Inquiring

- Identify, process and evaluate information

Resources

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop multiple perspectives

Content description

AC9LGF02

Continuum extract

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

- listen to, and share opinions and reflections on, familiar topics and intercultural experiences
- identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives

Snapshot – Phonic knowledge and word recognition

Literacy: Reading and viewing: Phonic knowledge and word recognition

Content description

AC9LGF02

Learning progression extract

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

Phonic knowledge

- says the most common phoneme for taught single-letter graphemes (e.g. "Tt", "Mm", "Ss")
- identifies and names letters for taught single-letter graphemes
- blends phonemes for taught single-letter graphemes to decode vowel-consonant (VC) words (e.g. "at") and consonant-vowel-consonant (CVC) words (e.g. "hop")
- identifies first phoneme in words
- orally segments CVC words (e.g. "c-a-t", "h-a-t")
- recognises taught graphemes when represented in various fonts, capitals and lower-case (e.g. "Aa", "Rr", "Dd")

Word recognition

- reads taught high-frequency words in a text and in the environment (e.g. "the", "to", "I", "no", "said")

Phonic knowledge

- says the most common phoneme for all single-letter graphemes
- identifies and names letters for all single-letter graphemes including those represented in various letter styles, capitals and lower-case (e.g. "Bb", "Gg")
- writes/selects corresponding graphemes for all common phonemes
- blends phonemes for all common, single-letter graphemes to read VC words (e.g. "in") and CVC words (e.g. "pan") and applies this knowledge when reading decodable texts
- segments and writes VC and CVC words with letters in correct order and reads them aloud
- reads single syllable words with common double consonants and applies this when reading decodable texts (e.g. 'ss' - "fuss", "ll" - "will", "ff" - "puff")

Word recognition

- reads an increasing number of taught high-frequency words in decodable texts and own writing (e.g. "was", "you", "one", "said", "have", "were")

Phonic knowledge

- gives examples of phonemes that can be represented by more than one consonant (e.g. "ck", "ph")
- blends phonemes for all common, single-letter graphemes to read consonant-consonant-vowel-consonant (CCVC) words (e.g. "blot") and consonant-vowel-consonant-consonant (CVCC) words (e.g. "list") and applies this knowledge when reading decodable texts
- reads words with split digraphs (e.g. "cake", "blame")
- reads single-syllable words with taught consonant digraphs and applies this knowledge when reading decodable texts (e.g. "sh", "ch" and "ck" – "ship", "rich", "lock")
- reads words with taught common vowel graphemes (e.g. "ee", "ea", "ie", "-e" and including "-y") and applies this knowledge when reading decodable texts
- reads one-and two-syllable words with common suffixes (e.g. "-ed", "-ing", "-s/es") and applies this knowledge when reading decodable texts (e.g. "jumping", "boxes")
- segments and represents CCVC and CVCC words containing consonant digraphs and/or clusters of consonants (e.g. "ch-o-p", "w-i-sh", "b-e-s-t")

Word recognition

- reads an increasing number of taught high-frequency words in decodable texts and different contexts (e.g. own writing, shared reading)

Snapshot – Identify, process and evaluate information

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

Content description

AC9LGF02

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9LGF02

singing popular children's songs in German and comparing them with the English versions, for example, singing Funkel, funkel, kleiner Stern and comparing with English, asking, "Which word do you think might mean 'twinkle, twinkle'?"

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Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop multiple perspectives

Content description

AC9LGF02

singing popular children's songs in German and comparing them with the English versions, for example, singing Funkel, funkel, kleiner Stern and comparing with English, asking, "Which word do you think might mean 'twinkle, twinkle'?"

Continuum extract

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

- listen to, and share opinions and reflections on, familiar topics and intercultural experiences
- identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives

Snapshot – Identify, process and evaluate information

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

Content description

AC9LGF02

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- identify and explain similarities and differences in selected information

AC9LGF03

explore connections between and

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Elaborations

- exploring different and of class members and identifying different ways of expressing common terms such as yes/no, hello/goodbye
- sharing with the class and they know in other and
- engaging with traditions, customs, costumes, food, etc. in German-speaking communities, for example, receiving a Schultüte when starting school, decorating a classroom with a Osterzweig/Osterbaum or participating in a class Laternenumzug, making a mask and participating in a school assembly for Karneval/Fastnacht/Fasching
- using the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) map of the of Australia to notice the (s) of First Nations Australians in their local area and/or across Australia
- noticing how local names of streets, places and landmarks can have their origins in (s) of First Nations Australians or sometimes a connection to German heritage
- locating German-speaking countries and countries/places of significance to students in the class on a digital or print world map

Students learn to:

explore connections between language and culture

(AC9LGF03)

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

Engaging with cultural and linguistic diversity

- Communicate responsively

Reflecting on culture and cultural diversity

- Explore the influence of cultures on interactions

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

Engaging with cultural and linguistic diversity

- Communicate responsively

Reflecting on culture and cultural diversity

- Explore the influence of cultures on interactions

Engaging with cultural and linguistic diversity

- Communicate responsively

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.

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.

Inquiring

- Identify, process and evaluate information

Engaging with cultural and linguistic diversity

- Communicate responsively

Resources

Snapshot – Identify, process and evaluate information

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

Content description

AC9LGF03

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Snapshot – Communicate responsively

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

Content description

AC9LGF03

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

Snapshot – Explore the influence of cultures on interactions

Intercultural Understanding: Reflecting on culture and cultural diversity: Explore cultures on interactions

Content description

AC9LGF03

Continuum extract

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

- identify ways in which cultures, including their own, interact
- describe how their cultural identities influence interactions with others

Snapshot – Identify, process and evaluate information

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

Content description

AC9LGF03

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Snapshot – Communicate responsively

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

Content description

AC9LGF03

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Snapshot – Explore the influence of cultures on interactions

Intercultural Understanding: Reflecting on culture and cultural diversity: Explore cultures on interactions

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Snapshot – Communicate responsively

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

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Snapshot – Identify, process and evaluate information

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

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Snapshot – Communicate responsively

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

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