

## **(no-code)**

**and in familiar related to students' personal worlds and school environment**

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### **Elaborations**

- exchanging information with others in a secure online environment, in or face-to-face, about daily routines and leisure , using associated with time and sequence, for example, Was machst du am Wochenende? Ich stehe um 7.30 Uhr auf. Dann frühstücke ich. Ich schwimme und surfe oft.
- sharing opinions in a secure online with German-speaking peers, about school and rules, for example, Wie findest du Mathe? Mathe ist toll. Man muss eine Uniform tragen. Das ist doof. Was denkst du?
- using strategies such as active skills and interjections, for example, ja, ja ich verstehe, ach ja das stimmt, genau , turn-taking , and requests for clarification or more detail to support , Ich verstehe nicht, Wie heißt das auf Englisch?
- giving and receiving instructions, for example, Mach(t) die Tür zu! Trink(t) mehr Wasser!
- describing significant people such as family members, friends and teachers, using simple descriptive and expressive , for example, Das ist mein Bruder. Er ist sehr sportlich und intelligent. Er spielt sehr gern Fußball und liest gern Comics. Ich habe meinen Bruder lieb.
- asking and responding to to request further detail, using and patterns, for example, Welche Farbe hat dein Haustier? Wie ist es? Wo wohnt es?
- identifying and discussing learning strengths and experiences, for example, Ich mag Deutsch. Deutsch macht Spaß. Ich lerne gern Deutsch.
- apologising and expressing concern or sympathy to friends and family members, for example, Tut mir leid. Schade! Du Arme(r)!
- expressing feelings, for example, Wie geht's? Es geht mir nicht gut. Ich bin krank , using such as aufgeregt, glücklich, nervös, sauer, traurig

Students learn to:

**initiate and sustain modelled exchanges in familiar contexts related to students' personal worlds and school environment**

(AC9LG6C01)

### **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 .

#### **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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- Communication

## **Social management**

- Communication

## **Social management**

- Communication

## **Resources**

### **Snapshot – Communicate responsively**

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

##### **Content description**

AC9LG6C01

##### **Continuum extract**

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

- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

### **Snapshot – Interacting**

#### **Literacy: Speaking and listening: Interacting**

##### **Content description**

AC9LG6C01

##### **Learning progression extract**

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

- 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")
- critically evaluate ideas and claims made by a speaker
- explains new learning from interacting with others
- appropriately presents an alternative point to the previous speaker
- initiates interactions confidently in group and whole-class discussions
- poses pertinent questions to make connections between a range of ideas
- uses open questions to prompt a speaker to provide more information
- clarifies task goals and negotiates roles in group learning
- monitors discussion to manage digression from the topic
- identifies and articulates the perspective of a speaker, to move a conversation forward
- interacts within school context or the broader community, adjusting language and responses to suit purpose and audience
- synthesises ideas from group discussion into a common theme or hypothesis
- poses problems, hypothesises and formulates questions about abstract ideas in group situations
- restates different views and makes suggestions to negotiate agreement
- poses questions to clarify assumptions made by the speaker
- questions others to evaluate accuracy of thinking or problem-solving processes
- uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LG6C01

exchanging information with others in a secure online environment, in writing or face-to-face, about daily routines and leisure activities, using modelled language associated with time and sequence, for example, Was machst du am Wochenende? Ich stehe um 7.30 Uhr auf. Dann frühstücke ich. Ich schwimme und surfe oft.

#### **Continuum extract**

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

## **Snapshot – Communicate responsively**

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

#### **Content description**

AC9LG6C01

sharing opinions in a secure online exchange with German-speaking peers, about school subjects and rules, for example, Wie findest du Mathe? Mathe ist toll. Man muss eine Uniform tragen. Das ist doof. Was denkst du?

#### **Continuum extract**

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

- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
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## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

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AC9LG6C01

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## **Snapshot – Communicate responsively**

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

#### **Content description**

AC9LG6C01

using communication strategies such as active listening skills and interjections, for example, ja, ja ich verstehe, ach ja das stimmt, genau, turn-taking cues, and requests for clarification or more detail to support interaction, Ich verstehe nicht, Wie heißt das auf Englisch?

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## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LG6C01

giving and receiving instructions, for example, Mach(t) die Tür zu! Trink(t) mehr Wasser!

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## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LG6C01

describing significant people such as family members, friends and teachers, using simple descriptive and expressive modelled language, for example, Das ist mein Bruder. Er ist sehr sportlich und intelligent. Er spielt sehr gern Fußball und liest gern Comics. Ich habe meinen Bruder lieb.

#### **Continuum extract**

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

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## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LG6C01

asking and responding to modelled questions to request further detail, using intonation and stress patterns, for example, Welche Farbe hat dein Haustier? Wie ist es? Wo wohnt es?

#### **Continuum extract**

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

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### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LG6C01

identifying and discussing learning strengths and experiences, for example, Ich mag Deutsch. Deutsch macht Spaß. Ich lerne gern Deutsch.

##### **Continuum extract**

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### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LG6C01

apologising and expressing concern or sympathy to friends and family members, for example, Tut mir leid. Schade! Du Arme(r)!

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### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LG6C01

expressing feelings, for example, Wie geht's? Es geht mir nicht gut. Ich bin krank , using adjectives such as aufgeregt, glücklich, nervös, sauer, traurig

##### **Continuum extract**

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

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

## AC9LG6C02

**participate in that involve planning and negotiating with others, using that expresses information, preferences and ideas**

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### Elaborations

- participating in real or simulated transactions such as buying food, for example, Ich nehme ein Käsebrötchen. Was kostet ein Eis? Das macht 6,50 Euro.
- organising and conducting collaborative , a Deutsch macht fit session for a younger class, using such as Lauft schnell! Springt zehnmal!
- participating in an for a school assembly, school or class event or , using related to people, items, time and numbers to promotional materials, for example, producing a poster or video to encourage recycling, Trinkt lieber Wasser! Recycelt alle Dosen!
- checking on peer progress using comments and , such as Bist du fertig? Ich bin fertig. Verstehst du das? Ja , and responding to feedback on a written draft or class
- consulting online catalogues and websites, comparing prices and value, and discussing potential purchases, for example, Das Handy ist zu teuer. Der Pullover ist preiswert and using such as Der Hut sieht gut aus.
- asking peers to do something politely and responding to requests, for example, giving and receiving things, Gib mir bitte den Stift! bitte schön, danke schön
- discussing and creating class and school rules and, using , using the müssen and dürfen , for example, Dürfen wir auf dem Boden sitzen? Wir müssen immer aufpassen, Wir dürfen in der Klasse nicht texten.
- sharing ideas about the experience of learning and using German, identifying own strengths and preferred learning styles, for example, Ich kann gut Deutsch sprechen.
- exchanging and comparing currencies, for example, converting Euro or Schweizer Franken into Australian dollars

Students learn to:

**participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas**

(AC9LG6C02)

### 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

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- Communication
- Collaboration

## **Social management**

- Communication
- Collaboration

## **Futures**

- Sustainable futures require individuals to seek information, identify solutions, reflect on and evaluate past actions, and collaborate with and influence others as they work towards a desired change.

## **Self-awareness**

- Reflective practice

## **Social management**

- Communication
- Collaboration

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## **Social management**

- Communication
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## **Resources**

## **Snapshot – Interacting**

### **Literacy: Speaking and listening: Interacting**

#### **Content description**

AC9LG6C02

#### **Learning progression extract**

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

- 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")
- critically evaluate ideas and claims made by a speaker

- explains new learning from interacting with others
- appropriately presents an alternative point to the previous speaker
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- poses pertinent questions to make connections between a range of ideas
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- synthesises ideas from group discussion into a common theme or hypothesis
- poses problems, hypothesises and formulates questions about abstract ideas in group situations
- restates different views and makes suggestions to negotiate agreement
- poses questions to clarify assumptions made by the speaker
- questions others to evaluate accuracy of thinking or problem-solving processes
- uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LG6C02

##### **Continuum extract**

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

### **Snapshot – Collaboration**

#### **Personal and Social capability: Social management: Collaboration**

##### **Content description**

AC9LG6C02

##### **Continuum extract**

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

- perform designated roles within groups, appreciating everyone's contributions to a shared outcome
- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LG6C02

participating in real or simulated transactions such as buying food, for example, Ich nehme ein Käsebrötchen. Was kostet ein Eis? Das macht 6,50 Euro.

##### **Continuum extract**

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

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### **Snapshot – Communication**

**Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LG6C02

organising and conducting collaborative activities, a Deutsch macht fit session for a younger class, using language such as Lauft schnell! Springt zehnmal!

### **Continuum extract**

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

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### **Snapshot – Communication**

**Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LG6C02

participating in an activity for a school assembly, school or class event or performance, using language related to people, items, time and numbers to create promotional materials, for example, producing a poster or video to encourage recycling, Trinkt lieber Wasser! Recycelt alle Dosen!

### **Continuum extract**

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

- apply verbal and non-verbal communication skills when responding to others
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### **Snapshot – Reflective practice**

#### **Personal and Social capability: Self-awareness: Reflective practice**

##### **Content description**

AC9LG6C02

checking on peer progress using comments and questions, such as Bist du fertig? Ich bin fertig. Verstehst du das? Ja , and responding to feedback on a written draft or class activity

##### **Continuum extract**

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

- build on personal abilities and achievements using feedback and self-assessment
- analyse personal abilities and achievements by seeking feedback
- plan a personal response to a range of contexts using feedback from previous experiences

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LG6C02

checking on peer progress using comments and questions, such as Bist du fertig? Ich bin fertig. Verstehst du das? Ja , and responding to feedback on a written draft or class activity

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

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### **Snapshot – Collaboration**

#### **Personal and Social capability: Social management: Collaboration**

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AC9LG6C02

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### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LG6C02

consulting online catalogues and websites, comparing prices and value, and discussing potential purchases, for example, Das Handy ist zu teuer. Der Pullover ist preiswert and using modelled phrases such as Der Hut sieht gut aus.

##### **Continuum extract**

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

- apply verbal and non-verbal communication skills when responding to others
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### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LG6C02

asking peers to do something politely and responding to requests, for example, giving and receiving things, Gib mir bitte den Stift! bitte schön, danke schön

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- apply verbal and non-verbal communication skills when responding to others
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### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LG6C02

discussing and creating class and school rules and, using modelled language, using the modal verbs müssen and dürfen, for example, Dürfen wir auf dem Boden sitzen? Wir müssen immer aufpassen, Wir dürfen in der Klasse nicht texten.

##### **Continuum extract**

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

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### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LG6C02

sharing ideas about the experience of learning and using German, identifying own strengths and preferred learning styles, for example, Ich kann gut Deutsch sprechen.

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### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LG6C02

exchanging and comparing currencies, for example, converting Euro or Schweizer Franken into Australian dollars

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- apply verbal and non-verbal communication skills when responding to others
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## **Snapshot – Collaboration**

### **Personal and Social capability: Social management: Collaboration**

#### **Content description**

AC9LG6C02

exchanging and comparing currencies, for example, converting Euro or Schweizer Franken into Australian dollars

#### **Continuum extract**

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

- perform designated roles within groups, appreciating everyone's contributions to a shared outcome
- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs

## **AC9LG6C03**

**locate and information and ideas in a range of spoken, written and , and respond in different ways to suit**

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#### **Elaborations**

- viewing or informative and sequencing steps in a , for example, watching a short video about the water cycle in German and labelling a diagram with vom Meer zum Land, Regen, Fluss, Grundwasser
- viewing a news item or short documentary about a festival in a German-speaking country, such as die Basler Fasnacht or Karneval in Köln , and describing and giving an opinion about the main aspects, for example, Ich finde die Fasnacht in Basel super. Ich mag die Masken und die Musik.
- responding to a such as a poem, by selecting an appropriate image to illustrate an aspect such as message or , and explaining choice, for example, Das ist die Sonne. Die Sonne ist heiß und gelb. Die Sonne scheint im Sommer. Ich freue mich, wenn die Sonne scheint.
- to or viewing First Nations Australian stories in English and responding to them using , expressions and in German
- researching topics (recycling, the water cycle, the solar system, geographical features in German-speaking countries, etc.), using a range of sources (magazine , books, websites, etc.) and organising and sharing the information in print or secure digital format in German
- viewing subtitled media such as music clips or informative on different German-speaking communities, and identifying new vocabulary and expressions for use in shared
- identifying information in German such as advertisements, conversations, brochures and announcements, and sharing this information with others in another format, for example, presenting a chart of favourite television programs, leisure or food preferences
- compiling and presenting information from a survey of peers and displaying results, for example, using graphs showing mode of transport to school zu Fuß, mit dem Rad/Bus/Auto, mit der Bahn/Fähre and reporting whether it is environmentally friendly
- using structures such as Das Ende war lustig/traurig/blöd or Die Hauptperson war sehr mutig/schön/schlau to express a personal opinion on aspects of a such as the beginning, ending, plot and
- producing a timeline of main events in a story or creating storyboards to represent key events in different types of imaginative , including captions or bubbles to fit or feelings

Students learn to:

**locate and process information and ideas in a range of spoken, written and multimedial and respond in different ways to suit purpose**

(AC9LG6C03)

#### **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

## **People**

- The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.

## **Futures**

- Sustainable futures require individuals to seek information, identify solutions, reflect on and evaluate past actions, and collaborate with and influence others as they work towards a desired change.

## **Inquiring**

- Identify, process and evaluate information

## **Inquiring**

- Identify, process and evaluate information

## **Inquiring**

- Identify, process and evaluate information

## **Design**

- Sustainably designed products, environments and services aim to minimise the impact on or restore the quality and diversity of environmental, social and economic systems.

## **Inquiring**

- Identify, process and evaluate information

## **Inquiring**

- Identify, process and evaluate information

## **Resources**

## **Work Samples**

## **WS02 - Roboter programmieren (Coding a robot)**

### **Snapshot – Identify, process and evaluate information**

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

#### **Content description**

AC9LG6C03

#### **Continuum extract**

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

- 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
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

### **Snapshot – Understanding texts**

# **Literacy: Reading and viewing: Understanding texts**

## **Content description**

AC9LG6C03

## **Learning progression extract**

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

### **Comprehension**

- reads and views elementary texts (see Text complexity)
- locates information or details embedded in the text
- identifies the main idea in an elementary text
- identifies the purpose of a broad range of informative, imaginative and persuasive texts (e.g. advertisements, diary entry)
- draws inferences and identifies supporting evidence in the text
- monitors the development of ideas using language and visual features (e.g. topic sentences, key verbs, graphs)
- recognises that texts can present different points of view
- distinguishes between fact and opinion in texts
- compares and contrasts texts on the same topic to identify how authors represent the same ideas differently

### **Processes**

- integrates phonic knowledge, word recognition skills, grammatical and contextual knowledge to read elementary texts (see Phonic knowledge and word recognition and Fluency)
- identifies language features that signal purpose in an elementary text (e.g. diagrams, dialogue)
- uses strategies to predict and confirm meaning (e.g. uses sentence structure to predict how ideas will be developed)
- navigates texts using common signposting devices such as headings, subheadings, paragraphs, navigation bars and links

### **Vocabulary**

- interprets creative use of figurative language (e.g. metaphor, simile, onomatopoeia)
- interprets unfamiliar words using grammatical knowledge, morphological knowledge and etymological knowledge
- describes the language and visual features of texts using metalanguage (e.g. grammatical terms such as "cohesion", "tense", "noun groups/phrases")
- recognises how synonyms are used to enhance a text (e.g. "transport", "carry", "transfer")
- draws on knowledge of word origin to work out meaning of discipline-specific terms (e.g. "universe")
- recognises how evaluative and modal words are used to influence the reader (e.g. "important", "should", "dirty")

### **Comprehension**

- reads and views some moderately complex texts (see Text complexity)
- accurately retells a text including most relevant details
- identifies main idea and related or supporting ideas in moderately complex texts (see Text complexity)
- evaluates the accuracy within and across texts on the same topic
- explains how authors use evidence and supporting detail to build and verify ideas
- draws inferences and verifies using textual evidence

### **Processes**

- monitors reading for meaning using grammatical and contextual knowledge (see Fluency)
- explains how textual features support the text's purpose
- identifies and explains techniques used to present perspective (e.g. emotive or descriptive language, order in which ideas are presented)
- predicts the development of ideas based on a partial read (e.g. predicts the final chapter of a narrative, drawing on understanding of the textual features in the previous chapters)
- uses prior knowledge and context to read unknown words (e.g. uses morphemic knowledge of "explosion" to decode "explosive" and uses context and knowledge of metaphorical use of language to understand "explosive outburst")

- uses knowledge of cohesive devices to track meaning throughout a text (e.g. connectives such as "however", "on the other hand") (see Grammar)
- uses knowledge of the features and conventions of the type of text to build meaning (e.g. recognises that the beginning of a persuasive text may introduce the topic and the line of argument)
- identifies language features used to present opinions or points of view
- skims and scans texts for key words to track the development of ideas
- uses sophisticated punctuation to support meaning (e.g. commas to separate clauses in complex sentences)

### **Vocabulary**

- uses knowledge of prefixes and suffixes to read and interpret unfamiliar words
- identifies how technical and discipline-specific words develop meaning in texts
- analyses the effect of antonyms, synonyms and idiomatic language
- understands precise meaning of words with similar connotations (e.g. "generous", "kind-hearted", "charitable")

### **Comprehension**

- reads and views complex texts (see Text complexity)
- identifies the main themes or concepts in complex texts by synthesising key ideas or information
- summarises the text, identifying key details only
- draws inferences, synthesising clues and evidence across a text
- builds meaning by actively linking ideas from a number of texts or a range of digital sources
- distils information from a number of texts according to task and purpose (e.g. uses graphic organisers)
- identifies different interpretations of the text citing evidence from a text
- evaluates language features for relevance to purpose and audience
- analyses texts that have more than one purpose and explains how parts of the text support a particular purpose
- analyses the use of language appropriate to different types of texts (e.g. compare the use of pun in imaginative and persuasive texts)
- identifies techniques used to obscure author's purpose (e.g. inclusion or omission of content)

### **Processes**

- uses processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build or repair meaning
- uses knowledge of a broader range of cohesive devices to track meaning (e.g. word associations) (see Grammar)
- selects reading or viewing strategies appropriate to reading purpose (e.g. scans text for evidence)
- judiciously selects texts for learning area tasks and purposes

### **Vocabulary**

- identifies language used to create tone or atmosphere
- analyses language and visual features in texts using metalanguage (e.g. cohesion, interpretation, figurative)
- applies knowledge of base words and word origins to understand the meaning of unfamiliar, discipline-specific words
- uses a range of context and grammatical cues to understand unfamiliar words
- interprets complex figurative language (e.g. euphemisms, hyperbole)

## **Snapshot – Listening**

### **Literacy: Speaking and listening: Listening**

#### **Content description**

AC9LG6C03

#### **Learning progression extract**

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

- 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)
- responds to moderately complex texts (see Text complexity)
- responds to texts with unfamiliar content
- identifies main ideas of a spoken text using supporting details
- identifies purpose and intended audience of a spoken text
- infers layered meaning from texts (e.g. musical overlay that creates mood)
- asks relevant questions to extend understanding
- describes language and audio features of the text
- responds to complex texts (see Text complexity)
- identifies and analyses how spoken language is used for different effects
- explains the use of intonation, pausing, rhythm and phrasing to give emphasis and weight to ideas
- selects appropriate listening strategies for planned and unplanned situations (e.g. records and organises information from a text in a table or with detailed notes)
- explains how vocabulary is used for impact on the target audience

### **Snapshot – Identify, process and evaluate information**

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

##### **Content description**

AC9LG6C03

viewing or reading informative texts and sequencing steps in a process, for example, watching a short video about the water cycle in German and labelling a diagram with vom Meer zum Land, Regen, Fluss, Grundwasser

##### **Continuum extract**

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

- 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
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

### **Snapshot – Identify, process and evaluate information**

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

##### **Content description**

AC9LG6C03

viewing a news item or short documentary about a festival in a German-speaking country, such as die Basler Fasnacht or Karneval in Köln, and describing and giving an opinion about the main aspects, for example, Ich finde die Fasnacht in Basel super. Ich mag die Masken und die Musik.

##### **Continuum extract**

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

- 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
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- identify and clarify significant information and opinion from a range of sources, including visual

information and digital sources

- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

### **Snapshot – Identify, process and evaluate information**

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

##### **Content description**

AC9LG6C03

responding to a text such as a poem, by selecting an appropriate image to illustrate an aspect such as message or mood, and explaining choice, for example, Das ist die Sonne. Die Sonne ist heiß und gelb. Die Sonne scheint im Sommer. Ich freue mich, wenn die Sonne scheint.

##### **Continuum extract**

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

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
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### **Snapshot – Identify, process and evaluate information**

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

##### **Content description**

AC9LG6C03

##### **Continuum extract**

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### **Snapshot – Identify, process and evaluate information**

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

##### **Content description**

AC9LG6C03

##### **Continuum extract**

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- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

### **Snapshot – Identify, process and evaluate information**

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

##### **Content description**

AC9LG6C03

compiling and presenting information from a survey of peers and displaying results, for example, using graphs showing mode of transport to school zu Fuß, mit dem Rad/Bus/Auto, mit der Bahn/Fähre and reporting whether it is environmentally friendly

### **Continuum extract**

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

- 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
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

### **Snapshot – Identify, process and evaluate information**

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

#### **Content description**

AC9LG6C03

using modelled structures such as Das Ende war lustig/traurig/blöd or Die Hauptperson war sehr mutig/schön/schlau to express a personal opinion on aspects of a text such as the beginning, ending, plot and characters

### **Continuum extract**

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

- 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
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
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### **Snapshot – Identify, process and evaluate information**

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

#### **Content description**

AC9LG6C03

### **Continuum extract**

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

- 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
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

### **Resource – WS02 - Roboter programmieren (Coding a robot)**

By the end of Year 6, students initiate and use strategies to maintain interactions in German language that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences.

They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in German or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type.

Students apply rules for pronunciation and intonation, spelling and punctuation, and modelled structures, when creating and responding in German. They compare language structures and features in German and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.

## **AC9LG6C03**

locate and process information and ideas in a range of spoken, written and multimodal texts, and respond in different ways to suit purpose

## **AC9LG6C05**

create and present a range of informative and imaginative spoken, written and multimodal texts using a variety of modelled sentence structures to sequence information and ideas, and conventions appropriate to text type

## **AC9LG6U01**

apply knowledge of combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency and rhythm to known words and phrases

## **AC9LG6U02**

use knowledge of modelled grammatical structures and formulaic expressions to compose and respond to texts, using appropriate punctuation and textual conventions

## **AC9LG6C04**

**apply strategies to interpret and meaning in German in familiar non-verbal, spoken and written cultural**

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### **Elaborations**

- observing how use reflects politeness and the closeness of social relationships, such as different levels of formality through the use of du/ihr/Sie , and familiarity with friends, for example, nicknames Spitznamen and various uses of diminutives -chen, -lein
- identifying when literal is or is not possible, for example, in idiomatic expressions such as Bist du satt? not voll , and Es geht mir gut , not Ich bin gut , or Ich bin krank literally translating as I am sick
- noticing the use of, and evaluating whether or not to adopt German expressions and when with people from German-speaking communities, for example, exclamations Ach so! Echt! , pressing your thumbs inside fists for good luck, compared with crossing fingers, and thumbs up having the similar meaning of great or good
- using German-English to meaning, for example, Brot, kalt, Maske, trinken
- explaining in English the use and meaning of German expressions such as Gesundheit, Hals und Beinbruch, Toi, toi, toi!
- communicating politely by using Sie with unfamiliar adults, for example, Guten Morgen, wie heißen Sie?
- creating and using resources for learning, for example, glossaries or personal German-English and English-German lists with examples and explanations of parts of speech and use
- recognising long compound , collecting and analysing interesting examples such as das Schlagzeug, babyleicht, Seehund , and discussing how best to them into English
- understanding that German, like all , is constantly expanding to include new and expressions in response to changing experiences, for example, Fast Food, Fairness

Students learn to:

**apply strategies to interpret and convey meaning in German language in familiar non-verbal and written cultural contexts**

(AC9LG6C04)

## **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

### **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 .

### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

### **Analysing**

- Interpret concepts and problems

### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

### **Analysing**

- Interpret concepts and problems

### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

### **Analysing**

- Interpret concepts and problems

### **Analysing**

- Interpret concepts and problems

### **Navigating intercultural contexts**

- Consider responses to intercultural contexts

### **Resources**

## **Snapshot – Adapt in intercultural exchanges**

### **Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges**

#### **Content description**

AC9LG6C04

#### **Continuum extract**

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

- use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour
- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity
- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding

## **Snapshot – Understanding texts**

### **Literacy: Reading and viewing: Understanding texts**

#### **Content description**

AC9LG6C04

#### **Learning progression extract**

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

#### **Comprehension**

- reads and views elementary texts (see Text complexity)

- locates information or details embedded in the text
- identifies the main idea in an elementary text
- identifies the purpose of a broad range of informative, imaginative and persuasive texts (e.g. advertisements, diary entry)
- draws inferences and identifies supporting evidence in the text
- monitors the development of ideas using language and visual features (e.g. topic sentences, key verbs, graphs)
- recognises that texts can present different points of view
- distinguishes between fact and opinion in texts
- compares and contrasts texts on the same topic to identify how authors represent the same ideas differently

### **Processes**

- integrates phonic knowledge, word recognition skills, grammatical and contextual knowledge to read elementary texts (see Phonic knowledge and word recognition and Fluency)
- identifies language features that signal purpose in an elementary text (e.g. diagrams, dialogue)
- uses strategies to predict and confirm meaning (e.g. uses sentence structure to predict how ideas will be developed)
- navigates texts using common signposting devices such as headings, subheadings, paragraphs, navigation bars and links

### **Vocabulary**

- interprets creative use of figurative language (e.g. metaphor, simile, onomatopoeia)
- interprets unfamiliar words using grammatical knowledge, morphological knowledge and etymological knowledge
- describes the language and visual features of texts using metalanguage (e.g. grammatical terms such as "cohesion", "tense", "noun groups/phrases")
- recognises how synonyms are used to enhance a text (e.g. "transport", "carry", "transfer")
- draws on knowledge of word origin to work out meaning of discipline-specific terms (e.g. "universe")
- recognises how evaluative and modal words are used to influence the reader (e.g. "important", "should", "dirty")

### **Comprehension**

- reads and views some moderately complex texts (see Text complexity)
- accurately retells a text including most relevant details
- identifies main idea and related or supporting ideas in moderately complex texts (see Text complexity)
- evaluates the accuracy within and across texts on the same topic
- explains how authors use evidence and supporting detail to build and verify ideas
- draws inferences and verifies using textual evidence

### **Processes**

- monitors reading for meaning using grammatical and contextual knowledge (see Fluency)
- explains how textual features support the text's purpose
- identifies and explains techniques used to present perspective (e.g. emotive or descriptive language, order in which ideas are presented)
- predicts the development of ideas based on a partial read (e.g. predicts the final chapter of a narrative, drawing on understanding of the textual features in the previous chapters)
- uses prior knowledge and context to read unknown words (e.g. uses morphemic knowledge of "explosion" to decode "explosive" and uses context and knowledge of metaphorical use of language to understand "explosive outburst")
- uses knowledge of cohesive devices to track meaning throughout a text (e.g. connectives such as "however", "on the other hand") (see Grammar)
- uses knowledge of the features and conventions of the type of text to build meaning (e.g. recognises that the beginning of a persuasive text may introduce the topic and the line of argument)
- identifies language features used to present opinions or points of view
- skims and scans texts for key words to track the development of ideas
- uses sophisticated punctuation to support meaning (e.g. commas to separate clauses in complex sentences)

### **Vocabulary**

- uses knowledge of prefixes and suffixes to read and interpret unfamiliar words
- identifies how technical and discipline-specific words develop meaning in texts
- analyses the effect of antonyms, synonyms and idiomatic language
- understands precise meaning of words with similar connotations (e.g. "generous", "kind-hearted", "charitable")

### **Comprehension**

- reads and views complex texts (see Text complexity)
- identifies the main themes or concepts in complex texts by synthesising key ideas or information
- summarises the text, identifying key details only
- draws inferences, synthesising clues and evidence across a text
- builds meaning by actively linking ideas from a number of texts or a range of digital sources
- distils information from a number of texts according to task and purpose (e.g. uses graphic organisers)
- identifies different interpretations of the text citing evidence from a text
- evaluates language features for relevance to purpose and audience
- analyses texts that have more than one purpose and explains how parts of the text support a particular purpose
- analyses the use of language appropriate to different types of texts (e.g. compare the use of pun in imaginative and persuasive texts)
- identifies techniques used to obscure author's purpose (e.g. inclusion or omission of content)

### **Processes**

- uses processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build or repair meaning
- uses knowledge of a broader range of cohesive devices to track meaning (e.g. word associations) (see Grammar)
- selects reading or viewing strategies appropriate to reading purpose (e.g. scans text for evidence)
- judiciously selects texts for learning area tasks and purposes

### **Vocabulary**

- identifies language used to create tone or atmosphere
- analyses language and visual features in texts using metalanguage (e.g. cohesion, interpretation, figurative)
- applies knowledge of base words and word origins to understand the meaning of unfamiliar, discipline-specific words
- uses a range of context and grammatical cues to understand unfamiliar words
- interprets complex figurative language (e.g. euphemisms, hyperbole)

## **Snapshot – Listening**

### **Literacy: Speaking and listening: Listening**

#### **Content description**

AC9LG6C04

#### **Learning progression extract**

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

- 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)
- responds to moderately complex texts (see Text complexity)

- responds to texts with unfamiliar content
- identifies main ideas of a spoken text using supporting details
- identifies purpose and intended audience of a spoken text
- infers layered meaning from texts (e.g. musical overlay that creates mood)
- asks relevant questions to extend understanding
- describes language and audio features of the text
- responds to complex texts (see Text complexity)
- identifies and analyses how spoken language is used for different effects
- explains the use of intonation, pausing, rhythm and phrasing to give emphasis and weight to ideas
- selects appropriate listening strategies for planned and unplanned situations (e.g. records and organises information from a text in a table or with detailed notes)
- explains how vocabulary is used for impact on the target audience

### **Snapshot – Adapt in intercultural exchanges**

## **Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges**

### **Content description**

AC9LG6C04

observing how language use reflects politeness and the closeness of social relationships, such as different levels of formality through the use of du/ihr/Sie, and familiarity with friends, for example, nicknames Spitznamen and various uses of diminutives -chen, -lein

### **Continuum extract**

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

- use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour
- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity
- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding

### **Snapshot – Interpret concepts and problems**

## **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

### **Content description**

AC9LG6C04

identifying when literal translation is or is not possible, for example, in idiomatic expressions such as Bist du satt? not voll, and Es geht mir gut, not Ich bin gut, or Ich bin krank literally translating as I am sick

### **Continuum extract**

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

- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

### **Snapshot – Adapt in intercultural exchanges**

## **Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges**

### **Content description**

AC9LG6C04

noticing the use of, and evaluating whether or not to adopt German expressions and gestures when interacting with people from German-speaking communities, for example, exclamations Ach so! Echt!, pressing your thumbs inside fists for good luck, compared with crossing fingers, and thumbs up having the similar meaning of great or good

### **Continuum extract**

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

- use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour
- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and



understanding of, cultural diversity

- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding

### **Snapshot – Interpret concepts and problems**

## **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

### **Content description**

AC9LG6C04

using German-English cognates to predict meaning, for example, Brot, kalt, Maske, trinken

### **Continuum extract**

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

- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

### **Snapshot – Adapt in intercultural exchanges**

## **Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges**

### **Content description**

AC9LG6C04

explaining in English the use and meaning of German expressions such as Gesundheit, Hals und Beinbruch, Toi, toi, toi!

### **Continuum extract**

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

- use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour
- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity
- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding

### **Snapshot – Adapt in intercultural exchanges**

## **Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges**

### **Content description**

AC9LG6C04

communicating politely by using Sie with unfamiliar adults, for example, Guten Morgen, wie heißen Sie?

### **Continuum extract**

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

- use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour
- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity
- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding

### **Snapshot – Interpret concepts and problems**

## **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

### **Content description**

AC9LG6C04

### **Continuum extract**

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

- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements

necessary for understanding by using approaches and strategies suitable for the context

## **Snapshot – Interpret concepts and problems**

### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

#### **Content description**

AC9LG6C04

recognising long compound words, collecting and analysing interesting examples such as das Schlagzeug, babyleicht, Seehund, and discussing how best to translate them into English

#### **Continuum extract**

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

- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements

necessary for understanding by using approaches and strategies suitable for the context

## **Snapshot – Consider responses to intercultural contexts**

### **Intercultural Understanding: Navigating intercultural contexts: Consider responses to intercultural contexts**

#### **Content description**

AC9LG6C04

understanding that German, like all languages, is constantly expanding to include new words and expressions in response to changing intercultural experiences, for example, Fast Food, Fairness

#### **Continuum extract**

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

- examine the influence of past intercultural experiences on what they learn about themselves and others
- explain how intercultural experiences affect what they learn about relationship-building and interactions
- analyse how cultural representations in a range of intercultural contexts influence self-awareness of culturally appropriate behaviour

## **AC9LG6C05**

**and present a range of informative and imaginative spoken, written and using a variety of structures to sequence information and ideas, and appropriate to type**

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- 

#### **Elaborations**

- creating a multimedia factual self-profile for a group of young German speakers or a blog entry for a youth website, for example, including information about Freizeit, Schule, Freunde
- creating a video clip to present information or ideas to a particular , using empathy to consider elements which may be unfamiliar to German-speaking students, for example, a virtual tour of the school or classroom for student groups that may also demonstrate that Australian students generally do not bring their school bags into the classroom
- presenting about German-speaking countries and Australia, for example, population statistics and physical size, daily temperatures, types of housing, pet ownership or most popular leisure
- producing a class print or digital poster, locating and describing, in German, a specific First Nations location in a local or regional , or elsewhere in Australia
- recording a multimedia presentation or a diary about a real or imaginary trip to a German-speaking country or region, incorporating some famous places they visited and cultural experiences, for example, Das ist eine alte Kirche in Hamburg, Hier bin ich, ich esse eine Brezel.
- creating and presenting an adapted such as a story, and presenting it to a younger , for example, introducing new elements such as changing the main or the setting, adding a new or dilemma
- role-playing from different areas in German-speaking communities and demonstrating regional variations in German use, for example, in greetings such as the Swiss Grüezi and Austrian Servus , and cultural events such as Weihnachtsmarkt and Christkindlmarkt
- creating and performing a new version of a familiar song or poem, for example, using secure and

apps for video editing and recording

- inventing a board game focusing on key and using expressions for playing games, for example, Du bist dran, Schade, Gut gemacht, Ich gewinne

Students learn to:

**create and present a range of informative and imaginative spoken, written and multi-media texts using a variety of modelled sentence structures to sequence information and ideas, and choose appropriate to text type**

(AC9LG6C05)

### **General capabilities and cross-curriculum priorities**

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

#### **Creating and exchanging**

- Create, communicate and collaborate

#### **Speaking and listening**

- Speaking

#### **Writing**

- Creating texts
- Creating 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 .

#### **Creating and exchanging**

- Create, communicate and collaborate

#### **Social management**

- Communication

#### **Engaging with cultural and linguistic diversity**

- Develop empathy

#### **Social awareness**

- Empathy

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **People**

- The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Creating and exchanging**

- Create, communicate and collaborate

#### **Social management**

- Communication

#### **Resources**

#### **Work Samples**

#### **WS01 – Mein schultag (My school day)**

#### **WS02 - Roboter programmieren (Coding a robot)**

Snapshot – Create, communicate and collaborate

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

## **Content description**

AC9LG6C05

### **Continuum extract**

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

- use the core features of a range of digital tools to create content and communicate and collaborate with peers and trusted adults
- select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups
- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups

## **Snapshot – Speaking**

### **Literacy: Speaking and listening: Speaking**

#### **Content description**

AC9LG6C05

#### **Learning progression extract**

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

##### **Crafting ideas**

- creates detailed spoken texts on a broad range of learning area topics
- includes details and elaborations to expand ideas
- uses connectives to signal a change in relationship (e.g. "however", "although", "on the other hand") or to show causal relationships (e.g. "due to", "since") (see Grammar)
- uses a range of expressions to introduce an alternative point of view (e.g. "in my opinion", "he did not agree with")
- rehearses spoken text to accommodate time and technology
- controls tone, volume, pitch and pace to suit content and audience
- uses technologies or audio and visual features to enhance spoken text (e.g. videos a spoken presentation with music, sound effect enhancements)

##### **Vocabulary**

- uses a broader range of more complex noun groups/phrases to expand description (e.g. "protective, outer covering")
- selects more specific and precise words to replace general words (e.g. uses "difficult" or "challenging" for "hard")
- uses some rhetorical devices (e.g. "don't you agree?")

##### **Crafting ideas**

- creates spoken texts responsive to audience and a broad range of learning area topics, clearly articulating words and ideas
- organises more complex ideas or concepts logically, selecting details to accentuate key points
- speaks audibly and coherently to a less familiar audience for a sustained period
- shows increasing awareness of audience by moderating length, content and delivery of spoken texts
- adjusts register according to purpose and audience
- does research to prepare spoken texts
- uses a range of technology, and audio and visual resources to engage audience and enhance content

##### **Vocabulary**

- varies vocabulary to add interest and to describe with greater precision (e.g. uses topic-specific noun groups/phrases such as "exploitation of resources") (see Grammar)
- uses language creatively (e.g. "the moon shines bravely")
- uses sensory vocabulary to engage the audience (e.g. "a gasp of dismay")
- uses technical vocabulary to demonstrate topic knowledge (e.g. "deforestation")
- consistently uses a range of synonyms to add variety and precision to spoken text
- uses abstractions (e.g. "freedom", "fairness")

##### **Crafting ideas**

- creates spoken texts which explore and interpret concepts drawn from research or learning area content
- selects voice appropriate to purpose (e.g. third person to create distance and authority or first

person to achieve personal connection)

- develops complex ideas or a central theme across a spoken text
- uses language features according to purpose, to impact the audience ( e.g. uses more complex connectives such as "consequently", "accordingly" to explain)
- rephrases or clarifies to repair or refine meaning
- uses language structures and features appropriate to learning area content
- uses technologies and visual and audio resources to enhance meaning and effect in presentations

### **Vocabulary**

- selects vocabulary to intensify and sharpen the focus (e.g. "scarcely", "absolutely", "real", "simply")
- uses a range of evaluative language to express opinions or convey emotion (e.g. "significant benefits", "devastating consequences")
- uses a range of emotive language appropriate to topic, purpose and audience
- uses rich, evocative, descriptive language
- uses figurative language (e.g. "hungry for success")

## **Snapshot – Creating texts**

### **Literacy: Writing: Creating texts**

#### **Content description**

AC9LG6C05

#### **Learning progression extract**

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

#### **Crafting ideas**

- creates informative, imaginative and persuasive texts for a range of learning area purposes, such as to recount a sequence of events; to describe a person, thing or process; to explain a process; to argue with evidence or reasons; to express emotions
- includes learnt ideas on a range of topics from learning areas
- stages text using typical or familiar features such as an introduction and body paragraphs
- supports ideas with some detail and elaboration (e.g. expands on a topic sentence by adding more details in following sentences)
- uses sources to support ideas (e.g. introduces ideas from a shared text to add detail and engage the reader)

#### **Text forms and features**

- writes a range of compound and complex sentences (see Grammar)
- uses pronouns correctly to link to an object or person across the text (see Grammar)
- uses images to reinforce ideas in written text
- maintains consistent tense within and between sentences (see Grammar)
- groups sentences on related ideas into simple paragraphs
- uses cohesive vocabulary to indicate order, cause and effect (e.g. uses text connectives such as "next", "since")
- correctly spells some words with irregular spelling patterns (e.g. "cough") (see Spelling)
- applies learnt spelling generalisations
- accurately spells high-frequency words (see Spelling)
- consistently uses correct simple punctuation (e.g. uses commas in a list) (see Punctuation)

#### **Vocabulary**

- uses expressive words to describe action and affect the reader (e.g. "tiptoed" instead of "walked")
- uses vocabulary creatively to affect the reader (e.g. repetition, alliteration)
- uses synonyms to replace common and generic words and avoid repetition across a text (e.g. "thrilled" for "excited")
- uses a range of learning area topic words (e.g. "environment", "equipment")

#### **Crafting ideas**

- creates informative texts for a broader range of learning area purposes (e.g. explains a life cycle of a butterfly, recounts a process, describes an artwork)
- includes structural features appropriate to the type of text and task such as opening statements

to define the topic and at least 2 body paragraphs

- includes ideas which are relevant to the topic and purpose of the text
- organises information into paragraphs to support the reader
- includes a relevant graphic to support the reader (e.g. diagram or photo)

### **Text forms and features**

- uses cohesive devices to signpost sections of text (e.g. uses text connectives such as "finally", "as a result", "in addition")
- uses present or timeless present tense consistently throughout text (e.g. "bears hibernate in winter") (see Grammar)
- selects visual and audio features to expand ideas in written texts (e.g. diagrams, tables, images)
- uses adjectives to create more accurate description (e.g. "the warm-blooded mammal") (see Grammar)

### **Vocabulary**

- uses a range of technical and subject specific words to add detail and authority to information (e.g. "hibernate" instead of "sleep")

### **Crafting ideas**

- creates informative texts that describe, explain and document (e.g. describe an artwork, document the materials and explain why it was created)
- selects structural elements to comprehensively and accurately represent the information (e.g. a fact sheet includes an opening statement, labelled diagrams and text boxes)
- orients the reader to the topic or concept using a definition or classification
- develops ideas with details and examples
- uses ideas derived from research
- uses written and visual supporting evidence

### **Text forms and features**

- uses cohesive devices to link concepts across texts (e.g. uses lexical cohesion such as word associations and synonyms)
- uses cohesive devices to express cause and effect (e.g. uses text connectives such as "therefore", "subsequently")
- includes salient visual and audio features to expand on written information (e.g. creates graphs and other technical diagrams from authentic data)
- uses language to compare (e.g. "alternatively", "whereas")
- uses formatting appropriately to reference and label graphics

### **Vocabulary**

- uses a range of learnt, technical and discipline-specific terms (e.g. "adapt", "survive")
- uses more sophisticated words to express cause and effect (e.g. "therefore", "subsequently")

## **Snapshot – Creating texts**

### **Literacy: Writing: Creating texts**

#### **Content description**

AC9LG6C05

#### **Learning progression extract**

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

#### **Crafting ideas**

- creates informative, imaginative and persuasive texts for a range of learning area purposes, such as to recount a sequence of events; to describe a person, thing or process; to explain a process; to argue with evidence or reasons; to express emotions
- includes learnt ideas on a range of topics from learning areas
- stages text using typical or familiar features such as an introduction and body paragraphs
- supports ideas with some detail and elaboration (e.g. expands on a topic sentence by adding more details in following sentences)
- uses sources to support ideas (e.g. introduces ideas from a shared text to add detail and engage the reader)

#### **Text forms and features**

- writes a range of compound and complex sentences (see Grammar)
- uses pronouns correctly to link to an object or person across the text (see Grammar)

- uses images to reinforce ideas in written text
- maintains consistent tense within and between sentences (see Grammar)
- groups sentences on related ideas into simple paragraphs
- uses cohesive vocabulary to indicate order, cause and effect (e.g. uses text connectives such as "next", "since")
- correctly spells some words with irregular spelling patterns (e.g. "cough") (see Spelling)
- applies learnt spelling generalisations
- accurately spells high-frequency words (see Spelling)
- consistently uses correct simple punctuation (e.g. uses commas in a list) (see Punctuation)

### **Vocabulary**

- uses expressive words to describe action and affect the reader (e.g. "tiptoed" instead of "walked")
- uses vocabulary creatively to affect the reader (e.g. repetition, alliteration)
- uses synonyms to replace common and generic words and avoid repetition across a text (e.g. "thrilled" for "excited")
- uses a range of learning area topic words (e.g. "environment", "equipment")

### **Crafting ideas**

- creates imaginative texts for a broader range of learning area purposes (e.g. narrates a historical event)
- includes structural features appropriate to the type of text such as orientation, complication and resolution
- includes ideas which are relevant to the purpose of the text (e.g. includes ideas to develop simple narrative theme of good and evil)
- organises events into a sequence with a predictable ending

### **Text forms and features**

- uses cohesive devices to link ideas (e.g. uses word associations such as repetition, synonyms and antonyms)
- uses pronouns to track multiple characters (e.g. "Peter and Leanne ... he ... they ... she ... them")
- maintains a point of view (e.g. writes predominantly in first person)
- uses complex noun groups/phrases to create more accurate description (e.g. "that tangy, lemon-scented aroma")
- selects visual and audio features to expand ideas in written texts (e.g. matches images to points in a text)
- uses simple figurative devices (e.g. simile)

### **Vocabulary**

- uses a range of learnt topic words and words from other authors

### **Crafting ideas**

- creates imaginative texts that experiment with textual features (e.g. reinterprets or creates alternative versions of songs or stories)
- selects structural elements to suit the purpose (e.g. uses a series of events to build a complication, includes an ending that resolves the complication)
- uses ideas that support a less familiar underpinning theme or concept (e.g. survival or heroism)
- uses actions and events to develop the character
- orients the reader to the imaginary premise (e.g. character/s and situation and may pre-empt the conclusion)
- creates a cohesive text by integrating narrative elements (e.g. character, setting and events)

### **Text forms and features**

- uses cohesive devices to develop ideas across the text (e.g. uses lexical cohesion such as word associations and synonyms)
- includes salient visual and audio features to enhance the text
- intentionally tightens a text by leaving out words that can be readily inferred from the context (e.g. "Kokou must be hungry. But he was not [hungry].")
- selects a point of view appropriate to the purpose and audience
- uses figurative devices such as personification and metaphor (e.g. "the fairy lights danced along the street")

### **Vocabulary**

- uses vivid and less predictable vocabulary to affect the reader (e.g. "stroll", "prowl" for "walk")
- uses words to create imagery (e.g. "the wind whistled and swirled around her")
- uses vocabulary to evoke humour (e.g. pun)

### **Snapshot – Create, communicate and collaborate**

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

##### **Content description**

AC9LG6C05

creating a multimedia factual self-profile for a group of young German speakers or writing a blog entry for a youth website, for example, including information about Freizeit, Schule, Freunde

##### **Continuum extract**

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

- use the core features of a range of digital tools to create content and communicate and collaborate with peers and trusted adults
- select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups
- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LG6C05

creating a multimedia factual self-profile for a group of young German speakers or writing a blog entry for a youth website, for example, including information about Freizeit, Schule, Freunde

##### **Continuum extract**

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

### **Snapshot – Develop empathy**

#### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve**

##### **Content description**

AC9LG6C05

##### **Continuum extract**

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

- describe how listening to, and understanding others, supports respectful intercultural experiences and interactions
- examine how showing empathy during intercultural experiences supports relationship-building and sustains respectful interactions
- use perspective-taking, mutual understanding and respect to sustain interactions in diverse intercultural experiences

### **Snapshot – Empathy**

#### **Personal and Social capability: Social awareness: Empathy**

##### **Content description**

AC9LG6C05

##### **Continuum extract**

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

- discuss the value of different needs, emotions, cultures and backgrounds
- explain how the ability to appreciate others' needs, emotions, cultures and backgrounds assists in the development of social awareness
- acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own



## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LG6C05

#### **Continuum extract**

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LG6C05

#### **Continuum extract**

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LG6C05

recording a multimedia presentation or writing a diary about a real or imaginary trip to a German-speaking country or region, incorporating some famous places they visited and cultural experiences, for example, Das ist eine alte Kirche in Hamburg, Hier bin ich, ich esse eine Brezel.

#### **Continuum extract**

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LG6C05

#### **Continuum extract**

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LG6C05

role-playing characters from different areas in German-speaking communities and demonstrating regional variations in German language use, for example, in greetings such as the Swiss Grüezi and Austrian Servus , and cultural events such as Weihnachtsmarkt and Christkindlmarkt

#### **Continuum extract**

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

### **Snapshot – Create, communicate and collaborate**

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

### **Content description**

AC9LG6C05

### **Continuum extract**

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

- use the core features of a range of digital tools to create content and communicate and collaborate with peers and trusted adults
- select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups
- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups

### **Snapshot – Communication**

## **Personal and Social capability: Social management: Communication**

### **Content description**

AC9LG6C05

### **Continuum extract**

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

### **Resource – WS01 – Mein schultag (My school day)**

By the end of Year 6, students initiate and use strategies to maintain interactions in German language that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in German or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type.

Students apply rules of pronunciation and intonation in spoken German. They apply conventions of spelling and punctuation, and use modelled structures, when creating and responding in German. They compare language structures and features in German and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.

## **AC9LG6C05**

create and present a range of informative and imaginative spoken, written and multimodal texts using a variety of modelled sentence structures to sequence information and ideas, and conventions appropriate to text type

## **AC9LG6U01**

apply knowledge of combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency and rhythm to known words and phrases

## **AC9LG6U02**

use knowledge of modelled grammatical structures and formulaic expressions to compose and respond to texts using appropriate punctuation and textual conventions

## AC9LG6U04

recognise that language reflects cultural practices, values and identity, and that this impacts on non-verbal and spoken communication

## AC9LG6U01

**apply knowledge of combinations of sounds, , and patterns to develop and to known and**

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### Elaborations

- applying phonic and grammatical knowledge to spell, and say unfamiliar containing, for example, ch, j, w and z , and such as au, ei, eu and ie
- using phrasing and to link multiple when a short aloud or holding a reciprocal conversation with a partner
- identifying differences in regional and to begin understanding variation across German-speaking communities, for example, the commonalties with other geographically adjacent or the of ch in different such as the potentially different of ch in Technologie and ich
- practising different for statements, , exclamations and instructions, for example, Du trinkst Wasser. Du trinkst Wasser? Du trinkst Wasser! Du, trinkst Wasser!
- reciting well-known German tongue twisters, applying knowledge of patterns and working on , for example, Zehn Ziegen zogen zehn Zentner Zucker, Acht alte Ameisen

Students learn to:

**apply knowledge of combinations of sounds, syllables, pronunciation and intonation**

**develop fluency and rhythm to known words and phrases**

(AC9LG6U01)

### 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

#### Engaging with cultural and linguistic diversity

- Communicate responsively

#### Social management

- Communication

#### Social management

- Communication

#### Social management

- Communication

#### Resources

#### Work Samples

#### WS01 – Mein schultag (My school day)

#### WS02 - Roboter programmieren (Coding a robot)

#### Snapshot – Communicate responsively

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

## **Content description**

AC9LG6U01

### **Continuum extract**

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

- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

## **Snapshot – Speaking**

### **Literacy: Speaking and listening: Speaking**

#### **Content description**

AC9LG6U01

#### **Learning progression extract**

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

##### **Crafting ideas**

- creates detailed spoken texts on a broad range of learning area topics
- includes details and elaborations to expand ideas
- uses connectives to signal a change in relationship (e.g. "however", "although", "on the other hand") or to show causal relationships (e.g. "due to", "since") (see Grammar)
- uses a range of expressions to introduce an alternative point of view (e.g. "in my opinion", "he did not agree with")
- rehearses spoken text to accommodate time and technology
- controls tone, volume, pitch and pace to suit content and audience
- uses technologies or audio and visual features to enhance spoken text (e.g. videos a spoken presentation with music, sound effect enhancements)

##### **Vocabulary**

- uses a broader range of more complex noun groups/phrases to expand description (e.g. "protective, outer covering")
- selects more specific and precise words to replace general words (e.g. uses "difficult" or "challenging" for "hard")
- uses some rhetorical devices (e.g. "don't you agree?")

##### **Crafting ideas**

- creates spoken texts responsive to audience and a broad range of learning area topics, clearly articulating words and ideas
- organises more complex ideas or concepts logically, selecting details to accentuate key points
- speaks audibly and coherently to a less familiar audience for a sustained period
- shows increasing awareness of audience by moderating length, content and delivery of spoken texts
- adjusts register according to purpose and audience
- does research to prepare spoken texts
- uses a range of technology, and audio and visual resources to engage audience and enhance content

##### **Vocabulary**

- varies vocabulary to add interest and to describe with greater precision (e.g. uses topic-specific noun groups/phrases such as "exploitation of resources") (see Grammar)
- uses language creatively (e.g. "the moon shines bravely")
- uses sensory vocabulary to engage the audience (e.g. "a gasp of dismay")
- uses technical vocabulary to demonstrate topic knowledge (e.g. "deforestation")
- consistently uses a range of synonyms to add variety and precision to spoken text
- uses abstractions (e.g. "freedom", "fairness")

##### **Crafting ideas**

- creates spoken texts which explore and interpret concepts drawn from research or learning area content

- selects voice appropriate to purpose (e.g. third person to create distance and authority or first person to achieve personal connection)
- develops complex ideas or a central theme across a spoken text
- uses language features according to purpose, to impact the audience ( e.g. uses more complex connectives such as "consequently", "accordingly" to explain)
- rephrases or clarifies to repair or refine meaning
- uses language structures and features appropriate to learning area content
- uses technologies and visual and audio resources to enhance meaning and effect in presentations

### **Vocabulary**

- selects vocabulary to intensify and sharpen the focus (e.g. "scarcely", "absolutely", "real", "simply")
- uses a range of evaluative language to express opinions or convey emotion (e.g. "significant benefits", "devastating consequences")
- uses a range of emotive language appropriate to topic, purpose and audience
- uses rich, evocative, descriptive language
- uses figurative language (e.g. "hungry for success")

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LG6U01

applying phonic and grammatical knowledge to spell, write and say unfamiliar words containing, for example, ch, j, w and z , and diphthongs such as au, ei, eu and ie

#### **Continuum extract**

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LG6U01

#### **Continuum extract**

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

## **Snapshot – Communicate responsively**

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

#### **Content description**

AC9LG6U01

identifying differences in regional accents and dialects to begin understanding language variation across German-speaking communities, for example, the commonalities with other geographically adjacent languages or the pronunciation of ch in different dialects such as the potentially different pronunciations of ch in Technologie and ich

#### **Continuum extract**

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

- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LG6U01

identifying differences in regional accents and dialects to begin understanding language variation across German-speaking communities, for example, the commonalities with other geographically adjacent languages or the pronunciation of ch in different dialects such as the potentially different pronunciations of ch in Technologie and ich

##### **Continuum extract**

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LG6U01

practising different intonation for statements, questions, exclamations and instructions, for example, Du trinkst Wasser. Du trinkst Wasser? Du trinkst Wasser! Du, trinkst Wasser!

##### **Continuum extract**

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LG6U01

reciting well-known German tongue twisters, applying knowledge of pronunciation patterns and working on fluency, for example, Zehn Ziegen zogen zehn Zentner Zucker, Acht alte Ameisen

##### **Continuum extract**

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

### **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 – Mein schultag (My school day)**

By the end of Year 6, students initiate and use strategies to maintain interactions in German language that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in German or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type.

Students apply rules of pronunciation and intonation in spoken German. They apply conventions of spelling and punctuation, and use modelled structures, when creating and responding in German. They compare language structures and features in German and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.

### **AC9LG6C05**

create and present a range of informative and imaginative spoken, written and multimodal texts using a variety of modelled sentence structures to sequence information and ideas, and conventions appropriate to text type

#### **AC9LG6U01**

apply knowledge of combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency and rhythm to known words and phrases

#### **AC9LG6U02**

use knowledge of modelled grammatical structures and formulaic expressions to compose and respond to texts using appropriate punctuation and textual conventions

#### **AC9LG6U04**

recognise that language reflects cultural practices, values and identity, and that this impacts on non-verbal and spoken communication

## **Resource – WS02 - Roboter programmieren (Coding a robot)**

By the end of Year 6, students initiate and use strategies to maintain interactions in German language that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that

involve the language of planning and problem-solving to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in German or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type.

Students apply rules for pronunciation and intonation, spelling and punctuation, and modelled structures, when creating and responding in German. They compare language structures and features in German and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.

### **AC9LG6C03**

locate and process information and ideas in a range of spoken, written and multimodal texts, and respond in different ways to suit purpose

### **AC9LG6C05**

create and present a range of informative and imaginative spoken, written and multimodal texts using a variety of modelled sentence structures to sequence information and ideas, and conventions appropriate to text type

### **AC9LG6U01**

apply knowledge of combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency and rhythm to known words and phrases

### **AC9LG6U02**

use knowledge of modelled grammatical structures and formulaic expressions to compose and respond to texts, using appropriate punctuation and textual conventions

## **AC9LG6U02**

**use knowledge of grammatical structures and expressions to compose and respond to , using appropriate punctuation and textual**

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### **Elaborations**

- understanding and applying punctuation rules, including the meaning and use of full stops and commas in ordinal and decimal numbers, for example, die 3. Klasse, 9,50 Euro, etc., and noticing distinctive punctuation features of personal correspondence in German, Hallo Annette!, Lieber Klaus, etc., followed respectively by upper or lower for the beginning of the first
- referring to a person, place or object using the nominative and accusative definite and indefinite , for example, Ich habe einen Bruder, Der Hund hat den Ball, and negating using kein and noting the differences in structure from English, for example, Ich habe keinen Bruder , means “I have no brother”, rather than “I don’t have a brother”
- recognising and understanding the different forms of ‘you’, du, Sie and informal ihr when addressing one person or more , for example, Setzt dich, Setzen Sie, Setzt euch, Was meint ihr? Hört gut zu!
- making connections between possessive and , for example, mein/e, dein/e, sein/e, ihr/e; Mein/Dein Bruder ist 12. Seine/Ihre Lieblingsfarbe ist blau.
- making comparisons using simple structures and limited forms of mögen and können , for example, Er mag Cricket , Ich kann gut schwimmen, Ich mag Erdbeeren lieber als Kiwis, Ich kann laufen besser als Radfahren.
- locating and describing events in time, using the 12-hour clock and including to the half hour, such as Die Schule beginnt um halb neun , using such as nach and vor , and expressions such as später, am Wochenende, in den Ferien
- referring to quantities of people, objects and prices using cardinal numbers up to 100, including Meter, Kilometer; Quadratmeter, Quadratkilometer for length/height/distance and area, decimals, and common fractions, for example, 85,5 Prozent haben eine Katze. Die Tagestemperatur liegt bei minus 8 Grad. Ich habe eine Halbschwester.



- referring to a date, including the year, for an event such as a birth date, for example, Meine Oma ist am elften April 1956 geboren.
- describing current actions using a range of regular and irregular such as kaufen, bringen, tragen, lesen, sehen, fahren, essen and describing experiences in the simple past of sein , for example, Ich war krank. Der Film war interessant. Es war windig.
- noticing that and change after certain , Ich danke dir , and after particular associated with location, for example, Wir gehen in die Stadt. Wir sind in der Stadt.
- understanding the meaning of the dass and weil and noticing what happens to the when they are used
- understanding using warum and responding with a simple , for example, Warum bist du müde? Ich bin krank.
- describing location using simple prepositional such as im Wasser, in der Luft, auf dem Land, or neben dem Tisch

Students learn to:

**use knowledge of modelled grammatical structures and formulaic expressions to co texts, using appropriate punctuation and textual conventions**

(AC9LG6U02)

### **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

#### **Writing**

- Grammar
- Punctuation

#### **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

#### **Engaging with cultural and linguistic diversity**

- Communicate responsively

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Social management**

- Communication

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#### **Social management**

- Communication

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- Communication

#### **Social management**

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#### **Social management**

- Communication

## **Resources**

### **Work Samples**

#### **WS01 – Mein schultag (My school day)**

#### **WS02 - Roboter programmieren (Coding a robot)**

### **Snapshot – Communicate responsively**

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

##### **Content description**

AC9LG6U02

##### **Continuum extract**

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

- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

### **Snapshot – Grammar**

#### **Literacy: Writing: Grammar**

##### **Content description**

AC9LG6U02

##### **Learning progression extract**

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

##### **Grammatical accuracy**

- writes generally accurate simple, compound and complex sentences with few run-on sentences and dangling clauses (e.g. "Because he was afraid.")

##### **Group and word level**

- uses a wide range of verbs and verb groups (e.g. uses thinking, feeling and perceiving verbs to represent inner processes; uses saying verbs to represent interaction)
- employs a range of tenses to represent processes
- maintains subject-verb agreement in simple and compound sentences
- uses adjectives in noun groups/phrases to include details of participants, give opinion and classify (e.g. "that naughty, little cattle dog")
- uses adverbials to present more surrounding details for time, place, manner and reason

##### **Sentence level**

- writes simple and compound sentences correctly including a range of sentence types (e.g. command, question, exclamation)
- writes complex sentences using conjunctions (e.g. "when", "because")

##### **Whole text level**

- uses cohesive devices (e.g. word groups – repetition, synonyms and antonyms; signposting devices – headings and subheadings; text connectives – "however", "on the other hand", "therefore")
- uses determiners to support cohesion (e.g. "this hat", "those apples")
- uses well-structured paragraphs with topic sentences

##### **Grammatical accuracy**

- makes few grammatical errors, such as inappropriate tense selections or lack of agreement between subject and verb

##### **Group and word level**

- uses an extended range of verbs and verb groups for a particular effect (e.g. characterisation - "howls", "was trembling"; and expressing causality – "results in")
- adjusts tense in a text if required (e.g. uses simple present tense to represent "timeless")

happenings (e.g. "bears hibernate in winter") and uses continuous present tense when referring to an ongoing event (e.g. "bears are becoming extinct")

- creates elaborated noun groups to build richer description by extending the noun group/phrase (e.g. "that naughty, little cattle dog, with the crooked tail, that ran away last week")
- uses possessive pronouns (e.g. "his", "hers", "theirs") and relative pronouns (e.g. "who", "which", "whom")
- uses adverbials to represent a greater range of circumstances (e.g. time – "subsequently"; place – "in their environment"; manner – "excitedly"; reason – "due to several factors")

### **Sentence level**

- selects simple, compound and complex sentences to express and connect ideas, occasionally manipulating the structure for emphasis, clarity or effect
- uses subordinating conjunctions (e.g. "even though" in "Even though a storm was predicted, the search and rescue mission still went ahead.")

### **Whole text level**

- uses cohesive devices to alert the reader about how the text is unfolding (e.g. foreshadowing the key points at the beginning, reinforcing the key points with topic sentences, and linking back to key points in the conclusion)

### **Grammatical accuracy**

- writes well-structured texts, rarely making grammatical errors

### **Group and word level**

- presents elaborated verb groups that capture nuances and complex expressions of time and probability (e.g. "he was thought to have been arriving late"; "the errors could be attributed to faulty equipment")
- selects from succinct noun groups/phrases through to highly elaborated noun groups/phrases for effect, clarity or complexity of description
- uses nominalisations to create concise noun groups/phrases
- intentionally uses a wide array of adverbials to represent a greater variety of circumstances (e.g. "with whom?" "to what extent?" "how much?" "in what role?" "by what means?" "in what manner?" "compared to what?")
- maintains subject-verb agreement in complex sentences

### **Sentence level**

- crafts both compact and lengthy sentences with challenging structures, such as embedded/relative clauses, non-finite clauses, interrupting clauses, nominalisations, passive voice
- makes more sophisticated connections between ideas by creating complex sentences expressing relationships of cause, reason, concession

### **Whole text level**

- uses a wide range of cohesive devices such as text connectives that link sentences and paragraphs, and patterns of meaning (e.g. part-whole, class-subclass, compare-contrast, cause and effect)

## **Snapshot – Punctuation**

### **Literacy: Writing: Punctuation**

#### **Content description**

AC9LG6U02

#### **Learning progression extract**

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

- uses quotation marks for simple dialogue (e.g. "'I can't see it,' he said.")
- uses apostrophes for plural possessives (e.g. "planes' wings")
- follows conventions of use of capitals in headings
- writes commas to separate clauses where appropriate
- punctuates more complex dialogue correctly (e.g. "'The team have made some interesting recommendations,' she said, nodding. 'But I do not want to act upon them before I have read the full report.'")
- uses complex punctuation conventions (e.g. colons, semicolons, brackets)
- uses punctuation conventions for quotations and referencing

## **Snapshot – Communication**

## **Personal and Social capability: Social management: Communication**

### **Content description**

AC9LG6U02

understanding and applying punctuation rules, including the meaning and use of full stops and commas in ordinal and decimal numbers, for example, die 3. Klasse, 9,50 Euro, etc., and noticing distinctive punctuation features of personal correspondence in German, Hallo Annette!, Lieber Klaus, etc., followed respectively by upper or lower case for the beginning of the first sentence

### **Continuum extract**

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

### **Snapshot – Communication**

## **Personal and Social capability: Social management: Communication**

### **Content description**

AC9LG6U02

referring to a person, place or object using the nominative and accusative definite and indefinite articles, for example, Ich habe einen Bruder, Der Hund hat den Ball, and negating using kein and noting the differences in structure from English, for example, Ich habe keinen Bruder, means “I have no brother”, rather than “I don’t have a brother”

### **Continuum extract**

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

- apply verbal and non-verbal communication skills when responding to others
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- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LG6U02

recognising and understanding the different forms of ‘you’, du, Sie and plural informal ihr when addressing one person or more, for example, Setzt dich, Setzen Sie, Setzt euch, Was meint ihr? Hört gut zu!

### **Continuum extract**

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

- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

### **Snapshot – Communication**

## **Personal and Social capability: Social management: Communication**

### **Content description**

AC9LG6U02

recognising and understanding the different forms of ‘you’, du, Sie and plural informal ihr when addressing one person or more, for example, Setzt dich, Setzen Sie, Setzt euch, Was meint ihr? Hört gut zu!

### **Continuum extract**

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LG6U02

making connections between possessive adjectives and context, for example, mein/e, dein/e, sein/e, ihr/e; Mein/Dein Bruder ist 12. Seine/Ihre Lieblingsfarbe ist blau.

##### **Continuum extract**

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LG6U02

making comparisons using simple structures and limited forms of modal verbs mögen and können , for example, Er mag Cricket , Ich kann gut schwimmen, Ich mag Erdbeeren lieber als Kiwis, Ich kann laufen besser als Radfahren.

##### **Continuum extract**

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LG6U02

locating and describing events in time, using the 12-hour clock and including to the half hour, such as Die Schule beginnt um halb neun , using prepositions such as nach and vor , and formulaic expressions such as später, am Wochenende, in den Ferien

##### **Continuum extract**

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LG6U02

referring to quantities of people, objects and prices using cardinal numbers up to 100, including Meter, Kilometer; Quadratmeter, Quadratkilometer for length/height/distance and area, decimals, and common fractions, for example, 85,5 Prozent haben eine Katze. Die Tagestemperatur liegt bei minus 8 Grad. Ich habe eine Halbschwester.

##### **Continuum extract**

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

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

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LG6U02

referring to a date, including the year, for an event such as a birth date, for example, Meine Oma ist am elften April 1956 geboren.

##### **Continuum extract**

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LG6U02

describing current actions using a range of regular and irregular verbs such as kaufen, bringen, tragen, lesen, sehen, fahren, essen and describing experiences in the simple past of sein , for example, Ich war krank. Der Film war interessant. Es war windig.

##### **Continuum extract**

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LG6U02

noticing that articles and pronouns change after certain verbs, Ich danke dir , and after particular prepositions associated with location, for example, Wir gehen in die Stadt. Wir sind in der Stadt.

##### **Continuum extract**

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LG6U02

understanding the meaning of the conjunctions dass and weil and noticing what happens to the verb when they are used

##### **Continuum extract**

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

### **Snapshot – Communication**

## **Personal and Social capability: Social management: Communication**

### **Content description**

AC9LG6U02

understanding questions using warum and responding with a simple sentence, for example, Warum bist du müde? Ich bin krank.

### **Continuum extract**

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

### **Snapshot – Communication**

## **Personal and Social capability: Social management: Communication**

### **Content description**

AC9LG6U02

describing location using simple formulaic prepositional phrases such as im Wasser, in der Luft, auf dem Land, or neben dem Tisch

### **Continuum extract**

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

### **AC9LG6U03**

**compare some German and features with those of English, using some familiar**

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### **Elaborations**

- discovering some English used by German speakers, such as das Internet, die App, Stopp! Sorry! , and considering if they are the same kinds of as those borrowed from German by English speakers
- identifying the , and intended of a range of familiar German and English , for example, fairytales, sports reports or recipes, noticing similarities and differences
- , viewing and/or to different digital and other with a common topic, and discussing structural and linguistic similarities and differences, for example, comparing a print, radio, television and social media announcement for the same event
- building to comment on and vocabulary, for example, Substantive/Nomen, Verben, Ordinalzahlen, Präpositionen, Fragewörter, groß/klein schreiben , comparing with equivalent English terms
- understanding the concept of regular and irregular and noticing that this is a feature of both German and English, for example, sein/ich bin, du bist and to be/I am, you are
- comparing the meaning of the müssen, sollen, mögen and können with English equivalents
- comparing the German and Australian ways of a postal , for example, in German the Hausnummer appears after the street name and the Postleitzahl appears before the suburb/town
- providing feedback to support peers, using , for example, editing each other's written or spoken and justifying reasons for editing or changing

Students learn to:

**compare some German language structures and features with those of English, using metalanguage**

(AC9LG6U03)

### **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

### **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 .

### **Analysing**

- Interpret concepts and problems

### **Analysing**

- Interpret concepts and problems

### **Analysing**

- Interpret concepts and problems

## **Engaging with cultural and linguistic diversity**

- Communicate responsively

### **Analysing**

- Interpret concepts and problems

### **Resources**

#### **Snapshot – Interpret concepts and problems**

##### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

###### **Content description**

AC9LG6U03

###### **Continuum extract**

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

- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

#### **Snapshot – Communicate responsively**

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

###### **Content description**

AC9LG6U03

###### **Continuum extract**

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

- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

#### **Snapshot – Interpret concepts and problems**

##### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

###### **Content description**

AC9LG6U03

###### **Continuum extract**

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

- identify and prioritise significant elements and relationships within a concept or problem
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#### **Snapshot – Interpret concepts and problems**



## **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

### **Content description**

AC9LG6U03

#### **Continuum extract**

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### **Snapshot – Interpret concepts and problems**

## **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

### **Content description**

AC9LG6U03

building metalanguage to comment on grammar and vocabulary, for example, Substantive/Nomen, Verben, Ordinalzahlen, Präpositionen, Fragewörter, groß/klein schreiben, comparing with equivalent English terms

#### **Continuum extract**

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

- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LG6U03

comparing the German and Australian ways of writing a postal address, for example, in German the Hausnummer appears after the street name and the Postleitzahl appears before the suburb/town

#### **Continuum extract**

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

- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

### **Snapshot – Interpret concepts and problems**

## **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

### **Content description**

AC9LG6U03

#### **Continuum extract**

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

- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

**AC9LG6U04**

**recognise that reflects cultural practices, and , and that this impacts on non-verbal and spoken**

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### **Elaborations**

- recognising that use can have connections to cultural practices, for example, comparing traditional song 'Wie schön, dass du geboren bist' and 'Happy birthday to you', and considering how birthdays are celebrated in German-speaking countries or communities
- discussing situations of culturally inappropriate use and noticing what makes them inappropriate and how this may be addressed, for example, addressing an adult who is not a family member with du instead of Sie
- noticing the impact of own assumptions about people from German-speaking countries, their and , and considering how German speakers may also make assumptions and generalisations about Australians
- exploring, in German or English, how and are expressed through First Nations Australians' song, dance or artworks, considering similarities and differences in an aspect of the cultural expressions of German-speaking people or communities
- understanding the required level of politeness, depending on the relationship between speakers, in a range of familiar such as in a school, on the street or at home
- identifying examples of current and historical influences of German-speaking countries and regions' and in the local and broader community, for example, in family heritage, place names, restaurants, businesses, food and other products
- exploring how geography and are connected to lifestyle, education and use, for example, school students' break time , learnt in schools, and school systems such as Realschule, Gymnasium, Gesamtschule
- recognising that such as stories have a social and cultural , for example, the moral of a story such as Die Bremer Stadtmusikanten , and comparing personal characteristics that are depicted in
- appreciating that differ across , for example, shaking hands is generally more common in German-speaking countries than in Australia and omission to do so may be considered impolite from a German
- gaining an awareness of some regional variations in , for example, in greetings such as the Swiss Grüezi and Austrian or Bavarian Servus , or the lack of the in Switzerland and Liechtenstein

Students learn to:

**recognise that language reflects cultural practices, values and identity, and that this non-verbal and spoken communication**

(AC9LG6U04)

### **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 .

#### **Engaging with cultural and linguistic diversity**

- Communicate responsively

#### **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

#### **Engaging with cultural and linguistic diversity**

- Communicate responsively

## **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.

## **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

### **Engaging with cultural and linguistic diversity**

- Communicate responsively

## **Reflecting on culture and cultural diversity**

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### **Reflecting on culture and cultural diversity**

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### **Engaging with cultural and linguistic diversity**

- Communicate responsively

## **Reflecting on culture and cultural diversity**

- Reflect on the relationship between cultures and identities

### **Engaging with cultural and linguistic diversity**

- Communicate responsively

## **Resources**

### **Work Samples**

#### **WS01 – Mein schultag (My school day)**

#### **Snapshot – Interpret concepts and problems**

##### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

##### **Content description**

AC9LG6U04

##### **Continuum extract**

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

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#### **Snapshot – Communicate responsively**

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

##### **Content description**

AC9LG6U04

##### **Continuum extract**

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

- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

## **Snapshot – Reflect on the relationship between cultures and identities**

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

#### **Content description**

AC9LG6U04

#### **Continuum extract**

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

- describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows
- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging
- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups

## **Snapshot – Communicate responsively**

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

#### **Content description**

AC9LG6U04

recognising that language use can have connections to cultural practices, for example, comparing traditional song 'Wie schön, dass du geboren bist' and 'Happy birthday to you', and considering how birthdays are celebrated in German-speaking countries or communities

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## **Snapshot – Reflect on the relationship between cultures and identities**

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

#### **Content description**

AC9LG6U04

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## **Snapshot – Communicate responsively**

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

#### **Content description**

AC9LG6U04

discussing situations of culturally inappropriate language use and noticing what makes them

inappropriate and how this may be addressed, for example, addressing an adult who is not a family member with du instead of Sie

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### **Snapshot – Reflect on the relationship between cultures and identities**

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

### **Content description**

AC9LG6U04

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

### **Content description**

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### **Content description**

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### **Snapshot – Reflect on the relationship between cultures and identities**

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

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### **Snapshot – Communicate responsively**

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

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AC9LG6U04

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### **Snapshot – Reflect on the relationship between cultures and identities**

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

##### **Content description**

AC9LG6U04

##### **Continuum extract**

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

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### **Snapshot – Communicate responsively**

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

##### **Content description**

AC9LG6U04

exploring how geography and language are connected to lifestyle, education and language use, for example, school students' break time activities, languages learnt in schools, and school systems such as Realschule, Gymnasium, Gesamtschule

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### **Snapshot – Reflect on the relationship between cultures and identities**

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

### **Content description**

AC9LG6U04

exploring how geography and language are connected to lifestyle, education and language use, for example, school students' break time activities, languages learnt in schools, and school systems such as Realschule, Gymnasium, Gesamtschule

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### **Snapshot – Reflect on the relationship between cultures and identities**

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

### **Content description**

AC9LG6U04

recognising that texts such as stories have a social and cultural purpose, for example, the moral of a story such as Die Bremer Stadtmusikanten, and comparing personal characteristics that are depicted in texts

### **Continuum extract**

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### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LG6U04

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

- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
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## **Snapshot – Reflect on the relationship between cultures and identities**

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

#### **Content description**

AC9LG6U04

#### **Continuum extract**

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

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## **Snapshot – Communicate responsively**

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

#### **Content description**

AC9LG6U04

gaining an awareness of some regional variations in language, for example, in greetings such as the Swiss Gräezi and Austrian or Bavarian Servus , or the lack of the Eszett in Switzerland and Liechtenstein

#### **Continuum extract**

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

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