SAMPLE COURSE OUTLINE

GERMAN: SECOND LANGUAGE
ATAR YEAR 11
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Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.
Sample course outline
German: Second Language – ATAR Year 11

Unit 1 – *Kultureller Austausch* (Cultural interaction)

**Semester 1**

<table>
<thead>
<tr>
<th>Week</th>
<th>Key teaching points</th>
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</thead>
<tbody>
<tr>
<td>1–5</td>
<td><strong>Introduction</strong></td>
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<tr>
<td></td>
<td>Overview of the German: Second Language course, unit and assessment requirements.</td>
</tr>
</tbody>
</table>

**Learning contexts and topics**

Provide opportunities for learning and assessment on the following context and topic:

- The individual – Welcome to my country. Students reflect on what is essential when preparing for a visit to their home by a German speaker: getting around, tourist attractions and cultural activities.

**Text types and textual conventions**

Provide opportunities for students to respond to and to produce the following text types:

- advertisement
- article
- blog posting
- conversation
- description
- discussion
- email.

**Linguistic resources**

Provide opportunities for students to acquire and use the following resources:

**Vocabulary**

- introduce new vocabulary, phrases and expressions through texts used related to what is essential when preparing for a visit to their home by a German speaker, getting around, tourist attractions and cultural activities.

**Grammar**

- adjectives (derived from place names, attributive: nominative)
- adverbs (positive, comparative and superlative forms)
- articles (possessive – all forms, demonstrative)
- conjunctions (coordinating)
- nouns (adjectival)
- pronouns (personal: nominative, accusative and dative, interrogative)
- sentence and phrase types (word order: statements, questions, commands, main clauses, position of nicht, position of adverbs and adverbial phrases: time, manner, place, position of the past participle and auxiliary verb)
- verbs (perfect tense: common regular and common irregular verbs, modals: present, future tense with werden).

**Sound and writing systems**

- use of ß, with particular reference to the *Neue Rechtschreibung*
- *Neue Rechtschreibung*.

**Intercultural understandings**

Provide opportunities for students to enhance understanding of their own language(s) and culture(s) in relation to the German language and culture:

- aspects of socialising and everyday living, e.g. routines and socialising
- geographical and meteorological aspects and their influence on social practices
- tourist destinations and cultural activities in Australia
- using technology to source travel information about Australia.
<table>
<thead>
<tr>
<th>Week</th>
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</table>
| **Language learning and communication strategies** | Provide opportunities for students to practise the following strategies:  
- structure an argument, express ideas and opinions  
- use oral clues to predict and help with interpreting meaning  
- ask for clarification and repetition to assist understanding  
- make connections with first language  
- manipulate known elements in a new context to create meaning in spoken forms.  
**Dictionaries**  
- use a bilingual dictionary.  
**Assessment Task 1: Oral communication**  
Participate in an 8–10 minute interview in German. |
| **Learning contexts and topics** | Provide opportunities for learning and assessment on the following context and topic:  
- The German-speaking communities – At home in a German-speaking community. Students explore the way of life in a German-speaking community: daily routine, school and popular leisure time activities.  
**Text types and textual conventions** | Provide opportunities for students to respond to and to produce the following text types:  
- advertisement  
- article  
- conversation  
- discussion  
- description  
- email  
- film or TV program (excerpts)  
- journal entry  
- table.  
**Linguistic resources** | Provide opportunities for students to acquire and use the following resources:  
**Vocabulary**  
- introduce new vocabulary, phrases and expressions through texts used related to the way of life in a German-speaking community, daily routine, school and popular leisure time activities.  
**Grammar**  
- adjectives (derived from place names, attributive: nominative)  
- adverbs (positive, comparative and superlative forms)  
- articles (possessive – all forms, demonstrative)  
- conjunctions (coordinating)  
- nouns (adjectival)  
- pronouns (personal: nominative, accusative and dative, interrogative)  
- sentence and phrase types (word order: statements, questions, commands, main clauses, position of nicht, position of adverbs and adverbial phrases: time, manner, place, position of the past participle and auxiliary verb)  
- verbs (perfect tense: common regular and common irregular verbs, modals: present, future tense with werden).  
**Sound and writing systems**  
- use of β, with particular reference to the Neue Rechtschreibung  
- Neue Rechtschreibung. |
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<td></td>
<td><strong>Intercultural understandings</strong>&lt;br&gt;Provide opportunities for students to enhance understanding of their own language(s) and culture(s) in relation to the German language and culture:&lt;br&gt;• aspects of socialising and everyday living; e.g. daily routine, school routine&lt;br&gt;• popular leisure time activities in German-speaking countries&lt;br&gt;• customs and traditions in different German regions and German-speaking countries.</td>
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<td></td>
<td><strong>Language learning and communication strategies</strong>&lt;br&gt;Provide opportunities for students to practise the following strategies:&lt;br&gt;• scan and select texts for appropriate information&lt;br&gt;• identify key words and main points&lt;br&gt;• make notes and summarise&lt;br&gt;• think critically and analytically&lt;br&gt;• structure an argument, express ideas and opinions&lt;br&gt;• manipulate known elements in a new context to create meaning in written forms.</td>
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<td>Dictionaries&lt;br&gt;• use a bilingual dictionary.</td>
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<td><strong>Assessment Task 2: Response: Viewing and reading</strong>&lt;br&gt;Read/view German texts and respond in English to questions in English.</td>
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<td><strong>Assessment Task 3: Written communication</strong>&lt;br&gt;Write a series of journal entries in approximately 150 words in German.</td>
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<tr>
<td>11–15</td>
<td><strong>Learning contexts and topics</strong>&lt;br&gt;Provide opportunities for learning and assessment on the following context and topic:&lt;br&gt;• The changing world – Technology and travel. Students consider how technology is changing world travel, influencing how people plan their holidays, and how they communicate with others while away.</td>
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<td></td>
<td><strong>Text types and textual conventions</strong>&lt;br&gt;Provide opportunities for students to respond to and to produce the following text types:&lt;br&gt;• advertisement&lt;br&gt;• article&lt;br&gt;• blog posting&lt;br&gt;• conversation&lt;br&gt;• email&lt;br&gt;• interview.</td>
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<td></td>
<td><strong>Linguistic resources</strong>&lt;br&gt;Provide opportunities for students to acquire and use the following resources:&lt;br&gt;Vocabulary&lt;br&gt;• introduce new vocabulary, phrases and expressions through texts used related to technology and travel, how people plan their holidays and how they communicate while away.</td>
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<td>Grammar&lt;br&gt;• adjectives (derived from place names, attributive: nominative)&lt;br&gt;• adverbs (positive, comparative and superlative forms)&lt;br&gt;• articles (possessive – all forms, demonstrative)&lt;br&gt;• conjunctions (coordinating)&lt;br&gt;• nouns (adjectival)&lt;br&gt;• pronouns (personal: nominative, accusative and dative, interrogative)&lt;br&gt;• sentence and phrase types (word order: statements, questions, commands, main clauses, position of nicht, position of adverbs and adverbial phrases: time, manner, place, position of the past participle and auxiliary verb)&lt;br&gt;• verbs (perfect tense: common regular and common irregular verbs, modals: present, future tense with werden).</td>
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<td><strong>Intercultural understandings</strong></td>
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<td>Provide opportunities for students to enhance understanding of their own language(s) and culture(s) in relation to the German language and culture:</td>
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<td>• impact of technology on travel – using technology to source travel information, planning a holiday, while on location, and when communicating with those back home.</td>
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<td><strong>Language learning and communication strategies</strong></td>
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<td>Provide opportunities for students to practise the following strategies:</td>
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<td>• use oral clues to predict and help with interpreting meaning</td>
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<td>• deduce meaning by applying rules</td>
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<td>• identify main points and make notes</td>
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<td>• make connections with first language</td>
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<td>• think critically and analytically</td>
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<td>• structure an argument, express ideas and opinions</td>
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<td>• manipulate known elements in a new context to create meaning in written forms.</td>
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<td><strong>Dictionaries</strong></td>
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<td>• use a bilingual dictionary.</td>
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<tr>
<td>16</td>
<td><strong>Assessment Task 4: Response: Listening</strong></td>
</tr>
<tr>
<td></td>
<td>Listen to German texts and respond in English to questions in English.</td>
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<tr>
<td>16</td>
<td><strong>Assessment Task 5: Written communication</strong></td>
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<tr>
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<td>Write a blog posting in approximately 150 words in German.</td>
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<td><strong>Assessment Task 6: Practical (oral) examination</strong></td>
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<tr>
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<td>Prepare for the practical (oral) examination.</td>
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<td></td>
<td><strong>Assessment Task 7: Written examination</strong></td>
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<td></td>
<td>Review structure of the practical (oral) and written examinations for Semester 1.</td>
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</tbody>
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# Unit 2 – Ein goldener Mittelweg (Finding a balance)

**Semester 2**

<table>
<thead>
<tr>
<th>Week</th>
<th>Key teaching points</th>
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</thead>
</table>
| 1–5  | **Introduction**<br>Overview of the unit and assessment requirements.<br><br>**Learning contexts and topics**<br>Provide opportunities for learning and assessment on the following context and topic:<br>• The individual – Keeping fit and healthy. Students reflect on how they find a balance between school, part time work and leisure time activities.<br><br>**Text types and textual conventions**<br>Provide opportunities for students to respond to and to produce the following text types:<br>• interview<br>• article<br>• advertisement<br>• map<br>• blog posting<br>• email.<br><br>**Linguistic resources**<br>Provide opportunities for students to acquire and use the following resources:<br>Vocabulary<br>• introduce new vocabulary, phrases and expressions through texts used related to keeping fit and healthy, balancing school, part time work and leisure time activities.<br>Grammar<br>• adjectives (attributive: accusative and dative)<br>• conjunctions (subordinating)<br>• nouns (infinitives as nouns, cases: accusative and dative)<br>• prepositions (prepositions of time: time expressions and temporal phrase)<br>• pronouns (reflexive)<br>• verbs (imperfect tense: common regular and irregular verbs, modals: past tense).<br>Sound and writing systems<br>• use of ß, with particular reference to the *Neue Rechtschreibung*<br><br>**Intercultural understandings**<br>Provide opportunities for students to enhance understanding of their own language(s) and culture(s) in relation to the German language and culture:<br>• aspects of socialising and everyday living e.g. concepts of a healthy lifestyle, physical activity and leisure<br>• features of a well-balanced lifestyle: incorporating sport and leisure daily<br>• impact of technology on leisure, physical activity and work.<br><br>**Language learning and communication strategies**<br>Provide opportunities for students to practise the following strategies:<br>• use oral clues to predict and help with interpreting meaning<br>• make connections with first language<br>• ask for clarification and repetition to assist understanding<br>• structure an argument, express ideas and opinions<br>• manipulate known elements in a new context to create meaning in spoken or written forms.<br>**Dictionaries**<br>• use a bilingual dictionary.<br><br>**Assessment Task 8: Oral communication**<br>Participate in a 10–12 minute conversation in German.<br><br>**Assessment Task 9: Written communication**<br>Write an article of approximately 150 words in German.
### Week 6–10

#### Learning contexts and topics
Provide opportunities for learning and assessment on the following context and topic:
- The German-speaking communities – Young people at work and leisure in German-speaking countries. Students explore issues experienced by young German speakers related to healthy living: work, the importance of physical activity and maintaining a well-balanced lifestyle.

#### Text types and textual conventions
Provide opportunities for students to respond to and to produce the following text types:
- advertisement
- article
- blog posting
- conversation
- discussion
- email
- interview
- script
- letter
- review.

#### Linguistic resources
Provide opportunities for students to acquire and use the following resources:

**Vocabulary**
- introduce new vocabulary, phrases and expressions through texts used related to issues on healthy living: work, the importance of physical activity and maintaining a well-balanced lifestyle as experienced by young German speakers.

**Grammar**
- adjectives (attributive: accusative and dative)
- conjunctions (subordinating)
- nouns (infinitives as nouns, cases: accusative and dative)
- prepositions (prepositions of time: time expressions and temporal phrase)
- pronouns (reflexive)
- verbs (imperfect tense: common regular and irregular verbs, modals: past tense).

**Sound and writing systems**
- use of ß, with particular reference to the *Neue Rechtschreibung*.

**Intercultural understandings**
Provide opportunities for students to enhance understanding of their own language(s) and culture(s) in relation to the German language and culture:
- how interpersonal relations are conducted, especially from the perspective of participation in work, physical and leisure activities in a German-speaking country
- features of a well-balanced lifestyle: incorporating sport and leisure
- the role of technology in young people’s leisure time and work.

#### Language learning and communication strategies
Provide opportunities for students to practise the following strategies:
- use oral clues to predict and help with interpreting meaning
- deduce meaning by applying rules
- identify main points and make notes
- make connections with first language.

**Dictionaries**
- use a bilingual dictionary.

**Assessment Task 10: Response: Listening**
Listen to German texts and respond in English to questions in English.
<table>
<thead>
<tr>
<th>Week</th>
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</table>
| 11–15 | **Learning contexts and topics**  
Provide opportunities for learning and assessment on the following context and topic:  
- The changing world – Technology in daily life. Students consider the role of technologies in the daily lives of people around the world.  
**Text types and textual conventions**  
Provide opportunities for students to respond to and to produce the following text types:  
- interview  
- conversation  
- diary entry  
- email  
- film or TV program (excerpts)  
- advertisement  
- article.  
**Linguistic resources**  
Provide opportunities for students to acquire and use the following resources:  
- Vocabulary  
  - introduce new vocabulary, phrases and expressions through texts used related to the role of technologies in the daily lives of people around the world.  
- Grammar  
  - adjectives (attributive: accusative and dative)  
  - conjunctions (subordinating)  
  - nouns (infinitives as nouns, cases: accusative and dative)  
  - prepositions (prepositions of time: time expressions and temporal phrase)  
  - pronouns (reflexive)  
  - verbs (imperfect tense: common regular and irregular verbs, modals: past tense).  
- Sound and writing systems  
  - use of ß, with particular reference to the *Neue Rechtschreibung*.  
- Intercultural understandings  
Provide opportunities for students to enhance understanding of their own language(s) and culture(s) in relation to the German language and culture:  
- the role and impact of technology on aspects of socialising and everyday living.  
- Language learning and communication strategies  
Provide opportunities for students to practise the following strategies:  
- scan and select texts for appropriate information  
- identify main points, make notes and summarise.  
- Dictionaries  
  - use a bilingual dictionary.  
**Assessment Task 11: Response: Viewing and reading**  
Read/view German texts and respond in English to questions in English. |
| 16 | Review structure of the practical (oral) and written examinations for Semester 2.  
Prepare for the practical (oral) and written examinations.  
**Assessment Task 12: Practical (oral) examination**  
**Assessment Task 13: Written examination** |