**Sample course outline**

**German: Background Language – ATAR Year 11**

**Unit 1 and Unit 2**

**Semester 1**

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

**Learning contexts and topics**  
Provide opportunities for learning and assessment on the following context and topic:  
• The individual – Young people and their relationships. Students reflect on their relationships with family and their connections with friends.  

**Text types and kinds of writing**  
Provide opportunities for students to respond to and to produce the following text types:  
• interview  
• conversation  
• account  
• article  
• description  
• journal entry  
• script.  

**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 young people and their relationships with family and their connections with friends.  

**Grammar**  
• adjectives (present participle used as adjective)  
• conjunctions (coordinating: *entweder ... oder*, *weder ... noch* and *sowohl ... als auch*)  
• particles (modal particles: *doch*, *ja*, *denn*, *mal*, *schon*, *wohl*, *zwar*, *allerdings*, *freilich*, *überhaupt*)  
• prepositions (cases: prepositions with the genitive – *wegen*, *trotz*, and *während*)  
• pronouns (relative clauses)  
• sentence and phrase types (indirect questions)  
• verbs (imperfect tense, pluperfect tense).  

**Sound and writing systems**  
• show understanding and apply knowledge of the German sound and writing systems to communicate effectively information, ideas and opinions, in a variety of situations.  

**Intercultural understandings**  
Provide opportunities for students to further develop their linguistic and intercultural competence, and enable them to reflect on the ways in which culture influences communication:  
• common behaviours/practices related to interpersonal relationships  
• use of formal/informal language in relationships  
• showing of affection between friends, family members  
• aspects of socialising and everyday living e.g. socialising with family and others  
• impact of outside influences on teenagers e.g. peer pressure and conflict  
• similarities and differences between what young people living in German-speaking communities and young people living in Australia do when socialising.
### Key teaching points

**Language learning and communication strategies**
Provide opportunities for students to practise the following strategies:
- scan texts and select appropriate information
- deduce meaning by applying rules
- identify key words and main points
- make notes and summarise
- use oral clues to predict and help with interpreting meaning
- make connections with first language
- structure an argument, express ideas and opinions.

Dictionaries
- use a monolingual and bilingual dictionary.

**Assessment Task 1: Response: Viewing and reading**
Read/view German texts and respond in German or English, as specified, to questions in German or English.

**Assessment Task 2: Oral communication**
Participate in an 8–10 minute conversation in German.

### Learning contexts and topics
Provide opportunities for learning and assessment on the following context and topic:
- The German-speaking communities – Traditions and values in a contemporary society. Students explore how the traditions and values of German-speaking communities are maintained.

### Text types and kinds of writing
Provide opportunities for students to respond to and to produce the following text types:
- interview
- discussion
- film or TV program (excerpts)
- advertisement
- script
- article
- cartoon.

### 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 how the traditions and values of German-speaking communities are maintained.

**Grammar**
- adjectives (present participle used as adjective)
- conjunctions (coordinating: *entweder ... oder, weder ... noch* and *sowohl ... als auch*)
- particles (modal particles: *doch, ja, denn, mal, schon, wohl, zwar, allerdings, freilich, überhaupt*)
- prepositions (cases: prepositions with the genitive – *wegen, trotz, and während*)
- pronouns (relative clauses)
- sentence and phrase types (indirect questions)
- verbs (imperfect tense, pluperfect tense).

**Sound and writing systems**
- show understanding and apply knowledge of the German sound and writing systems to communicate effectively information, ideas and opinions, in a variety of situations.

### Intercultural understandings
Provide opportunities for students to further develop their linguistic and intercultural competence, and enable them to reflect on the ways in which culture influences communication:
- the role of traditions and values in German-speaking communities
- traditional expectations on the lives of teenagers in Germany/German-speaking communities
- differences and similarities between German-speaking communities’ culture to that of students
- the importance of preserving traditions in German-speaking communities.
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| **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  
• make notes and summarise  
• make connections with first language  
• structure an argument, express ideas and opinions.  
Dictionaries  
• use a monolingual and bilingual dictionary.  
**Assessment Task 3: Response: Listening**  
Listen to German texts and respond in German or English, as specified, to questions in German or English.  
**Assessment Task 4: Oral communication**  
Participate in an 8–10 minute conversation in German. |
| **Learning contexts and topics**  
Provide opportunities for learning and assessment on the following context and topic:  
• The changing world – Our changing environment. Students explore global environmental issues.  
**Text types and kinds of writing**  
Provide opportunities for students to respond to and to produce the following text types:  
• interview  
• conversation  
• 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 global environmental issues.  
Grammar  
• adjectives (present participle used as adjective)  
• conjunctions (coordinating: *entweder ... oder, weder ... noch* and *sowohl ... als auch*)  
• particles (modal particles: *doch, ja, denn, mal, schon, wohl, zwar, allerdings, freilich, überhaupt*)  
• prepositions (cases: prepositions with the genitive – *wegen, trotz, and während*)  
• pronouns (relative clauses)  
• sentence and phrase types (indirect questions)  
• verbs (imperfect tense, pluperfect tense).  
Sound and writing systems  
• show understanding and apply knowledge of the German sound and writing systems to communicate effectively information, ideas and opinions, in a variety of situations.  
**Intercultural understandings**  
Provide opportunities for students to further develop their linguistic and intercultural competence, and enable them to reflect on the ways in which culture influences communication:  
• influence of the natural environment on daily life and lifestyles  
• growing popularity of renewable energy sources  
• the growth of ecotourism. |

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|      | **Language learning and communication strategies**  
      | Provide opportunities for students to practise the following strategies:  
      | • think critically and analytically  
      | • structure an argument and express ideas and opinions  
      | • manipulate known elements in a new context to create meaning in written forms.  
      | **Dictionaries**  
      | • use a monolingual and bilingual dictionary.  
      | **Assessment Task 5: Written communication**  
      | Write a letter in approximately 200 words in German.  
| 16   | Review structure of the practical (oral) and written examinations for Semester 1.  
      | Prepare for the practical (oral) and written examinations.  
      | **Assessment Task 6: Practical (oral) examination**  
      | **Assessment Task 7: Written examination** |
### Semester 2

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<tr>
<th>Week</th>
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| 1–5  | **Introduction**  
Overview of the unit and assessment requirements.  
**Learning contexts and topics**  
Provide opportunities for learning and assessment on the following context and topic:  
- The individual – Pressures in today’s society. Students reflect on a range of personal and social pressures and the relevance of these in their own lives.  
**Text types and kinds of writing**  
Provide opportunities for students to respond to and to produce the following text types:  
- conversation  
- blog posting  
- interview  
- article  
- 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 a range of personal and social pressures, and the relevance of these in the lives of the students.  
**Grammar**  
- adjectives (present participle used as adjective)  
- conjunctions (coordinating: *entweder … oder, weder … noch* and *sowohl … als auch*)  
- particles (modal particles: *doch, ja, denn, mal, schon, wohl, zwar, allerdings, freilich, überhaupt*)  
- prepositions (cases: prepositions with the genitive – *wegen, trotz, and während*)  
- pronouns (relative clauses)  
- verbs (imperfect tense, pluperfect tense).  
**Sound and writing systems**  
- show understanding and apply knowledge of the German sound and writing systems to communicate effectively information, ideas and opinions, in a variety of situations.  
**Intercultural understandings**  
Provide opportunities for students to further develop their linguistic and intercultural competence, and enable them to reflect on the ways in which culture influences communication:  
- gender equality and changes in the role of men and women in society  
- the importance of a positive self-image  
- peer and social pressures amongst the young.  
**Language learning and communication strategies**  
Provide opportunities for students to practise the following strategies:  
- make connections with first language  
- deduce meaning by applying rules  
- identify main points, make notes and summarise.  
**Dictionaries**  
- use a monolingual and bilingual dictionary.  
**Assessment Task 8: Response: Listening**  
Listen to German texts and respond in German or English, as specified, to questions in German or English. |
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| 6–10 | **Learning contexts and topics**  
Provide opportunities for learning and assessment on the following context and topic:  
- The German-speaking communities – German identity in the Australian context. Students explore the place of German-speaking communities in Australia through migration experiences.  

**Text types and kinds of writing**  
Provide opportunities for students to respond to and to produce the following text types:  
- discussion  
- script  
- article  
- cartoon  
- conversation  
- letter  
- email  
- summary.  

**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 place of German-speaking communities in Australia through migration experiences.  

**Grammar**  
- adjectives (present participle used as adjective)  
- conjunctions (coordinating: entweder ... oder, weder ... noch and sowohl ... als auch)  
- particles (modal particles: doch, ja, denn, mal, schon, wohl, zwar, allerdings, freilich, überhaupt)  
- prepositions (cases: prepositions with the genitive – wegen, trotz, and während)  
- pronouns (relative clauses)  
- sentence and phrase types (indirect questions)  
- verbs (imperfect tense, pluperfect tense).  

**Sound and writing systems**  
- show understanding and apply knowledge of the German sound and writing systems to communicate effectively information, ideas and opinions, in a variety of situations.  

**Intercultural understandings**  
Provide opportunities for students to further develop their linguistic and intercultural competence, and enable them to reflect on the ways in which culture influences communication:  
- the contribution of the German-speaking communities to the Australian community  
- maintaining the German culture in Australia  
- the Australian-German identity  
- personal migration stories and experiences of German speakers.  

**Language learning and communication strategies**  
Provide opportunities for students to practise the following strategies:  
- think critically and analytically  
- structure an argument, express ideas and opinions  
- manipulate known elements in a new context to create meaning in written forms.  

**Dictionaries**  
- use a monolingual and bilingual dictionary.  

**Assessment Task 9: Written communication**  
Write an article in approximately 200 words in German.
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<th>Week</th>
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<tr>
<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 – Media and communication. Students explore the media and new technologies and their impact on society.</td>
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<tr>
<td><strong>Text types and kinds of writing</strong>&lt;br&gt;Provide opportunities for students to respond to and to produce the following text types:&lt;br&gt;• conversation&lt;br&gt;• blog posting&lt;br&gt;• cartoon&lt;br&gt;• advertisement&lt;br&gt;• film or TV program (excerpts)&lt;br&gt;• article.</td>
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<tr>
<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 the media, new technologies and their impact on society.&lt;br&gt;Grammar&lt;br&gt;• adjectives (present participle used as adjective)&lt;br&gt;• conjunctions (coordinating: entweder ... oder, weder ... noch and sowohl ... als auch)&lt;br&gt;• particles (modal particles: doch, ja, denn, mal, schon, wohl, zwar, allerdings, freilich, überhaupt)&lt;br&gt;• prepositions (cases: prepositions with the genitive – wegen, trotz, and während)&lt;br&gt;• pronouns (relative clauses)&lt;br&gt;• sentence and phrase types (indirect questions)&lt;br&gt;• verbs (imperfect tense, pluperfect tense).&lt;br&gt;Sound and writing systems&lt;br&gt;• show understanding and apply knowledge of the German sound and writing systems to communicate effectively information, ideas and opinions, in a variety of situations.</td>
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<td><strong>Intercultural understandings</strong>&lt;br&gt;Provide opportunities for students to further develop their linguistic and intercultural competence, and enable them to reflect on the ways in which culture influences communication:&lt;br&gt;• media in contemporary society&lt;br&gt;• the social effects of new technologies&lt;br&gt;• advertising and the language of persuasion.</td>
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<tr>
<td><strong>Language learning and communication strategies</strong>&lt;br&gt;Provide opportunities for students to practise the following strategies:&lt;br&gt;• scan texts and select appropriate information&lt;br&gt;• identify key words and main points&lt;br&gt;• use oral clues to predict and help with interpreting meaning&lt;br&gt;• make connections with first language&lt;br&gt;• structure an argument, express ideas and opinions.&lt;br&gt;Dictionaries&lt;br&gt;• use a monolingual and bilingual dictionary.</td>
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<td><strong>Assessment 10: Response: Viewing and reading</strong>&lt;br&gt;Read/view German texts and respond in German or English, as specified, to questions in German or English.</td>
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<td><strong>Assessment Task 11: Oral communication</strong>&lt;br&gt;Participate in a 10–12 minute conversation in German.</td>
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<td><strong>Assessment Task 12: Practical (oral) examination</strong>&lt;br&gt;Review structure of the practical (oral) and written examinations for Semester 2.&lt;br&gt;Prepare for the practical (oral) and written examinations.</td>
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<td><strong>Assessment Task 13: Written examination</strong></td>
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