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|  | Years 5 and 6 band plan — Australian Curriculum: Languages  Overview for planning with the Australian Curriculum: Languages — German |

This band plan has been developed in consultation with the Curriculum into the Classroom (C2C) project team.

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| School name: | | | | | | | | | | | | | | | | | | | |
| Australian Curriculum: Languages | | | | Band: Years 5–6 | | | | | Languages subject: German | | | | | | | | | | |
| Identify curriculum[[1]](#footnote-1) | **Languages learning area** | | The Australian Curriculum: Languages is designed to enable all students to engage in learning a language in addition to English.  The interrelationship of language, culture and learning provides the foundation for the Australian Curriculum: Languages.  In the Languages learning area the focus is on both language and culture, as students learn to communicate meaningfully across linguistic and cultural systems, and different contexts. This process involves reflection and analysis, as students move between the new language being learnt and their own existing language(s). It is a reciprocal and dynamic process which develops language use within intercultural dimensions of learning experiences. It is not a ‘one plus one’ relationship between two languages and cultures, where each language and culture stay separate and self-contained. Comparison and referencing between (at least) two languages and cultures build understanding of how languages ‘work’, how they relate to each other and how language and culture shape and reflect experience; that is, the experience of language using and language learning. The experience of being in two worlds at once involves noticing, questioning and developing awareness of how language and culture shape identity. | | | | | | | | | | | | | | | | |
| **Course organisation** | | This band plan is for a second language learner pathway using the F(P)–Year 10 sequence of learning.  The *Australian Curriculum: Languages — German* is banded, with content descriptions indicating the nature and scope of learning over two year spans. Teachers will need to make decisions about what aspects of the content descriptions, will be taught in what year of their program. Year by year, programs can then be used to inform the development of short-term programs (that is, one term/several weeks).  The two strands — Communicating and Understanding — are interrelated in relation to language use for different purposes in different contexts. The strands and sub-strands do not operate in isolation. The relative contribution of each sub-strand differs for described languages, pathways and bands of learning. The sub-strands are further differentiated according to a set of ‘threads’ that support the internal organisation of content in each sub-strand. The ‘threads’ are designed to capture the range and variety in the scope of learning and a means for expressing the progression of content across the learning sequences.  The strands reflect three important aspects of language learning:   * communication * analysis of aspects of language and culture * reflection that involves * reflection on the experience of communicating * reflection on comparative dimensions of the languages available in students’ repertoires (for example, the first language in relation to second language and self in relation to others).   When developing teaching and learning programs teachers should consider:   * the relationship between each of the curriculum components (band descriptions, content descriptions, elaborations and achievement standards) to describe the level/expectations of language teaching and learning at a given moment in time and over time * the level of complexity at which student learning can be pitched * integrating the two strands to ensure holistic learning, including active language use and the development of related knowledge, understandings and reflective capabilities * drawing on the content descriptions from a number of sub-strands and integrating these to create meaningful learning experiences for the learners in their context * developing a variety of learning experiences that are relevant, rigorous and meaningful and allow for different rates of development, in particular for younger students and for those who need extra support * opportunities for integration of learning between Languages and with other learning areas.   This band plan is organised to:   * align with the *Australian Curriculum: Languages — German*, which is organised in band levels for the achievement standard and content descriptions * provide a course structure and content that includes a sequence of teaching and learning and identification of opportunities for assessment and feedback, organised in units according to bands, and developed using the *Australian Curriculum: Languages — German* content descriptions and achievement standards * provide flexibility to enable schools to make decisions about implementation, based on local context and needs of students. The sequence of learning for this band plan is a second language learner pathway F(P)–Year 10 sequence. | | | | | | | | | | | | | | | | |
| **Band description** | | The nature of the learners  At this level, students are expanding their social networks, experiences and communication repertoire in both their first language and German. They continue to need guidance and participate in structured, collaborative tasks that both recycle and extend language. They are gaining greater independence and becoming more conscious of their peers and social context, and of the world around them. They are noticing additional similarities and differences between German language and culture and their own.  German language learning and use  Learners use German with one another and the teacher for an increasing range of purposes: exchanging information, expressing ideas and feelings, and functioning within a German learning environment. They are able to work increasingly independently, but enjoy working collaboratively as well as competing with one another. Learners’ ability to communicate within familiar contexts is developing in terms of fluency and accuracy. Their pronunciation, intonation and phrasing are more confident, and they control and access wider vocabulary resources and use an increasing range of strategies to negotiate meaning. Shared tasks develop social, cognitive and language skills, and provide a context for purposeful language experience and experimentation. Focused attention to language structures and systems, literacy skills development, and exploration of cultural elements of communication are conducted at least in part in German. Learners use digital technologies to support their learning in increasingly independent and intentional ways, such as exchanging resources and information with one another and with young people of the same age in German-speaking communities, accessing music and media resources, maintaining blogs and other web pages, creating presentations, and participating in social networks.  Oracy development at this level includes active listening to a range of input from different sources and building more elaborated conversational and interactional skills. This involves turn-taking, ‘reading’ language for cultural and contextual meaning, building on others’ contributions, and making appropriate responses and adjustments. Learners begin to engage in debate and discussion. Individual and group oral presentation and performance skills are developed through researching and organising information; structuring, rehearsing and resourcing the content of presentations; and selecting appropriate language to engage particular audiences.  Contexts of interaction  The contexts in which learners interact in learning and using German are sometimes extended beyond the classroom, school, home and community as they have some access to German speakers and cultural resources in wider contexts and communities such as through the use of digital technologies.  Texts and resources  Literacy development involves increasingly independent engagement with a wider range of texts. Learners use a range of cues and decoding strategies to assist comprehension. They make connections between ideas, contexts and language within and between texts. Learners are able to provide simple summaries of and responses to texts. They begin to produce clearly structured original texts for different audiences and purposes. With support they are able to edit their own written work for common grammatical and orthographic errors.  Features of German language use  Learners increase their range of German vocabulary, pronunciation, and grammar and textual knowledge. They use present tense forms of regular  and irregular verbs, including some modal verbs and common separable verbs, and use plural forms of nouns and possessive adjectives. They add detail and expand simple sentences by using adverbs, phrases and some conjunctions. They move between statement, question and imperative forms and use simple negative constructions. They develop metalanguage to comment on grammar and vocabulary. As they use German to interact in different situations and to engage with different resources, learners develop an understanding of how language and culture influence each other. They learn to recognise how language features and expressions reflect cultural values and experiences, for example, language variation relating to age, gender, and relationship between participants, and how grammatical forms or vocabulary choices can affect the ‘meaning’ that is made, for example, using informal or formal forms of address, or using adjectives expressing approval or disapproval. This leads to considering their own ways of communicating and using language, and to thinking about the construction of personal identity and the notion of multiple identities.  Level of support  While learners work more independently at this level, ongoing and systematic scaffolding, feedback and review support the interactive process of learning. Modelling and scaffolding are incorporated into task activity. Support materials include models, stimulus materials, and resources such as word charts, vocabulary lists, dictionaries and electronic reference resources.  The role of English  While the use of German in the classroom increases at this level, the use of English for discussion, reflection and explanation ensures the continued development of learners’ awareness of the nature and function of language generally as well as of their own emerging intercultural capability. Using both German and English in the classroom develops a sense of what it means to be bilingual. | | | | | | | | | | | | | | | | |
| **Phase curriculum focus** | | Curriculum focus: Years 3 to 6  The Australian Curriculum across Years 3–6 assists students to develop their ability to take positive action for well-being; relate and communicate well with others; pose questions and solve problems; make informed decisions and act responsibly. It engages students more purposefully with the discipline knowledge, understanding and skills of the eight learning areas of the Australian Curriculum.  The Languages curricula enable the continued study of additional languages throughout primary school. In Years 3–6, the curricula build on earlier stages of oracy and literacy development. Students begin to translate and interpret familiar and unfamiliar texts, to analyse how a language works and to understand the dynamic relationship that exists between communication, culture and context. | | | | | | | | | | | | | | | | |
| **Achievement standard** | | By the end of Year 6, students use written and spoken German for classroom interactions, to carry out transactions, and to share ideas and opinions, [relate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Relate) experiences and express feelings. They use complete sentences in familiar contexts to ask questions such as, *Bist du fertig? Was machst du jetzt? Verstehst du das?* [respond](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Respond) to requests and share experiences of learning, for example, *Ich kann gut sprechen, aber ich finde das Lesen und Schreiben schwierig*. They use descriptive and expressive vocabulary, including adjectives such as *aufgeregt, glücklich, nervös, sauer* and *traurig*, to express feelings and make statements such as *Ich nehme ein Käsebrötchen*. They use appropriate intonation for simple statements, questions and exclamations, and correct pronunciation, for example, for the two different pronunciations of *ch*. They gather and [compare](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Compare) information from different sources about social and natural worlds, and convey information and opinions in different formats to suit specific audiences and purposes. They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) characters, events and ideas encountered in texts, and re-create imaginative texts to reflect their imaginative experience. When creating texts, they [manipulate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Manipulate) modelled language to [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) current, recurring and future actions, for example, *Wir gehen morgen schwimmen. Kommst du mit?* *Es geht mir nicht gut.* and produce original sentences with common regular and irregular verbs in the present tense, including limited forms of the modal verbs *dürfen* and *müssen* and some common separable verbs such as *mitbringen* and *fernsehen*. They use adjectives, adverbs and adverbial phrases to qualify meaning, for example, *viel Wasser, neue Schuhe;* *lieber, oft, jeden Tag*. They [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) aspects of German language and culture, recognising that there are not always equivalent expressions in English, and create a range of bilingual texts to support their own language learning and the school community. They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) aspects of their intercultural interactions that are unfamiliar or uncomfortable, and [discuss](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Discuss) their own reactions and adjustments.  Students give examples of how German language and culture are continuously changing and are influenced by other languages and cultures. They [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) and [apply](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Apply) some of the systematic sentence structure and word order rules of German. They [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) rules for pronunciation and [apply](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Apply) phonic and grammatical knowledge to spell and write unfamiliar words, for example, words containing *ch, j, w and z*, and diphthongs such as *au, ei, eu* and *ie*. They [apply](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Apply) the conventions of commonly used text types, and [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) differences in language features and text structures. They give examples of the variety of ways German is used by different people in different contexts. They make connections between culture and language use, and [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) ways that language use is shaped by and reflects the values, ideas and norms of a community. | | | | | | | | | | | | | | | | |
| Teaching and learning | Unit overview  The Australian Curriculum assumes that all students will study one language in addition to English from Prep Year (Foundation) to the end of Year 8 and that the curriculum will provide for continued learning in different pathways through to the senior secondary years.  Schools decide which units of study to complete, and how and when. This band plan provides eight potential units.  The Australian Curriculum: Languages have been developed across bands spanning two years.  Units 1–4 have been written for the lower year and Units 5–8 have been written for the upper year. | Unit 1 — What’s in a name? | | | Unit 2 — What is family? | | Unit 3 — What are personal spaces? | | | | | | Unit 4 — How do we play? | | | | | | |
| Students explore the concept of names and the meanings they hold, and use language to communicate ideas relating to personal names and personal identity.  They will:   * use a range of language to give personal information about identity for a range of purposes * engage with a range of texts about personal identity * create connected texts using descriptive language * analyse and understand systems of language relating to pronunciation * participate in intercultural experiences to understand the relationship between language and culture. | | | Students use language to communicate ideas relating to the concept of family and group identity.  They will:   * interact with peers about family structures and activities * gather and compare information relating to families in Germany and Australia * create connected texts using descriptive language * analyse and understand systems of language relating to sentence structure * analyse and understand language variation relating to context * participate in intercultural experiences to understand the relationship between language and culture. | | Students explore the concept of personal space and use language to communicate ideas relating to favourite personal spaces.  They will:   * interact with peers to share ideas and feelings * engage with a range of texts about personal spaces * create texts about personal spaces * analyse and understand systems of language relating to sentence structure * analyse and understand language change over time * participate in intercultural experiences to understand the relationship between language and culture. | | | | | | Students explore the concept of play and use language to communicate ideas relating to play, group interactions and belonging.  They will:   * use descriptive and expressive language to share ideas and experiences about play * engage with a range of texts about play around the world * create and translate texts about play * analyse and understand systems of language relating to pronunciation and sentence structure * analyse and understand language change over time * participate in intercultural experiences to understand the relationship between language and culture. | | | | | | |
| Unit 5 — What do my interests say about me? | | | Unit 6 — What is character? | | Unit 7 — What is school life? | | | | | | Unit 8 — What is change? | | | | | | |
| Students explore concepts relating to interests, activities and personality types.  They will:   * interact to share ideas and express feelings relating to leisure activities and interests * gather, classify and compare information about interests of German-speaking children * create bilingual profiles based on interests * analyse and understand systems of language relating to sentence structure * participate in intercultural experiences to understand the relationship between language and culture. | | | Students explore the concept of character and use language to communicate ideas relating to personal character and personality.  They will:   * interact to share ideas and express feelings and experiences relating to character and personal attributes * respond to imaginative texts making connections between representation of character and personal identity * create connected texts using descriptive language * analyse and understand systems of language relating to sentence structure and text organisation * analyse and understand language change over time * participate in intercultural experiences to understand the relationship between language and culture. | | Students use language to explore the concept of school life in the target country and make connections with their own school experience.  They will:   * use a range of language to discuss their school experiences * engage with a range of texts about the school experience in German-speaking cultures * create connected texts to describe their school experiences including routines, timetables, lunches and eating practices * analyse and understand systems of language relating to sentence structure * participate in intercultural experiences to understand the relationship between language and culture. | | | | | | Students explore the concept of change and transition from the familiar to the unfamiliar.  They will:   * interact to share ideas and express feelings and experiences relating to change * engage with a range of spoken and written imaginative and informative texts describing the emotional experience of establishing oneself in a new place * respond to and create imaginative texts relating to the experience of change or transition * analyse and understand systems of language relating to sentence structure and text organisation * analyse and understand language change over time * participate in intercultural experiences to understand the relationship between language and culture. | | | | | | |
| **Content descriptions** | Communicating | | | | | | | | | | | | | | | | | |
| Socialising | | | | | | | | Unit 1 | Unit 2 | Unit 3 | | Unit 4 | | Unit 5 | Unit 6 | Unit 7 | Unit 8 |
| Interact using descriptive and expressive [language](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Language) to share information about daily life, relate experiences and express feelings [Key concepts: school, home, routines, relationships; Key processes: listening, describing] [(ACLGEC137)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLGEC137) | | | | | | | | ✓ | ✓ | ✓ | | ✓ | | ✓ | ✓ | ✓ | ✓ |
| Participate in guided tasks such as planning and organising events and completing transactions [Key concepts: collaboration, organisation, responsibility; Key processes: organising, planning, budgeting] [(ACLGEC138)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLGEC138) | | | | | | | |  |  |  | | ✓ | | ✓ |  |  |  |
| Use simple questions, statements and responses to participate in and support classroom interactions and learning activities, and to indicate understanding and monitor own learning [Key concepts: process, progress, outcome; Key processes: discussing, monitoring, reflecting] [(ACLGEC139)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLGEC139) | | | | | | | |  |  |  | | ✓ | |  |  | ✓ |  |
| Informing | | | | | | | | Unit 1 | Unit 2 | Unit 3 | | Unit 4 | | Unit 5 | Unit 6 | Unit 7 | Unit 8 |
| Gather, compare and respond to information from different sources relating to social and natural worlds [Key concepts: environment, lifestyles, relationships; Key processes: researching, collating, reading, viewing] [(ACLGEC140)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLGEC140) | | | | | | | | ✓ | ✓ | ✓ | | ✓ | | ✓ | ✓ | ✓ | ✓ |
| Convey information and opinions in different formats to suit specific audiences and purposes, selecting appropriate print and multimodal elements [Key concepts: youth issues, [audience](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Audience); Key processes: representing, transposing, comparing] [(ACLGEC141)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLGEC141) | | | | | | | | ✓ | ✓ | ✓ | |  | |  |  |  |  |
| Creating | | | | | | | | Unit 1 | Unit 2 | Unit 3 | | Unit 4 | | Unit 5 | Unit 6 | Unit 7 | Unit 8 |
| Share and compare responses to [characters](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Characters), events and ideas in imaginative texts, making connections with own experience and feelings [Key concepts: plot, mood, character; Key processes: recounting, describing, sequencing] [(ACLGEC142)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLGEC142) | | | | | | | |  |  |  | |  | |  | ✓ |  | ✓ |
| Present, reinterpret or [create](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Create) alternative versions of imaginative texts, adapting events, [characters](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Characters) or settings [Key concepts: imagination, adaptation, character, setting; Key processes: imagining, creating, interpreting] [(ACLGEC143)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLGEC143) | | | | | | | |  |  | ✓ | |  | |  | ✓ |  | ✓ |
| Translating | | | | | | | | Unit 1 | Unit 2 | Unit 3 | | Unit 4 | | Unit 5 | Unit 6 | Unit 7 | Unit 8 |
| Explain aspects of German [language](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Language) and [culture](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Culture) for family or peers, noticing that there are not always equivalent expressions in English [Key concepts: equivalence, meaning; Key processes: interpreting, explaining, predicting] [(ACLGEC144)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLGEC144) | | | | | | | |  |  | ✓ | |  | |  | ✓ |  |  |
| [Create](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Create) a range of bilingual texts such as notices, announcements, photo stories, dialogues and instructions for [language](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Language) learning and the school community [Key concepts: [bilingualism](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Bilingualism), meaning; Key processes: translating, selecting, connecting] [(ACLGEC145)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLGEC145) | | | | | | | |  |  | ✓ | | ✓ | | ✓ | ✓ | ✓ |  |
| Reflecting | | | | | | | | Unit 1 | Unit 2 | Unit 3 | | Unit 4 | | Unit 5 | Unit 6 | Unit 7 | Unit 8 |
| Engage in intercultural interactions, describing aspects of [language](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Language) and [culture](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Culture) that are unfamiliar or uncomfortable, and discussing own reactions and adjustments [Key concepts: [language](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Language), [culture](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Culture), reaction; Key processes: observing, evaluating, reflecting] [(ACLGEC146)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLGEC146) | | | | | | | | ✓ | ✓ | ✓ | |  | |  |  |  |  |
| Reflect on aspects of own [identity](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Identity) and [language](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Language) use, commenting on and suggesting reasons for what is similar/different and easy/difficult [Key concepts: reflection, perception; Key processes: reflecting, analysing, comparing] [(ACLGEC147)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLGEC147) | | | | | | | |  |  |  | |  | |  |  | ✓ |  |
| Understanding | | | | | | | | | | | | | | | | | |
| Systems of language | | | | | | | | Unit 1 | Unit 2 | Unit 3 | | Unit 4 | | Unit 5 | Unit 6 | Unit 7 | Unit 8 |
| Explain and apply basic rules for German [pronunciation](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Pronunciation), [intonation](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Intonation), spelling and punctuation [Key concepts: [pronunciation](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Pronunciation), writing systems, punctuation; Key processes: spelling, making connections, applying rules] [(ACLGEU148)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLGEU148) | | | | | | | | ✓ |  |  | | ✓ | |  |  |  |  |
| Develop and apply knowledge of German grammatical elements such as [verb](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Verb) tenses, modal verbs and case, combining them with an increasing range of nouns, adjectives and adverbs to construct sentences [Key concepts: [verb](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Verb) tenses and forms, variation, [metalanguage](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Metalanguage); Key processes: applying, noticing patterns, understanding] [(ACLGEU149)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLGEU149) | | | | | | | |  | ✓ | ✓ | | ✓ | | ✓ | ✓ | ✓ | ✓ |
| Recognise that different types of texts, such as narratives, recounts and informative and procedural texts, have certain conventions and can take different forms depending on the [context](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Context) in which they are produced [Key concepts: [context](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Context), [audience](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Audience), functionality; Key processes: identifying, classifying, transforming] [(ACLGEU150)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLGEU150) | | | | | | | |  |  |  | |  | |  | ✓ |  |  |
| Language variation and change | | | | | | | | Unit 1 | Unit 2 | Unit 3 | | Unit 4 | | Unit 5 | Unit 6 | Unit 7 | Unit 8 |
| Recognise that there are variations in German as it is used in different contexts by different people, such as formal/informal [register](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Register) and regional variations [Key concepts: variation, place, [identity](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Identity); Key processes: observing, comparing, analysing] [(ACLGEU151)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLGEU151) | | | | | | | |  | ✓ |  | |  | |  |  |  |  |
| Understand why [language](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Language) is important and recognise that languages and cultures change over time and influence one another [Key concepts: change, borrowing, impact; Key processes: discovering, exploring, understanding] [(ACLGEU152)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLGEU152) | | | | | | | |  |  | ✓ | | ✓ | |  | ✓ |  | ✓ |
| Role of language and culture | | | | | | | | Unit 1 | Unit 2 | Unit 3 | | Unit 4 | | Unit 5 | Unit 6 | Unit 7 | Unit 8 |
| Understand that own and others’ [language](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Language) use is shaped by and reflects the values, ideas and norms of a community [Key concepts: norms, values; Key processes: observing, comparing, connecting] [(ACLGEU153)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLGEU153) | | | | | | | | ✓ |  |  | | ✓ | | ✓ | ✓ | ✓ | ✓ |
| **General capabilities** | Literacy    Numeracy    ICT capability    Critical and creative thinking    Personal and social capability    Ethical understanding    Intercultural understanding | | | | | | | | | | | | | | | | | |
| **Cross‑curriculum priorities** | Aboriginal and Torres Strait Islander histories and cultures    Asia and Australia’s engagement with Asia   Description: Description: cc_sust Sustainability | | | | | | | | | | | | | | | | | |
| Develop assessment | **Assessment**  *The Years 3 to 6 Languages: Australian Curriculum in Queensland — assessment and reporting advice and guidelines* brings together advice about assessment, making judgments and reporting in a single document available from:   * [www.qcaa.qld.edu.au/p-10/aciq/p-10-languages/year-5-languages](https://www.qcaa.qld.edu.au/p-10/aciq/p-10-languages/year-5-languages) * [www.qcaa.qld.edu.au/p-10/aciq/p-10-languages/year-6-languages](https://www.qcaa.qld.edu.au/p-10/aciq/p-10-languages/year-6-languages). | Unit 1 — What’s in a name? | | | | Unit 2 — What is family? | | Unit 3 — What are personal spaces? | | | | | | | Unit 4 — How do we play? | | | | |
| Collection of work  Skills assessed: Listening, Writing, Reflecting  The assessment will gather evidence of the student’s ability to:   * gather and compare information from different sources about social and natural worlds * convey information and opinions in different formats to suit specific audiences and purposes * identify ways that language use is shaped by and reflects the values, ideas and norms of a community. | | | | Collection of work  Skills assessed: Speaking, Writing, Reflecting  The assessment will gather evidence of the student’s ability to:   * use written and spoken German to relate experiences and express feelings * use complete sentences in familiar contexts and use descriptive and expressive vocabulary * convey information and opinions in different formats to suit specific audiences and purposes * identify and apply some of the systematic sentence structure and word order rules of German. | | Collection of work  Skills assessed: Reading, Reflecting  The assessment will gather evidence of the student’s ability to:   * gather and compare information from different sources about social and natural worlds * describe aspects of their intercultural interactions that are unfamiliar or uncomfortable * identify and apply some of the systematic sentence structure and word order rules of German * give examples of how German language and culture are continuously changing and are influenced by other languages and cultures. | | | | | | | Collection of work  Skills assessed: Speaking, Writing, Analysing  The assessment will gather evidence of the student’s ability to:   * use written and spoken German for classroom interactions, to carry out transactions, and to share ideas and opinions, relate experiences and express feelings * explain aspects of German language and culture, recognising that there are not always equivalent expressions in English * make connections between culture and language use, and identify ways that language use is shaped by and reflects the values, ideas and norms of a community. | | | | |
| Unit 5 — What do my interests say about me? | | | | Unit 6 — What is character? | | Unit 7 — What is school life? | | | | | | | Unit 8 — What is change? | | | | |
| Collection of work  Skills assessed: Speaking, Writing  The assessment will gather evidence of the student’s ability to:   * use written and spoken German for classroom interactions, to carry out transactions, and to share ideas and opinions, relate experiences and express feelings * explain aspects of German language and culture, recognising that there are not always equivalent expressions in English * make connections between culture and language use, and identify ways that language use is shaped by and reflects the values, ideas and norms of a community. | | | | Collection of work  Skills assessed: Writing, Speaking, Reflecting  The assessment will gather evidence of the student’s ability to:   * describe characters, events and ideas encountered in texts * re-create imaginative texts to reflect their imaginative experience * manipulate modelled language to describe current, recurring and future actions * make connections between culture and language use, and identify ways that language use is shaped by and reflects the values, ideas and norms of a community. | | Collection of work  Skills assessed: Reading, Writing, Reflecting  The assessment will gather evidence of the student’s ability to:   * gather and compare information from different sources about social and natural worlds * explain aspects of German language and culture, recognising that there are not always equivalent expressions in English * make connections between culture and language use, and identify ways that language use is shaped by and reflects the values, ideas and norms of a community. | | | | | | | Collection of work  Skills assessed: Writing, Listening  The assessment will gather evidence of the student’s ability to:   * describe characters, events and ideas encountered in texts * re-create imaginative texts to reflect their imaginative experience * give examples of how German language and culture are continuously changing and are influenced by other languages and cultures. | | | | |
| All unit assessment tasks provide evidence of student learning and provide opportunities for teachers to make judgments about whether students have met the *Australian Curriculum: Languages — German Years 5 and 6 Achievement Standard*. | | | | | | | | | | | | | | | | | |
| Make judgments  and use feedback | **Consistency of teacher judgments** | Identify opportunities to moderate samples of student work at a school or cluster level to reach consensus and consistency. | | | | | | | | | | | | | | | | | |

1. Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum: Languages*: [www.australiancurriculum.edu.au/languages/introduction](http://www.australiancurriculum.edu.au/languages/introduction) [↑](#footnote-ref-1)