



AUSTRALIAN CURRICULUM GERMAN BAND 5/6

ACHIEVEMENT STANDARDS:

The Achievement Standards listed here have been edited for the purposes of this document.

- 1** Students use written and spoken German for classroom interactions, to carry out transactions, and to share ideas and opinions, relate experiences and express feelings.
- 2** Students use complete sentences in familiar contexts to ask questions such as: *Bist du fertig? Was machst du jetzt? Verstehst du das?* respond to requests and share experiences of learning, for example: *Ich kann gut sprechen, aber ich finde das Lesen und Schreiben schwierig.*
- 3** Students 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.*
- 4** Students use appropriate intonation for simple statements, questions and exclamations, and correct pronunciation, for example, for the two different pronunciations of *ch*.
- 5** Students gather and compare information from different sources about social and natural worlds, and convey information and opinions in different formats to suit specific audiences and purposes.
- 6** Students describe characters, events and ideas encountered in texts, and re-create imaginative texts to reflect their imaginative experience.
- 7** When creating texts, students manipulate modelled language to describe current, recurring and future actions, for example: *Wir gehen morgen schwimmen. Kommst du mit? Es geht mir nicht gut.*
- 8** Students 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*.
- 9** Students use adjectives, adverbs and adverbial phrases to qualify meaning, for example, *viel Wasser, neue Schuhe; lieber, oft, jeden Tag.*
- 10** Students 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.
- 11** Students describe aspects of their intercultural interactions that are unfamiliar or uncomfortable, and discuss their own reactions and adjustments.
- 12** Students give examples of how German language and culture are continuously changing and are influenced by other languages and cultures.
- 13** Students identify and apply some of the systematic sentence structure and word order rules of German.
- 14** Students identify rules for pronunciation and 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*.
- 15** Students apply the conventions of commonly used text types, and identify differences in language features and text structures.
- 16** Students give examples of the variety of ways German is used by different people in different contexts.
- 17** Students 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.

HIGH IMPACT TEACHING STRATEGIES (HITS)

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| a Ziele setzen/ goal setting | f mehrfachliche Präsentation/multiple exposures |
| b strukturierter Unterricht/structured lessons | g Befragung/questioning |
| c explizites Unterrichten/explicit teaching | h Feedback |
| d Arbeitsbeispiele/worked examples | i metakognitive Strategien/metacognitive strategies |
| e kollaboratives Lernen/collaborative learning | j Differenzierung/differentiated teaching |