The Australian
Curriculum

Subjects	German
Year levels	Year 1

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Foundation to Year 2 Content Descriptions

Communicating

Socialising

Interact and socialise with peers and teacher to exchange greetings and information about self and family, and express likes and dislikes

[Key concepts: self, family; Key processes: interacting, greeting, thanking]

(ACLGEC103 - Scootle ↗)

Elaborations

exchanging simple greetings, thanks and good wishes using formulaic expressions, adjusting language to suit the situation, for example, *Ich heiße ... und du? Guten Morgen! Auf Wiedersehen! Danke! Alles Gute zum Geburtstag! Frohe Weihnachten! Guten Appetit!*

using simple statements to describe themselves and to express likes and dislikes, for example, *Ich bin fünf. Ich wohne in … Ich mag … (nicht)*.

sharing ideas about people and belongings, for example, *Mein Teddy heißt … Das ist meine Schwester/mein Ball.*

Participate in guided group activities using simple repetitive language in songs, rhymes, games and transactions

[Key concepts: play, performance, action learning; Key processes: participating, taking turns]

(ACLGEC104 - Scootle ↗)

Elaborations

participating in songs, rhymes and chants by singing and using actions, for example, *Kopf, Schulter, Knie und Fuß*; *1, 2, Polizei*

playing games such as *Hatschi Patschi*, *Hier ist Platz*, *Lotto* and *Stille Post* and using associated language, for example, related to turn-taking (*Wer ist dran? Ich bin dran*) and forming groups using numbers or colours (*Blau ist hier; Gruppe 2 ist hier*)

following a model to create a shared digital/online text, such as adding key information on a class invitation (*Wann? Was? Wer? Wo?*)

making choices in routine activities such as the selection of a song from the class songbook, for example, responding to the question *Was singen wir heute?*

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Recognise and respond to instructions and questions about activities, games and classroom routines, and make polite requests

[Key concepts: roles, routines; Key processes: following instructions, participating, listening]

(ACLGEC105 - Scootle ↗)

Elaborations

responding with actions/gestures to questions such as *Wo ist … ?* and instructions such as *Bitte aufstehen, (Klasse 1)! Hände auf den Kopf! Alle zusammen! Achtung!*

recognising and responding to simple questions, using supporting intonation and gestures, for example, *Wer/Was ist das? Das ist … ? Ist das … ? Nein, das ist ...*

using German for everyday routines such as roll call (*Hier bin ich*) or naming the day of the week (*Es ist Montag*)

following simple directions supported by gestures to locate items in the classroom or playground, for example, *links, rechts, auf dem Boden, hinter Peter, unter dem Tisch*

responding to and making polite requests, for example, *Ich möchte … , bitte. Bitte schön!*

Informing

Identify key words and information in simple shared texts related to personal worlds

[Key concepts: literacy, text; Key processes: locating, matching, ordering]

(ACLGEC106 - Scootle ↗)

Elaborations

recognising symbols, words and phrases of written German, for example, labels, titles and captions

recognising key words in stories, rhymes or songs, using intonation and visual cues such as gestures and facial expressions to assist understanding

demonstrating understanding by labelling, pointing, matching, clicking, dragging, drawing, miming, facial expressions and actions

locating specific words and expressions, for example, in spoken texts by clapping or raising hands, and in written texts by pointing to or highlighting the word(s)

ordering/matching items of information in relation to different texts, such as responding to questions about story, for example, *Wer ist das? Er hat drei Brüder und wohnt in …*

Convey factual information about self, family and possessions through pictures, labels, captions and

short descriptions, using familiar words and modelled language

[Key concepts: identity, belonging; Key processes: naming, labelling, describing]
(ACLGEC107 - Scootle ↗)

Elaborations

using key words and simple phrases to annotate a picture, diagram or photo for public display

contributing to a digital photo story on *Meine Klasse*, for example, writing and recording captions to own photos (*Das bin ich. Ich heiße… und ich bin… Das ist meine Mami. Sie ist nett*)

using simple sentence structures, familiar vocabulary, supporting resources and gestures to communicate about self and the immediate environment, for example, *Ich bin im Kindergarten. Ich bin in Klasse 1. Das ist mein Kissen.*

conveying aspects of shared knowledge about German language and culture, such as by pointing to places on a map or pictures of symbols or typical foods, for example, *Das ist Deutschland. Die Flagge ist Schwarz-Rot-Gold.*

Creating

Engage with a range of imaginative texts through action, dance, singing, drawing, shared reading and collaborative retelling
[Key concepts: imagination, performance, setting; Key processes: participating, responding]
(ACLGEC108 - Scootle ↗)

Elaborations

responding to imaginative print and digital texts, such as stories, rhymes or cartoons, by performing excerpts of texts or creating their own texts, using repetitive actions, gestures and words/sentences, and sequencing pictures from the text to reflect the correct order of events

expressing a personal opinion of a text, for example, *Das ist lustig/komisch/langweilig*

drawing their favourite character or scene from stories, rhymes, songs or cartoons such as *Schnappi* and attaching/writing a simple evaluative statement, for example, *… ist fantastisch. Ich mag …*

performing the story of a book, for example, *Wir gehen auf Bärenjagd, Der Baum und das Mädchen, Weißt du wie lieb ich dich hab?*

reading or viewing English and German versions of a familiar print or digital text such as 'Spot'/*Flecki* or 'Bob the Builder'/*Bob der Baumeister*, and noticing similarities and differences

responding in German or English to questions about a text, for example, *Wer ist das?*; *War das eine*

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gute Idee?; *Und dann … ?*

contributing to a collaborative retelling of a text using prompts such as pictures, cut-outs or puppets

Express ideas and experiences in a variety of ways using familiar words and modelled language, such as through imaginative role-play, mime, drawing, oral discussion or scaffolded writing activities
[Key concepts: role-play, discussion, imagination; Key processes: performing, expressing]
(ACLGEC109 - Scootle ⬈)

Elaborations

using story maps to share an imaginative experience such as what they would eat over a week, for example, like the caterpillar in *Die kleine Raupe Nimmersatt*, using digital technologies

creating and presenting own Big Books in German based on a familiar Australian text such as 'Tiddalick' or 'Kookaburra sits in the old gum tree'

creating short dialogues, for example, between dolls, puppets and toys, using familiar modelled language

Translating

Share with peers and family what they know in German, identifying different words and expressions, moving between languages depending on the audience
[Key concepts: representation, difference; Key processes: noticing, comparing]
(ACLGEC110 - Scootle ⬈)

Elaborations

distinguishing between German and English in spoken and written form (*Ist das Deutsch oder Englisch?*), considering factors such as pronunciation, capitalisation of nouns, and the use of cursive script in some texts for children

comparing greetings and terms for numbers, family members and familiar objects in German, English and other known/common languages, and noting similarities

comparing the words on bilingual signs around the school, such as *Spielplatz*/playground, *Schulkantine*/tuckshop

interpreting/translating from German into English greetings and other learnt language items for new students or non-German speakers

teaching a family member some German, for example, greetings, how to play a German game or sing a German song

Create print or digital texts such as labels, posters, word banks and wall charts for the immediate learning environment in both German and English
[Key concepts: vocabulary, representation; Key processes: sorting, matching, noticing]
(ACLGEC111 - Scootle ↗)

Elaborations

collecting German and English words that are similar or identical in spelling and have the same meaning but are pronounced differently, for example, *Baby, singen, braun, Klasse*

making and displaying labels for common objects in the classroom and home

compiling and displaying illustrated class German–English and English–German dictionaries or alphabet posters of classroom language and key vocabulary

Reflecting

Notice similarities and differences when using German compared to own language, such as how it feels, sounds and looks, and involves behaviours as well as words
[Key concepts: language, culture, difference; Key processes: noticing, comparing, observing]
(ACLGEC112 - Scootle ↗)

Elaborations

recognising that some German language use is similar to English, such as greetings used according to the time of day and the formality of a situation, for example, *Guten Morgen* and *Morgen! Tag! Hallo!*

noticing similarities and differences in cultural practices and stating own reactions to the language used, for example, *Das ist anders/gleich* when noticing such things as how a child beginning school is celebrated in a German-speaking country with a *Schultüte* or how a German speaker wishes others luck with *Daumen drücken*

describing how it feels to use German, such as when singing a song or hearing German spoken by others, and noticing differences in behaviour, voice or body language when speaking German

comparing aspects of Australian and German children's lifestyles, for example, ways of playing games, buying or eating food, interacting with family members and participating in school life

Express aspects of self, such as family, school/class, age and language(s), noticing how these are part of one's sense of identity

[Key concepts: self, identity; Key processes: expressing, describing, noticing]
(ACLGEC113 - Scootle ↗)

Elaborations

> identifying self as part of a family, class or peer group, and representing these relationships in a variety of ways, such as through drawing pictures or by adding captions to photos
>
> describing what languages they know and are learning, for example, *Ich kann Englisch und Arabisch. Ich lerne Deutsch*
>
> eliciting and giving personal information that signals identity within home and school contexts, including age and appearance, characteristics, class and school, for example, *Ich bin sechseinhalb.; Ich habe braune Haare. Ich bin in Klasse 1F*
>
> investigating the question 'Where do I belong at school?' by analysing and describing various ways that schools identify different groups within a school, such as by class levels (Foundation to Year 6), different classroom teachers, different play areas, wearing of school uniform, or changing rights and responsibilities

Understanding

Systems of language

Recognise and reproduce the sounds and rhythms of spoken German, including distinctive sounds [Key concepts: pronunciation, intonation; Key processes: listening, imitating, recognising] (ACLGEU114 - Scootle ↗)

Elaborations

> building phonic awareness by recognising and experimenting with sounds and rhythms, focusing on those that are novel and initially difficult such as *ch (ich* or *acht), u (du), r (rot)* and *z (zehn)*
>
> developing pronunciation, phrasing and intonation skills by singing, reciting and repeating words and phrases in context
>
> developing familiarity with the German alphabet and sound–letter correspondence through singing *das Alphabetlied*, identifying and naming letters, tracing words, and playing alphabet and spelling games such as *Ich sehe was, was du nicht siehst* using initial sounds or *Galgenmännchen*
>
> understanding that although German and English use the same alphabet there are additional symbols in German: the *Umlaut* to alter the pronunciation of particular vowels (*ä, ö, ü*) and the *Eszett* (*β*)
>
> noticing that all nouns are capitalised in German

Understand some first elements of German grammar, such as simple verb forms, definite articles and pronouns, to identify and describe people and objects in the family and school domains
[Key concepts: word order, connections, gender; Key processes: noticing patterns, making connections, selecting]
(ACLGEU115 - Scootle ☑)

Elaborations

noticing that German has multiple words for 'the' and 'a/an'

identifying people, animals and things using an article and a concrete noun (*der Lehrer, eine Freundin*) or a pronoun (*ich, du, er, sie, es, wir*)

using the possessive adjectives *mein/e* and *dein/e* or a form of *haben* and an indefinite article to express a relationship to a person or object, for example, *Das ist mein Bleistift; Ich habe einen Bruder*

describing people, animals or objects using *bin/bist/ist* and an adjective, for example, *Ich bin klein; Der Bär ist braun; Das Buch ist neu*

understanding and describing actions using verbs such as *gehen, kommen, machen, malen, lesen, schreiben, sehen, singen, spielen* and *wohnen*

negating verbs and adjectives using *nicht*

understanding and using some question words and the intended/related answer in limited contexts, including *was* (an object), *wer* (a person), *wie* (manner), *wo* (a place), *wann* (a time) and *wie viele* (quantity)

understanding the location or origin of a person or object, such as *hier, links* and *rechts*, and prepositions such as *auf, aus, hinter, in, neben* and *unter*

gaining awareness of vocabulary referring to time, such as days, months, time of day (*Morgen, Nachmittag, Mittag*) and o'clock time, for example, *Es ist drei Uhr*.

gaining awareness of terms referring to quantities of people and things, including cardinal numbers (0–20) and *mehr, viel/e, nichts* and *kein/e*

Understand that language is organised as 'texts', which take different forms and use different structures and features to achieve their purposes
[Key concepts: structure, form; Key processes: noticing, recognising, comparing]
(ACLGEU116 - Scootle ☑)

Elaborations

understanding that texts can be spoken, written, digital, visual or multimodal, and that they can be very short (*Stopp!*, or a hand gesture to signal *Komm her!*) or much longer

recognising that different types of texts have different features, for example, rhythm and repetition in action songs and rhymes

comparing similar texts in German and English, such as counting games or simple maps, identifying elements in the German texts which look or sound different

identifying familiar text types such as songs, rhymes, picture books, games, family trees and tables, and naming key features, for example, *Titel, Seite* and *Bild*

Language variation and change

Recognise that in German, as in English and other languages, there are different ways of greeting and interacting with people
[Key concepts: register, language conventions, social practice; Key processes: noticing, comparing]
(ACLGEU117 - Scootle ↗)

Elaborations

recognising different forms of address and greeting, depending on time of day and the gender and social status of participants, for example, first names with peers (*Tag, Luke!*) and *Guten Morgen, Frau Stein!* for the teacher

recognising that there can be different forms of address for the same person, for example, *Mama, Mutti, Mami, Mutter*

understanding that the level of detail required can vary depending on the context, for example, *Ich bin 5*; *Ich bin 6 Jahre und 3 Monate alt*; *Ich bin fast 7.*

Recognise that Australia has speakers of many different languages, including German, and that German and English borrow words and expressions from each other
[Key concepts: multilingualism, culture, community; Key processes: observing, exploring, recognising]
(ACLGEU118 - Scootle ↗)

Elaborations

exploring the range of languages spoken in Australia, including Aboriginal languages and Torres Strait Islander languages, Asian languages and world languages

exploring the different languages used by their family or peers, for example, by creating a language map with greetings in each language represented in the class

recognising that German is an important world language spoken in many countries in the world apart from Germany, including Australia

recognising that English and other languages have borrowed German words, for example, *Hamburger, Kindergarten* and *Glockenspiel*, and that many words are shared across languages, for example, 'computer', 'bus', 'taxi' and 'auto'

Role of language and culture

Notice that the languages people use relate to who they are and where and how they live
[Key concepts: place, culture; Key processes: noticing, exploring]
(ACLGEU119 - Scootle ↗)

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Elaborations

exploring the meaning of 'culture', how it involves visible elements, such as ways of eating or symbols such as flags, and invisible elements, such as how people live, what they value, and how they think about themselves and others

understanding that learning German involves ways of using language that may be unfamiliar, for example, using *Guten Appetit* before commencing a meal or using *danke* when refusing an offer

noticing expressions and terms that are used in Australian contexts, such as for foods, animals, sports and activities, for example, 'sausage roll', 'Vegemite', 'joey', 'possum', 'Little Athletics'

understanding that gestures differ across cultures, 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 perspective