

The Australian Curriculum

Subjects	German
Year levels	Year 3

Years 3 and 4 Content Descriptions

Communicating

Socialising

Share information with peers and teacher about aspects of their personal worlds such as friends, home, favourite objects and activities

[Key concepts: friendship, identity; Key processes: describing, expressing]

[\(ACLGEC120 - Scootle !\[\]\(de95854c7ee024cfadc48187bbb781b2_img.jpg\)\)](#)



Elaborations

exchanging information about their siblings, homes, pets and activities, for example, *Ich habe einen Bruder und zwei Schwestern. Wir haben einen Hund und vier Vögel. Kannst du gut schwimmen? Ich wohne in einer Wohnung und ich habe eine Katze.*

using common responses to frequently asked questions or comments (*sehr gut, das stimmt, ich auch, ich nicht, igitt!*), imitating modelled intonation and stress patterns

asking and answering questions relating to concepts such as time, place, number, days of the week, months and seasons, for example, *Wann spielst du Basketball? Wer hat im August Geburtstag? Wo spielst du Hockey? Wie viele Hobbies hast du?*

exchanging simple correspondence such as notes, invitations or birthday cards in print or digital form

Participate collaboratively in shared class experiences and transactions

[Key concepts: participation, creativity; Key processes: exchanging, negotiating, planning]

[\(ACLGEC121 - Scootle !\[\]\(235bfe13ebf007ce2eea9e689707fac7_img.jpg\)\)](#)



Elaborations

creating a shared digital photo story after a class activity or event such as a visit to a German restaurant

following procedures and instructions with peers, for example, how to create a *Hampelmann* or *Lebkuchenhaus*

preparing a German item for a school performance, for example, *Schnappi* or *Kleiner Hai* song, *Hänsel und Gretel* play

conducting real or simulated transactions such as a 'picture swap' or choosing a present for a friend, for example, *Lara mag Puppen. Was kostet die Puppe?*

Participate in everyday classroom activities, responding to questions, instructions and requests, asking for clarification or assistance and making simple statements about own and others' learning
 [Key concepts: support, learning strategies; Key processes: requesting, clarifying, responding]
[\(ACLGEC122 - Scootle !\[\]\(c507f772dba2b921f86777f01218e570_img.jpg\)\)](#)



Elaborations

asking and responding to questions related to a learning activity or lesson, for example, *Wie bitte? Ich verstehe das nicht. Welche Seite? Wie sagt man das auf Deutsch? Wie spät ist es? Bist du fertig?*

apologising, making polite requests (including attracting attention), and asking for assistance and permission, for example, *Tut mir Leid! Entschuldigung, Frau Lenz! Hilfe, bitte!; Darf ich bitte auf die Toilette gehen?*

commenting on own and others' learning, for example, *Super! Tolle Arbeit! Gut gemacht!*

Informing

Obtain and process information from peers and texts related to personal, social and natural worlds
 [Key concepts: community, family, friends; Key processes: reading, listening, selecting, organising]
[\(ACLGEC123 - Scootle !\[\]\(5361750c22c4e047a52f4eac1ec2d4cc_img.jpg\)\)](#)



Elaborations

gathering information about a fellow student or German speaker relating to family, home, interests and abilities, and compiling the information in a modelled format, such as *Steckbrief*

obtaining information about lifestyles in German-speaking countries (homes, schools, climate, pets, geography) from shared and independent reading of simple digital texts

collecting information about different animal species (*Haustiere, Wildtiere, Waldtiere, australische Tiere*), and creating a display with names and appropriate adjectives, for example, *Der Löwe ist mutig und stark.*

identifying points of information in short spoken texts with some unfamiliar language, for example, the name and number on a recorded phone message, the age of a child interviewed, some items on a recorded shopping list

comparing information about activities and practices across cultures, for example, reading, viewing or listening to texts related to aspects of school life such as timetables, canteen menus, extracurricular activities and sports

working in groups to obtain and use factual information from texts related to other learning areas, for example, completing a simple science experiment, naming countries and significant land features, or

recording distances using geography skills

Present information in modelled spoken and written texts relating to personal, social and natural worlds
[Key concepts: family, friends; Key processes: describing, presenting, collating]

([ACLGEC124 - Scootle](#))



Elaborations

introducing family members and friends, identifying relationships and cultural backgrounds (*Das ist mein Opa. Er kommt aus China.*), using simple descriptive language and supporting resources to enhance meaning

collecting information about one another's likes, dislikes or interests, using checklists, surveys or question cues to present a class profile, chart or database, for example, *Lieblingstiere*, *Lieblingssport*, *Lieblingsserie*, *Lieblingsmusik*

selecting information gained from print, visual or digital texts to design a class book or digital display, for example, details of animals and their habitats and/or food from a zoo website or a children's documentary film about wild animals (*Der Affe wohnt im Dschungel*)

Creating

Respond to imaginative print and [digital texts](#) in a variety of ways such as by acting out events, identifying favourite elements and making simple statements about [characters](#)

[Key concepts: character, events; Key processes: describing, retelling]

([ACLGEC125 - Scootle](#))



Elaborations

using modelled structures and picture prompts to retell the basic plot of a narrative, or making simple summary statements, for example, *Shrek und Fiona sind im Schloss*.

creating a profile of a favourite character from a text, including features such as *Name*, *Alter*, *mag/mag ... nicht*, *Aussehen* and *Bild*

creating a timeline of the main events of a story using pictures, words and/or simple sentences

using a thinking tool to respond to an imaginative text in various ways, such as describing what emotions they feel listening to the story, for example, *Das macht mich glücklich/traurig/nervös*

acting out a text with a repetitive plot and/or dialogue, for example, *Das Rübenziehen*

Create imaginative texts such as simple plays, poems and stories, using formulaic expressions and modelled [language](#) as well as simple visual supports

[Key concepts: fantasy, entertainment, amusement; Key processes: performing, creating, presenting]
 (ACLGEC126 - Scootle [↗](#))



Elaborations

collaborating to create and perform a new version of a traditional or contemporary text, for example, the script of a play for the German fairy tale *Die Bremer Stadtmusikanten*

creating and performing a puppet play involving a German character and an Australian character, such as *die Maus (Die Sendung mit der Maus)* meeting Bananas in Pyjamas or an *Igel* meeting an echidna, using modelled German language

using digital technologies to create and illustrate short imaginative texts designed to amuse or entertain, such as *Mein Traumhaus (Ich wohne in einem Schloss. Mein Schloss ist sehr alt, groß und schön)* or fantasy stories featuring imaginary creatures

producing and presenting illustrated or multimodal texts using a modelled structure, for example, an acrostic poem based on their first name or *Elfchen*

Translating

Compare aspects of German and English [language](#), such as vocabulary, sounds and rhymes, and cultural information, and share with peers and family

[Key concepts: meaning, interconnection; Key processes: comparing, interpreting, explaining]
 (ACLGEC127 - Scootle [↗](#))



Elaborations

comparing and matching key words in German and English, such as names for German-speaking countries and some cities (*Deutschland/Germany, Wien/Vienna*) and animals

listening to the way animal sounds are represented in German, such as in *Das kleine Küken* animation, and comparing them with English and other languages, for example, *Ein Hahn macht, kikeriki, ein Hund macht, wau wau*

sharing an item relating to German language and culture through the school newsletter, at an assembly or in a library display, such as an *Ostereierwettbewerb* and *Osterbaum*, or electronically displaying links to digitally produced student items such as movies or photo-text collages

comparing the Australian and German ways of writing a postal address, for example, in German the *Hausnummer* appears after the street name and the *Postleitzahl* appears before the suburb/town

Produce texts such as signs, class word lists and picture dictionaries in both German and English for the classroom and school community

[Key concepts: vocabulary, [translation](#); Key processes: labelling, matching, translating]

(ACLGEC128 - Scootle [↗](#))



Elaborations

making and using individual word lists, and print and digital dictionaries, for example, using digital tools

producing classroom signs such as *Bitte mach die Tür zu! Hier sind die Scheren/Klebestifte/Stifte!*

creating bilingual texts for the classroom or school community, such as posters, library displays or online newsletter items

Reflecting

Notice and describe what looks or feels similar or different to own language and culture when interacting in German

[Key concepts: communication, difference, respect; Key processes: noticing, comparing, describing]

(ACLGEC129 - Scootle [↗](#))



Elaborations

recognising that there are similarities and differences between German and English ways of showing politeness, for example, the use of family names after *Frau* and *Herr*, responding to *danke schön* with *bitte schön*, shaking hands

noticing how own language use influences expectations about German language use, for example, wanting to use one word for 'you', and not expecting to capitalise all nouns

considering how aspects of own language might be understood from a German perspective, for example, culture-specific expressions such as 'school assembly', 'kick a footy', or eating 'brekky'

noticing that there are alternative ideas and ways of interacting to those offered by one's own language and culture

exploring how language is linked to a place, time and people, and what they do together, for example, by examining the meanings and associations they make with words and expressions such as *zu Hause*, *Pausenbrot* and *Spielplatz*

Describe their own experiences of learning and using German and explore their sense of identity, including elements such as family, cultural heritage and friends

[Key concepts: self, family, friends; Key processes: exploring, comparing, identifying]

(ACLGEC130 - Scootle [↗](#))



Elaborations

comparing own experiences of learning German with peers', and imagining what aspects of English a German speaker might find challenging and why

participating in an online discussion about learning and using another language, reflecting on the experience of becoming bilingual (or, in the case of some learners, plurilingual), and considering what advantages this brings and whether it impacts on identity

comparing learning a language at school with another context for learning a language, such as at home, at community language school or on holiday

communicating about identity and language use within the family context, such as positioning self within the family and identifying own and family members' heritage, for example, *Ich bin Australier/-in. Mein Opa kommt aus Griechenland.*

identifying family traditions and possessions that stem from another culture, such as opening presents on Christmas Day or *Heiligabend*, learning folk dancing, or having a German grandparent's name

Understanding

Systems of language

Experiment with the **pronunciation** of vowel sounds, letter combinations and **intonation** patterns, and recognise and write high-frequency words and expressions in familiar contexts

[Key concepts: **pronunciation**, **intonation**, accents; Key processes: distinguishing sounds, recognising, practising]

([ACLGEU131 - Scootle](#) )



Elaborations

recognising and practising short and long vowel sounds, initial consonants and blends, for example, *ja, rot, singen, Sport, Winter, zwei*

recognising and using the *Umlaut* and *Eszett* to pronounce and write familiar German words

understanding that intonation patterns create different meanings, as in the distinction between statements, questions and exclamations (*Du bist acht. Du bist acht? Du bist acht!*)

encoding and decoding familiar German words using alphabetic knowledge of single letters, consonant clusters (*sch*) and vowel combinations (*au, ei, eu, ie*), applying learnt memory aids such as 'when E and I go walking, the second one does the talking'

Notice and apply elements of German grammar such as gender and singular/plural forms, adjectives, adverbs, pronouns and word order in simple spoken and written texts

[Key concepts: word order, connections, syntax, cases; Key processes: noticing patterns, making connections]

([ACLG EU132 - Scootle](#) )



Elaborations

recognising the link between a noun's gender and its definite/indefinite article and nominative pronoun in relation to people, for example, *der Bruder, ein Bruder, er*

using the nominative and accusative indefinite articles to denote an unspecified person or object, for example, *Rotkäppchen hatte einen Korb.*

comparing pluralisation of nouns in German and English, and using *die* for plural nouns in German, for example, *der Apfel/die Äpfel*

describing a relationship using a possessive adjective, for example, *mein/e, dein/e, sein/e, ihr/e*

understanding and using pronouns to refer to people, for example, *ich, du, er, sie* (singular); *wir, ihr, sie* (plural); *Sie heißt Anna. Sie heißen Ben und Sarah.*

using the correct verb form associated with a noun or pronoun or combination thereof, for example, *Die Lehrerin singt ein Lied; Herr Schwarz trinkt Kaffee; Sie spielt Tennis; Mein Freund und ich sprechen Englisch.*

using present tense forms of irregular verbs such as *haben* and *sein* and recognising similarities to the English verbs 'to have' and 'to be'

describing capabilities and preferences using limited forms of the modal verbs *können* and *mögen*, for example, *Ich kann gut schwimmen. Er mag Cricket. Wir möchten eine Party machen.*

understanding and describing current and recurring actions using verbs such as *essen, fliegen, fressen, laufen, leben, schwimmen, sprechen* and *trinken*

understanding and describing past events using the simple past tense of familiar verbs such as *war, hatte, ging, sah, spielte* and *machte*

joining words, phrases and sentences using *und, oder* and *aber*

understanding the meaning of and using common time phrases and cohesive devices, for example, *gestern, heute, dann* and *zuerst*

understanding and formulating questions using subject–verb inversion, for example, *Magst du Sport?*

understanding and using a range of question words and the intended/related answer, for example, *woher, welcher* and *wie viel*

locating events in time with regard to days, months, seasons and 'half past' time, for example, *Ich spiele im Winter Fußball. Die Schule beginnt um halb neun.*

describing location formulaically using prepositional phrases such as *im Wasser, in der Luft, auf dem Land, neben dem Tisch* or *auf der linken Seite*

using ordinal numbers to give the date, for example, *Heute ist der dritte Juli. Er hat am siebten August Geburtstag.*

referring to quantities of people and things (including money) using cardinal numbers up to 100

Identify the purposes of familiar personal, informative and imaginative texts such as maps, calendars and fairy tales, and explain how particular features of such texts help to achieve these purposes

[Key concepts: [text](#) function, structure, features of texts; Key processes: classifying, comparing, explaining]

[\(ACLGEU133 - Scootle !\[\]\(faf942dc3e59ce8eb64b4ac481eca7e0_img.jpg\)](#))



Elaborations

classifying a range of digital and other texts such as fairy tales, recipes, instructions, advertisements, greeting cards, maps or songs according to their purpose(s) (such as to entertain, describe or instruct), discussing and justifying choices in English

comparing wall calendars from a German-speaking country and Australia in terms of structure, public holidays, pictorial representation of seasons, and cultural influences

identifying and comparing the features of different types of texts, such as a cookery book, a picture storybook or a comic

discussing the structure of shared reading texts, identifying sentences, questions, answers and greetings (*Satz, Frage, Antwort* and *Gruß*), and recognising how different textual elements such as title, layout, script and images combine to make meaning

Language variation and change

Recognise some of the common variations in German as it is used in different contexts by different people

[Key concepts: variation, [register](#); Key processes: noticing, comparing, exploring]

[\(ACLGEU134 - Scootle !\[\]\(19d44b37fb4fa155bf9d60c77a3d3cb2_img.jpg\)](#))



Elaborations

noticing that the teacher uses different words for 'you' when addressing one or more students, for example, *Setz dich, Peter! Setzt euch, Kinder!*

comparing ways in which language changes according to purpose and text type, for example, differences in amount of language, tone and layout between a dialogue and a list of instructions

investigating the different names used to address the one person in various contexts ('James Brown from 3M', 'Jimmy', 'mate', 'kid'), and considering when, by whom and why different names are used, reflecting on the effect a name choice can have on shaping the relationship between the speakers

exploring questions such as why we have greetings and what different greetings tell us, for example, time of day, relationship with the speaker, and background of the speaker

Recognise that German and English are related languages and that German is an important European and global [language](#)

[Key concepts: global [language](#), [culture](#), [identity](#); Key processes: identifying, exploring, researching]

([ACLGEU135 - Scootle](#) )



Elaborations

exploring some similarities between Germanic languages, such as Dutch, English and German cognates

recognising that German is an official language of the 'DACHL' countries (Germany, Austria, Switzerland, Liechtenstein) as well as in Belgium, Luxembourg and South Tyrol

finding examples of German used at home or in the community and creating a class collection or display, for example, products, labels or words used in English language advertisements, shop signs, recipe books or menus

Role of language and culture

Make connections between [culture](#) and [language](#) use, for example, by identifying vocabulary and expressions that reflect cultural values, traditions or practices

[Key concepts: connections, values, traditions; Key processes: identifying, describing]

([ACLGEU136 - Scootle](#) )



Elaborations

comparing terms across German-speaking cultures, for example, *Liebchen/Liebling, mein Schatz, Spitznamen*

recognising that language carries cultural ideas, for example, *Sommerbeginn*, which is officially 1

December in Australia but 21/22 June in Europe; *hitzefrei* ('heat-free'), referring to the practice of dismissing students early from school if a certain temperature is reached or forecast; or *Wald*, the setting in many German fairy tales

recognising character traits and values, such as those of animal characters in German stories, for example, the wolf in *Rotkäppchen*, and comparing them with familiar Australian stories

learning how to communicate about culture and language using terms such as 'meaning', 'difference' and 'behaviour'

discussing parallel expressions such as 'G'day'/*Tag*, 'morning tea'/*Kaffeepause* and 'Bless you'/*Gesundheit*