# **German Level 1 Course Outline**

# Guide to aid teacher planning only - designed to be printed or viewed in A3, landscape.

## Purpose

This example Course Outline has been produced to help teachers and schools understand the new NCEA Learning and Assessment matrices and could be used to create a year-long programme of learning. It will give teachers ideas of how the new standards might work to assess the curriculum at a particular level.

For language subjects, all the Big Ideas and Significant Learning are woven throughout all aspects of a programme and are inextricable from that learning. No element of the Learning Matrix is taught in isolation from the rest.

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| **Significant Learning** | **Learning activities and assessment opportunities**Throughout the year assessment for learning happens often. Evidence may also be collected for summative assessment. | **Duration** Total of 32 weeks |
| **Across all levels, students will:**be exposed to, practice, and enjoy experimenting with a wide range of spoken, written, and visual German language build a growing awareness of the processes involved in additional language acquisition, including sustained, repeated practice, risk taking, and learning from mistakesshow increasing recognition of connections and contrasts between German and their first language and develop the ability to navigate between them explore how language and culture affect, and work together in, communication grow intercultural awareness by exploring their own and German speaking cultures and questioning assumptions and stereotypes**At Curriculum Level 6, students will:**engage with, and make meaning of, a variety of short text types in everyday contextsexplore language commonly used to express personal information and ideas related to everyday situations develop communicative skills to present simple information and interact with others in a range of predictable contexts develop a foundational awareness of and use the key building blocks and patterns of the language, including past, present, and future tenses acquire simple linguistic strategies and basic knowledge of how to use resources to make meaning from unfamiliar languagerecognise values and practices related to German-speaking cultures in everyday contexts | **Wichtige Leute in meinem Leben -** *Important People in my Life** Revision and practice of oral introductions of self and others.
* Engage with written and oral descriptions of others.
* Explore personal question and answer structures.
* Review present tense verb conjugations and basic justification structures.
* Students investigate ways to incorporate necessary repetition during class or personal study time.
* Speaking/writing activity: Students ask questions and communicate about someone special to them and why they are important.
* Learn about some well-known Germans, possibly with a connection to New Zealand Aotearoa eg Alexander Gerst (astronaut), Hundertwasser (architect and artist), Luisa Neuberger (young German climate activist).

*This topic may contribute evidence towards the assessment of GR 1.1 Interact in German about everyday topics**This topic may develop skills relevant to the assessment of GR 1.2 Use German to communicate information on an everyday topic, GR 1.3 Show understanding of written German related to everyday contexts, and GR 1.4 Show understanding of spoken German related to everyday contexts* | 4 weeks  |
| **Lernen macht Spaβ -** *Learning is Fun** Listening and reading comprehension of short texts describing German/Austrian schools.
* Demonstration and practice of effective use of bi-lingual dictionaries to decode unfamiliar texts.
* Online research of German schools – skim reading to collect key vocab and useful structures.
* Compare and contrast German and Kiwi schools and approaches to learning.
* Focus on structures to make comparisons.
* Focus on past tense verb conjugation (perfect and imperfect tenses).
* Focus on structures to talk about future hopes eg “I am going to”, “I would like to”, “I hope to”, “I’m interested in”, and provide a reason.
* Listening and reading comprehension of short texts in which people describe when and with whom they learned a new skill.
* Speaking/writing activity: Students talk about when they learnt how to do something they love and who taught them. Speaking/writing activity: Students communicate about a new skill they would like to acquire and why.

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| **Wo ich wohne -** *Where I live** Explore short oral and written texts in which people describe where they live, with whom, and how they use these spaces.
* Learn vocabulary for rooms in a dwelling.
* Explore some techniques for committing new vocabulary to the working memory, for example flashcards, mnemonics, cognates.
* Focus on prepositions of location, eg opposite, next to, between.
* Speaking/Writing activity: Describe a picture of a dwelling and what the people in it are doing.
* Focus on structures to express what is allowed in a particular space – asking for, giving, or withholding permission, and giving reasons
* Compare the diverse range of types of houses in Germany – for example, ein Haus, ein Reihenhaus, ein Zweifamilienhaus, ein Einfamilienhaus, eine Wohnung – to what is available in NZ Aotearoa. Explore and contrast cultural norms in terms of acceptable behaviour in different spaces, for example, homes, marae, churches, public transport, public offices.

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| **Meine Stadt / Mein Lieblingsort -** *My Town / My favourite Place** Use images and maps to name common places in towns and common geographical features.
* Learn how to ask for, understand, and give simple directions.
* Explore oral and written texts that describe what there is in a place and what makes it special.
* Reprise focus on grammatical structures to talk about future hopes (eg “I would like to”, “I hope to”, “I’m interested in”).
* Speaking/writing activity: Students communicate about their favourite place or a place of personal importance – what it’s like, how to get there, and why it’s significant to them.
* Cultural research/presentation activity: Students choose a German, Austrian, or Swiss city to research in depth then present to the class on where it is and what there is to do there. Students compare their chosen place with where they live or a place of personal importance in New Zealand.

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| **Essen und Gesundheit -** *Food and Health** Learn names of common foods, drinks, and their associated meals (eg das Frühstück, das Mittagessen and das Abendbrot or Abendessen).
* Explore other techniques for committing new vocabulary to the working memory, eg digital tools, games, interactive drills.
* Engage with simple oral and written texts in which people talk about their eating habits.
* Learn some simple sentence patterns to say what you eat to stay healthy, and what physical activities you do to stay healthy.
* Focus on how to combine time/manner/place references in sentence building.
* Cultural elements: Explore fast food differences between German and NZ Aotearoa, eg Brötchen mit Wurst, Currywurst, Pommes, Döner etc; Role-play how to order fast food in German.
* Learn about ‘Kaffee und Kuchen’ culture for special occasions in Germany. Compare and contrast with special occasion foods in a student's own culture.

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| **Mein Tag / Meine Freizeit -** *My Day / My Freetime** Learn names of common sports and other leisure activities.
* Engage with simple oral and written texts describing people’s routine habits and leisure activities. Learn how to use German to give simple descriptions of different New Zealand activities eg kirikiti, waka ama, whitebait fishing, stock car racing, Polyfest, netball etc.
* Reprise structures: Students apply previously learnt like/dislike/justify structures to sports and leisure context; students apply knowledge of how to reference present and past activities to the freetime context; students brainstorm and apply time/manner/place structures from previous unit to new context; revise and apply question and answer structures.
* Cultural elements: Explore and contrast popular sports in Germany eg soccer, motorsport, handball, basketball, skiing with those in NZ Aotearoa; focus on some sports which are less well-known here eg Eishockey. Explore differences between NZ and German school day and common teenage activities (eg part-time jobs, supporting family etc).
* Practise strategies for decoding unfamiliar language – eg recognising language families (verb from noun, adjective from verb etc), making intelligent guesses on text content from sub-headings and pictures.
* Engage with simple oral and written texts describing famous German/Austrian sports stars.
* Students converse in pairs about what they did last weekend.
* Speaking/writing activity: Students present a blog post or social media video in German outlining what they do in their spare time and who their favourite celebrities are.

*This topic may contribute evidence towards the assessment of GR 1.1 Interact in German about everyday topics**This topic may develop skills relevant to the assessment of GR 1.3 Show understanding of written German related to everyday contexts and GR 1.4 Show understanding of spoken German related to everyday contexts***Work covered across all topics thus far contributes to the summative assessment of GR 1.2 Use German to communicate information on an everyday topic** | 4 weeks |
| **Treffen wir uns! -** *Let’s meet!** Reprise vocabulary focus: leisure activities; places; days, dates, and times.
* Listen to recordings of young people making plans and arranging to meet.
* Read the script of text message interchanges or emails in which people make plans.
* Focus on question patterns eg When shall we meet? Where shall we meet? At what time? What would you like to do? How about…?
* Learn to express and negotiate problems eg reasons why the person can’t come, suggesting an alternative day/time etc.
* Social and cultural language focus: conversation fillers, useful set phrases; colloquial expressions; body language; common ways in which young people greet each other – compare and contrast.
* Speaking activity: practise making phone calls, making plans, negotiating problems, and arranging to meet.
* Cultural research activity: Students research where young people in Germany like to meet and what they like to do (eg Jugendtheater and Eiscafés). Comparison with the range of popular activities in NZ Aotearoa.
* Strategies for making meaning of research material: practise using verb tables or online conjugators; practise using, and understanding the drawbacks of Google Translate or similar.

*This topic may develop skills relevant to the assessment of GR 1.3 Show understanding of written German related to everyday contexts and GR 1.4 Show understanding of spoken German related to everyday contexts***The skills developed across all topics contributes to the summative assessment of GR 1.3 Show understanding of written German related to everyday contexts** | 4 weeks |
| **Unterwegs -** *Away from Home** Engage with simple written and spoken accounts of trips and events away from home.
* Vocabulary/sentence pattern focus on past weather events.
* Speaking/writing activity: Practise describing what the weather is or was from a series of picture prompts; Practise narrating/captioning the events of a trip represented in comic strip form.
* Cultural element: Students explore a special event or festival one might attend in Germany (eg DFB Pokal, Karneval in Cologne, Wurstmarkt etc) and compare it to special events or festivals in their own culture or family (eg Te Matatini – National Kapa Haka Competition, Gumboot Day in Taihape, Hokitika Wildfoods Festival etc).
* Engage with simple written and spoken texts in which people are in the middle of an experience and communicate what they have already done, how they are feeling and what they are planning to do next.
* Reprise focus on immediate future sentence patterns.
* Consolidate and expand on vocabulary for clothing and gift items.
* Speaking/writing activity: Students imagine a future trip which will take them away from home and practice expressing what they are going to do, what clothing they are going to need, and what gifts they will take or purchase.

**Evidence collected thus far contributes to the summative assessment of GR 1.1 Interact in German about everyday topics****The skills developed across all topics contributes to the summative assessment of GR 1.4 Show understanding of spoken German related to everyday contexts** | 4 weeks |