Stage 5 German – sample scope and sequence

This scope and sequence is an example only. Teachers modify according to student needs and school context.

All outcomes referred to in this scope and sequence come from [German K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/wcm/connect/58c5f9fa-f877-41fe-8ab1-3cf31926e539/german-K-10-syllabus-2018.pdf?MOD=AJPERES&CVID=) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2018.

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| Term | Unit | Focus areas | Focus outcomes |
| Term 1  Weeks 1-10 | **Caring for myself and my community**  (This unit, with final assessment of learning task, is available on the [German Stages 4 and 5 section](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/languages/s4-5/language-specific-support/german).)  **Learning goals** – to describe symptoms of illness and promote healthy hygiene practices within the school community.  **Final task**  Part A – to stop the spread of disease in your host school in Germany, create an infographic for your classmates promoting safe hygiene practices. LGE5-4C, LGE5-7U  Part B – you are unwell. In pairs, simulate a conversation explaining to your host parent why you do not want to go to school. Discuss your symptoms and justify why you should stay home. LGE5-1C, LGE5-5U, LGE5-6U  (Note – students work in pairs, with one student playing the role of the host parent.) | *Schule, aber sicher*  COVID  Social distancing  Personal hygiene practices  Imperative verbs  Giving advice  Describing health symptoms | LGE5-1C, LGE5-4C, LGE5-5U, LGE5-6U, LGE5-7U |
| Term 2  Weeks 1-10 | **Help me choose a pet**  **Learning goals** – to describe animals and pets and be aware of ownership responsibilities.  **Final task** – your host sibling would like to adopt a family pet. Help her/him make a decision by having a conversation via videoconference about the advantages, disadvantages and responsibilities of having certain types of pets. LGE5-1C, LGE5-5U, LGE5-6U  (Note – students work in pairs, with one student playing the role of the host sibling.) | *Tierheim*  Animal vocabulary  Owning a pet in Germany – significance and regulations  Describing characteristics  Comparatives and superlatives  Coordinating conjunctions | LGE5-1C, LGE5-2C, LGE5-3C, LGE5-4C, LGE-5U, LGE5-6U, LGE5-8U |
| Term 3  Weeks 1-10 | **Let’s go to *Oktoberfest*!**  **Learning goals** –to plan a trip, explore transport options for getting around town, make arrangements to meet and give directions.  **Final task** – convince your host family to go to Munich for *Oktoberfest*. Research where you would like to go and create itinerary (with costs) to present to your host family. LGE5-4C, LGE5-6U, LGE5-7U | Transport and directions  City sights  Celebrations on the German calendar  Using persuasive language  Budgeting and costing  Sequencing events | LGE5-1C, LGE5-2C, LGE5-4C, LGE5-6U, LGE5-7U, LGE5-8U |
| Term 4  Weeks 1-10 | **Earning some pocket money**  **Learning goal** – to respond to a job advertisement and participate in a job interview.  **Final task**  Part A – to earn pocket money during your school year in Germany, respond to a job advert in [*Schuelerjobs*](http://www.schuelerjobs.de/)*.* LGE5-3C  Part B – Congratulations! You have obtained an interview and the company has sent you a series of questions through instant messaging. Record and send your responses. LGE5-3C, LGE5-5U, LGE5-6U | Interviewing techniques  Youth employment in Germany – rules and regulations  Filling in forms  Salary rates  Personality | LGE5-1C, LGE5-2C, LGE5-3C, LGE5-5U, LGE5-6U, LGE5-8U |