



Austria (High School) Curriculum Standards (GER)

The presentations offered by The Educated Choices Program provide support for teaching and learning of the following standards:

German, grades 9-12		Environment and Modern Agriculture	Healthful Eating
Grades 9-12	<p>The German lessons have the task of promoting the communication, action and reflection skills as well as the aesthetic competence of the students by learning with and about language in a multilingual society.</p> <p>In particular, the students should</p> <ul style="list-style-type: none"> • be able to use language to exchange experiences and thoughts, to shape relationships and to perceive interests, • be able to orientate yourself between linguistic norms and deviations and to use the language as a means of knowledge and to use linguistic design creatively, • gain insights into the structure, function and history of the German language and develop language reflection, language criticism and an awareness of the diversity of languages • be able to find, absorb, process and convey information alone or in teamwork, • be able to understand the forms of expression of texts, media, media texts and their effects, • be able to produce texts in writing and orally and in the form of medial presentation that meet the linguistic standards and the 	✓	✓

	<p>situational requirements,</p> <ul style="list-style-type: none"> ● gain an overview of the German -language literature in the context of world literature, ● be able to understand literary-aesthetic messages and to record them emotionally. <p>The German lessons are to be seen as linked to the other subjects.</p> <ul style="list-style-type: none"> ● It is intended to secure and expand the linguistic means so that the students can appropriately communicate about subject topics, relationships and language. ● He has to convey methods and competencies of scientific work. <p>Contribution to the school's areas of responsibility</p> <ul style="list-style-type: none"> ● Text competence and media literacy promote the independent active and critical appropriation of knowledge. ● Oral competence promotes the securing of a differentiated dialogue and cooperation ability as well as social skills. ● Aesthetic texts are based on orientation knowledge and reception skills that contribute to self -discovery. ● Literature is an essential medium of collective memory, in which elementary social -constituent ideas such as those of humanity are anchored. <p>Contributions to the fields of education</p> <p>Language and communication</p> <ul style="list-style-type: none"> ● In dealing with language as a medium, as an object of investigation and as an aesthetic means of design, German lessons contribute to the achievement of all the goals of this educational area. <p>People & Society</p> <ul style="list-style-type: none"> ● The German lessons contribute to peace education and the basic values of a pluralistic democratic society committed to human rights by developing communication skills. 		
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- The handling of aesthetic texts creates approaches to the stranger in one's own society and other cultures.
- It offers ways to deal with questions about the meaning of one's own existence.
- The identification of one's own language and thus the reflection of one's own role and identity also create space for the acceptance and understanding of other language and are fundamental elements for dealing with language varieties and multilingualism.

Nature and technology

- Language and literature can even be understood as techniques for mastery nature and regulation of social relationships.
- At the same time, they serve to reflect the role of the individual in society.
- Media literacy promotes dealing with the social effects of technical means of communication.

Creativity and design

- Through the creative use of language, creative and productive writing tasks, scenic design and self-production of aesthetic texts, German lessons contribute to the achievement of all the goals of this educational area.

Health and movement

- Linguistic and media education open up a more conscious perception of the discourses about the health effects of leisure society, health industry, top and popular sports as well as the more conscious perception of health interests in private and professional life.

1st semester - competence module 1

Oral competence

- Hearing understanding:

- follow monological and dialogical speeches and can distinguish the content and relationship levels
- Speaking situations and occasions for speaking:
 - take part in different communication situations;
 - pay attention to the appropriateness of the linguistic expression;
 - apply means of memory support;
 - Get to know and use forms of presentation
- Communicative behavior:
 - get to know the basic terms of communication;
 - understand and actively shape factors of communicative processes;
 - recognize and apply roles within different communication processes;
 - note the occasion and intention

Written competence

- Writing attitudes and types of text :
 - develop different writing attitudes;
 - preferably excerpt, summary or synopsis;
 - get to know the basic concepts of the analysis of factual and literary texts
- Writing for yourself:
 - develop your own identity through creative writing;
 - use writing as an instrument for acquiring knowledge;
 - write text types that support the learning process, also via digital media
- Writing for others:
 - taking into account different situational contexts:
 - taking into account the requirements and expectations of readers in order to write in a way that is understandable,

convincing and entertaining

Writing process

- Planning:
 - Knowing and applying various techniques for collecting ideas;
 - develop text structure;
 - divide time
- Formulate:
 - choose a format appropriate to the communication situation and comply with appropriate language and writing norms
- Revision:
 - Optimize your own texts, taking into account spelling, text type, reader expectations, comprehensibility, linguistic accuracy and spelling accuracy
- Spelling:
 - expand your own spelling knowledge
- Grammar :
 - word grammar
- Text competence

Remove/record information:

- Find linear and non -linear texts in different media on different topics and assign them to general problem areas;
- Master different techniques of text entry, recognize characteristics of text types;
- Use techniques for rapid and targeted information extraction

Interpreting texts/understanding the meaning of the text:

- Recognize the outer and inner structure of a text and grasping the mental structure;
- Extract and link information according to topic

Reflecting on and evaluating texts:

- Link the text to one's own knowledge and experience system;

- Distinguish between important and unimportant information

Literary education

Texts and contexts:

- Find personal approaches to aesthetic texts and articulating one's own reading interests;
- Comprehend aesthetic texts, especially from antiquity, in a historical and cultural context, establish references to the present

Work poetics:

- Get to know the characteristics of aesthetic texts;
- Find out characteristics of epic types of text and understand as a means of texting;
- Name place, characters, events, time as basic literary elements;
- Capture the narrator in her function

Reception and interpretation:

- Reflecting on the reading process against the background of subjective experience;
- Reproducing content of aesthetic texts

Media education

Media use competence:

- Capture knowledge from media;
- Extract relevant information from different media formats;
- Be able to apply information reading skills in digital media:
- Skim reading, parallel reading, hypertext reading

Media culture skills:

- Use different media production forms (book and other print media, digital media) and
- Distinguish them in their function and effect

2nd semester - competence module 2

Oral competence

Hearing understanding:

- Follow monological and dialogical speeches and
- Distinguish the content and relationship levels

Speaking situations and occasions for speaking:

- Take part in different communication situations;
- Pay attention to the appropriateness of the linguistic expression;
- Apply means of memory support;
- Get to know and using forms of presentation

Communicative behavior:

- Get to know the basic terms of communication;
- Understand and actively shape factors of communicative processes;
- Recognize and apply roles within different communication processes;
- Note the occasion and intention

Written competence

Writing attitudes and types of text :

- Develop different writing attitudes;
- Write text types from private, public, journalistic life and an argumentative type of text such as the letter to the editor;
- Expand basic terms of analysis of factual texts and literary texts

Writing for yourself:

- Develop your own identity through creative writing; use writing as an instrument for acquiring knowledge;
- Write text types that support the learning process, also via digital media

Writing for others:

- Taking into account different situational contexts:

- Taking into account the requirements and expectations of readers in order to write in a way that is understandable, convincing and entertaining

Writing process

Plan:

- Know and apply various techniques for collecting ideas;
- Develop text structure; divide time

Formulate:

- Choose a format appropriate to the communication situation and
- Comply with appropriate language and writing norms

Revise:

- Optimize your own texts, taking into account spelling, text type, reader expectations, comprehensibility, linguistic accuracy and spelling accuracy

Spelling:

- Expand your own spelling knowledge

Grammar :

- Sentence grammar

Text competence

Remove/record information:

- Find linear and non -linear texts in different media on different topics and assign them to general problem areas;
- Master different techniques of text entry, recognize characteristics of text types;
- Use techniques for rapid and targeted information extraction

Interpreting texts/understanding the meaning of the text:

- Recognizing the outer and inner structure of a text and grasping the mental structure;

	<ul style="list-style-type: none"> ● Extract and link information according to topic <p>Reflecting on and evaluating texts:</p> <ul style="list-style-type: none"> ● Linking the text to one's own knowledge and experience system; ● Distinguish between important and unimportant information <p>Literary education</p> <p>Texts and contexts:</p> <ul style="list-style-type: none"> ● Find personal approaches to aesthetic texts and articulating one's own reading interests; ● Capture aesthetic texts in the historical and cultural context, establish references to the present <p>Work poetics:</p> <ul style="list-style-type: none"> ● Get to know the characteristics of aesthetic texts; ● Determine characteristics of dramatic and lyrical types of text and see as a means of interception of text; ● Name place, characters, events, time as basic literary elements; ● Record that in its function; ● Grasp basic film language resources <p>Reception and interpretation:</p> <ul style="list-style-type: none"> ● Reflecting on the reading process against the background of subjective experience; ● Reproducing content of aesthetic texts <p>Media education</p> <p>Media use competence:</p> <ul style="list-style-type: none"> ● capture knowledge from media; ● extract relevant information from different media formats; ● apply information reading skills in digital media: <ul style="list-style-type: none"> ○ skim reading, ○ parallel reading, 		
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- hypertext reading

Media culture competence:

- Distinguish different media production forms (film, television, video, radio, digital media) in their function and effect;
- Get to know journalistic types of text at an overview

3rd semester – competence module 3

Oral competence

Listening comprehension:

- Following conversations;
- Analyzing and critically commenting on public usage (SR)

Speaking situations and occasions to speak:

- Speak prepared in different communication situations;
- Pay attention to the appropriateness of the linguistic expression;
- Learn to deal responsibly with one's own linguistic utterances (SR);
- Note simplicity, structure, conciseness and stimulating additions;
- Recognize and describe roles within the communication process;
- Reflect on linguistic strategies in communication (SR)

Communicative behavior:

- Understand and actively shaping factors of communicative processes:
- Recognize the speech environment;
- Take into account the linguistic origins of the participants in the conversation and their different cultural contexts

Written competence

Writing postures and types of text:

- Master different writing postures;
- Write text types from public and journalistic life, preferably an argumentative type of text such as linear or dialectical discussion and

	<p>recommendation.</p> <p>Writing for yourself:</p> <ul style="list-style-type: none"> ● Use writing as an instrument for acquiring knowledge; ● Write texts that support the learning process, including via digital media <p>Writing for others:</p> <ul style="list-style-type: none"> ● Note different situational contexts: ● Take the prerequisites and expectations of readers into account in order to write understandably in order to convince and maintain; ● Align texts to your own writing view; ● Use rhetorical means <p>Writing process</p> <p>Plan:</p> <ul style="list-style-type: none"> ● Know different techniques of the collection of ideas and use them in a targeted manner; ● Develop a text structure <p>Formulate:</p> <ul style="list-style-type: none"> ● Choose a format that corresponds to the text appropriate to write and adhere to language and writing standards <p>Revise:</p> <ul style="list-style-type: none"> ● Optimize your own texts and write posture; ● Take into account the type of text, reader expectations, comprehensibility, correct language and spelling <p>Spelling:</p> <ul style="list-style-type: none"> ● Expand your own spelling knowledge <p>Text competence</p> <ul style="list-style-type: none"> ● Extract information/capturing text content: ● Recognize different points of view on a topic; ● Create references between texts, also across media 		
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Interpret texts/understand the meaning of the text:

- Compare the means and effects of written texts and different text-image combinations

Reflecting on and evaluating texts:

- Recognize the relationship between language and non-linguistic reality as a problem (SR);
- Understand the effects of grammatical-stylistic phenomena and semantic relationships (SR)

Literary education

Texts and contexts:

- Comprehend aesthetic texts, especially from the Middle Ages, humanism and the Reformation, in a historical and cultural context, establish references to the present;
- Know historical language development (SR);
- Understanding language change in the context of societal change (SR)

Work poetics:

- Recognize themes, materials, motifs, symbols, myths;
- Show linguistic procedures in aesthetic texts;
- Reflect on linguistic strategies in communication (SR);
- Recognize and describe forms and changes in literary language (SR)

Reception and interpretation:

- Use text description and context as a basis for attempts at interpretation;
- Recognize peculiarities of literary language and their connection to the everyday language of the respective time (SR);
- In contrast to non-literary texts (e.g. advertising), linguistic peculiarities of aesthetic texts (SR)

	<p>Media education</p> <p>Media usage competence:</p> <ul style="list-style-type: none"> ● Using new media formats receptively and productively; ● Viewing, evaluating and selecting information from complex amounts of data <p>Media culture competence:</p> <ul style="list-style-type: none"> ● Acquire basic knowledge about the development of the media; ● Use linguistic and media communication media responsibly <p>4th semester - competence module 4</p> <p>Oral competence</p> <p>Listening comprehension:</p> <ul style="list-style-type: none"> ● Following conversations and intervening in them according to the situation <p>Speaking situations and occasions to speak:</p> <ul style="list-style-type: none"> ● Speak unprepared in various communication situations; ● Pay attention to the appropriateness of the linguistic expression; ● Note simplicity, structure, conciseness and stimulating additions ● Consciously taking on roles within the communication process; ● Reflect on linguistic strategies in personal communication (SR); ● Learn to deal responsibly with your own linguistic utterances (SR) <p>Communicative behavior:</p> <ul style="list-style-type: none"> ● Deal with multilingualism (SR); ● Understand and actively help shape the factors of communicative processes: ● Determine and record the topic and content of a conversation, record symmetrical and asymmetrical conversation situations <p>Written competence</p> <ul style="list-style-type: none"> ● Master different writing postures; 		
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- Write text types from private, public life, preferably open letter and comment

Writing for yourself:

- Developing your own identity through creative writing;
- Use writing as an instrument for acquiring knowledge;
- Write texts that support the learning process, also via interaction paths of digital media

Writing for others:

- Note different situational contexts:
 - take the prerequisites and expectations of readers into account in order to write understandably in order to convince and maintain;
 - align texts to your own writing view;
 - use rhetorical means

Writing process

- Plan:
 - know different techniques of the collection of ideas and use them in a targeted manner;
 - develop a text structure
- Formulate:
 - Choose a format that corresponds to the text appropriate to write and adhere to language and writing standards
- Revision:
 - Optimize your own texts, taking into account spelling, text type, reader expectations, comprehensibility, linguistic accuracy and spelling accuracy
- Spelling:
 - Expand your own spelling knowledge

Text competence

Interpret texts/understand the sense of text:

- In contrast to aesthetic texts, linguistic peculiarities of non-literary texts can record and describe them in a comprehensible manner (SR);
- Recognize intention as well as factual and media-specific, linguistic, visual and auditory means and their effect;
- Grasp the syntactic, semantic and pragmatic dimension of linguistic signs (SR)

Reflect and evaluate texts:

- Reflect linguistic strategies in communication (SR);
- Reflect subjective conditions of text reception;
- Record foreign worldviews and thinking models and take up empathetically and undergo a critical view;
- Articulate and justify your own reading interest

Literary education

Texts and contexts:

- Aesthetic texts, especially the baroque, the Enlightenment and the Sturm and urge, capture in the historical and cultural context, make references to the present;
- Historical language development:
 - recognize language change in connection with social change (SR);
 - develop aesthetic texts;
 - recognize Features of Aesthetic Language (SR)

Poetics:

- topics, fabrics, motifs, symbols, myths

Reception and interpretation:

- Use text description and text analysis in cultural and linguistic terms as the basis for interpretations;
- Recognize and describe forms and changes in literary language (SR)

Media education

Media use competence:

- Structuring information from complex amounts of data;
- Check information sources and use it critically

Media culture skills:

- Get insights into the literary market

5th semester - competence module 5

Oral competence

Hearing understanding:

- Medially mediated oral communication follow:
 - Capture the essentials, actively listen
- Speaking situations and speech events:
 - prepared and spontaneously speak in free and formalized situations;
 - recognize and use non -language means and techniques of speaking;
 - recognize and insert the means of rhetoric

Written competence

Writing attitudes and types of text:

- Develop writing attitudes;
- Write text types from professional and scientific life, preferably opinion speeches, text analysis and text-related discussion (e.g. factual text, impulse image, graphics).

Writing for yourself:

- Try out poetic writing in close connection with reading and dealing with literary texts;

- Use writing as an instrument of gaining knowledge;
- Document learning processes;
- Take responsibility for your own learning process with the help of suitable forms of writing (e.g. notes, portfolio, internet dossier).

Writing for others:

- Texts according to the respective communication situation, intentions and types of text and use stylistic means in a targeted manner;
- Comment on language -critical discourses (e.g. feminist language criticism, politically correct language) (SR)

Writing process

Plan:

- Structure thoughts

Formulate:

- Language level and expression on the situation, on the addressees, on the subject, on the subject of writing and text variety and on language and writing standards orientate

Revise:

- Optimize your own or stranger texts and take writing your own text, text variety, style, readers' expectations, comprehensibility, language privacy and writing

Spelling:

- Find targeted solutions for orthographic problems;
- Get insights into the change in writing standards

Text competence

Interpret texts/understand the sense of text:

- Recognize the influence of conditions on the design of texts;
- Analyze texts in terms of language, describe linguistic phenomena in texts and recognize their function;

- Carry out phonological, lexical, semantic, syntactic, rhetorical, stylistic analyzes

Literary education

Texts and contexts:

- Grasp aesthetic texts in the historical, cultural and biographical context;
- Know German-language literature, in particular the Weimar Classics, Romanticism, Biedermeier and Vormärz, based on selected examples and see it in the context of world literature

Work poetics:

- Recognize themes, materials, motifs, symbols, myths; open up the tension between readers, writers, the market, society and politics;
- Problematize relationships between the aesthetic world and reality;
- Make connections between form and content

Reception and interpretation:

- Testing different approaches to text analysis;
- Recognize and describe forms and changes in literary language (SR)

Media education

Media use competence:

- Capture information from complex amounts of data

Media culture competence:

- Understanding organizational structures and mutual penetration of different forms of media production;
- Analyze and evaluate interests and intentions behind (multi)media texts and products and recognize manipulative objectives

6th semester - competence module 6

	<p>Oral competence</p> <p>Speaking situations and occasions to speak:</p> <ul style="list-style-type: none"> ● Presentation techniques – use them in a goal-oriented manner, alone and in a team; ● Speak freely <p>Communicative behavior:</p> <ul style="list-style-type: none"> ● Use the environment to talk; ● Recognize contextuality; U ● Understand the effects of grammatical-stylistic phenomena and semantic relationships (SR); ● Ask questions and give and receive feedback <p>Written competence</p> <p>Writing attitudes and types of text:</p> <ul style="list-style-type: none"> ● Develop writing attitudes; ● Write text types from literary and cultural life, preferably text interpretation <p>Writing in itself:</p> <ul style="list-style-type: none"> ● Delay poetic writing in a close connection with reading and dealing with literary texts <p>Writing for others:</p> <ul style="list-style-type: none"> ● Texts according to the respective communication situation, intentions and types of text and use stylistic means specifically <p>Writing process</p> <p>Plan:</p> <ul style="list-style-type: none"> ● Structure thoughts ● Formulate: <ul style="list-style-type: none"> ○ language level and expression on the situation, on the addressees, on the subject, on the subject of writing and text 		
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	<p>variety and on language and writing standards orientate</p> <ul style="list-style-type: none"> ○ ● Revise: <ul style="list-style-type: none"> ○ optimize your own and foreign texts and take writing your own texts, types of text, style, readers' expectations, comprehensibility, language privacy and writing ● Spelling: <ul style="list-style-type: none"> ○ find targeted solutions for orthographic problems; ○ get insights into the change in writing standards <p>Text competence</p> <p>Interpreting texts/understanding the meaning of the text:</p> <ul style="list-style-type: none"> ● Show the interaction of form and content; ● Grasp the syntactic, semantic and pragmatic dimension of linguistic signs (SR) <p>Reflecting on and evaluating texts:</p> <ul style="list-style-type: none"> ● Understand the influence of personal values on judgement; ● Differentiate and evaluate non-linear and linear representation of information <p>Literary education</p> <p>Texts and contexts:</p> <ul style="list-style-type: none"> ● Grasp aesthetic texts in historical, cultural, biographical and psychological context; ● Know German -speaking or Austrian literature, in particular realism, naturalism and the opposite currents of naturalism and see them in the context of world literature; ● Get to know intercultural references (multi-ethnic state); ● Know examples of artistic films (including literary adaptations); ● Recognize Features of Aesthetic Language (SR) 		
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	<p>Poetics of work:</p> <ul style="list-style-type: none"> ● Recognize themes, materials, motifs, symbols, myths in their actuality; ● Recognize literature as a reflection of social development; ● Establish relationships between form and content; ● Understand new forms of epic, poetry and drama as new forms of understanding the world; ● Problematize relationships between the aesthetic world and reality; ● Recognize language change in connection with societal change (SR); ● Understand language, language reflection and storytelling as a topic of literature; ● Reflect on the connection between language and thinking (SR) <p>Reception and interpretation:</p> <ul style="list-style-type: none"> ● Apply different approaches to text analysis; ● Make interpretations based on text description, contexts and secondary literature; ● Recognize and describe forms and changes in literary language (SR); recognize linguistic varieties (SR) <p>Media education</p> <p>Media use competence:</p> <ul style="list-style-type: none"> ● Use media for communication and promoting them as a basis for transcultural contacts <p>Media culture competence:</p> <ul style="list-style-type: none"> ● Recognizing the social effects of the media and reflecting on their life-shaping functions <p>7th semester - competence module 7</p> <p>Oral competence</p> <p>Speaking situations and occasions for speaking:</p> <ul style="list-style-type: none"> ● Command of various linguistic registers including the – Austrian – 		
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	<p>standard language</p> <p>Communicative behavior:</p> <ul style="list-style-type: none"> ● Conducting meta-communication about successful or unsuccessful communication behavior <p>Written competence</p> <p>Writing and text types:</p> <ul style="list-style-type: none"> ● Write text types from professional, scientific and literary-cultural life, repetition and deepening of various types of text <p>Writing for yourself:</p> <ul style="list-style-type: none"> ● Using writing as an instrument for gaining knowledge; ● Document your own and others' learning processes <p>Writing for others:</p> <ul style="list-style-type: none"> ● Design texts according to the respective communication situation, intention and type of text and use stylistic means in a targeted manner; ● Grasp the syntactic, semantic and pragmatic dimension of linguistic signs (SR); ● Note the effects of grammatical-stylistic phenomena and semantic relationships (SR) <p>Writing process</p> <p>Plan:</p> <ul style="list-style-type: none"> ● Structure thoughts <p>Formulate:</p> <ul style="list-style-type: none"> ● Use language and expression based on the situation, the addressee, the topic, the writing style and type of text, and language and writing norms; ● Assess the quality of your own texts and those of others <p>Revision:</p> <ul style="list-style-type: none"> ● Optimize your own texts and those of others, taking into account 		
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	<p>spelling, type of text, style, reader expectations, comprehensibility, correct language and spelling</p> <p>Spelling:</p> <ul style="list-style-type: none"> ● Find targeted solutions for orthographic problems; ● Get insights into the change in writing standards <p>Text competence</p> <p>Interpreting texts/understanding the meaning of the text:</p> <ul style="list-style-type: none"> ● Develop interpretations (especially in non-linear texts, analyzing and interpreting the addressee, intention and situation) <p>Reflecting on and evaluating texts:</p> <ul style="list-style-type: none"> ● Gain political maturity by recognizing strategies of influencing; Promote the ability to take perspectives and critically examine perspectives <p>Literary education</p> <p>Texts and contexts:</p> <ul style="list-style-type: none"> ● Comprehend aesthetic texts, in particular experimental literature, literature from the turn of the century to the interwar period and exile, in a historical and cultural context; ● Know German-language, especially Austrian, literature from World War II to the present based on selected examples and see it in the context of world literature; ● Develop aesthetic texts; ● Recognize Features of Aesthetic Language (SR) <p>Poetics of work:</p> <ul style="list-style-type: none"> ● Recognize themes, materials, motifs, symbols, myths in their actuality; ● Interaction of literary and cinematic narrative methods interpret; 		
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- Grasp different effects of verbal, visual, acoustic expression possibilities;
- Understand new forms of epic, poetry and drama as new forms of understanding the world;
- Recognize language change in connection with societal change (SR);
- Literary language, its forms, its change, its peculiarities and connections to everyday language

Reception and interpretation:

- Understand how meaning is ascribed to texts:
- Having different approaches to interpreting texts;
- Describe grammatical-stylistic phenomena and semantic relationships (SR)

Media education

Media usage competence:

- Have decision -making skills;
- Check information sources and use it critically

Media culture skills:

- Understand media languages as semiotic systems

8th semester - competence module 8

Oral competence

Speaking situations and speech events:

- Perceive communication organization

Communicative behavior:

- Reflect on conditions in order to be able to help shape them creatively:
- Assess and take media -friendly behavior

	<p>Written competence</p> <p>Writing contents and types of text:</p> <ul style="list-style-type: none"> ● Optimize writing contents with regard to text types, repetition of various types of text <p>Writing for others:</p> <ul style="list-style-type: none"> ● Texts according to the respective communication situation, intentions and types of text and use stylistic means specifically <p>Writing process:</p> <ul style="list-style-type: none"> ● Assess quality of your own and foreign texts <p>Spelling:</p> <ul style="list-style-type: none"> ● Find target solutions for orthography problems <p>Text competence</p> <p>Reflect and evaluate texts:</p> <ul style="list-style-type: none"> ● Capture moral, ethical questions differently <p>Literary education</p> <p>Texts and contexts:</p> <ul style="list-style-type: none"> ● Texts on topics such as interculturality, migration, gender getting to know; ● Recognize Features of Aesthetic Language (SR) <p>Poetics:</p> <ul style="list-style-type: none"> ● Relationships between aesthetic world and reality problematize <p>Reception and interpretation:</p> <ul style="list-style-type: none"> ● Reflect on phenomena of language change in the contemporary language (SR) <p>Media education</p> <p>Media culture skills:</p>		
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| | <ul style="list-style-type: none">• Create artistic forms of expression in various media, compare and relate to each other | | |
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