



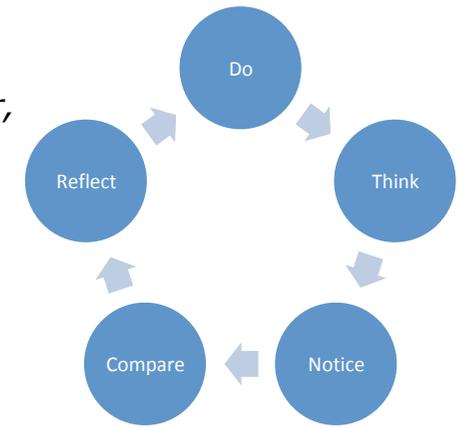
AUSTRALIAN CURRICULUM: GERMAN UNIT PLAN

SEQUENCE: 7-10

YEAR LEVEL/BAND: 7-8

UNIT: ROBOTIK UND DEUTSCH (CLIL)

This Unit Planner developed by, and kindly shared by former [AFMLTA](#) President, Kylie Farmer, has been adopted by the Goethe-Institut Australien.



Australian Curriculum: German Unit Plan

Sequence: 7-10 **Year Level/Band:** 7-8 **Unit:** CLIL – Robotics/Coding and German

Focus Questions: Where are robots and Artificial Intelligence present in society? How do I program a simple robot? How can robots be useful in my life?

Aspects of the 7-8 Band Achievement Standard being addressed through this Unit:

Suggested aspects of the Achievement Standard for the proposed Assessment Tasks are noted numerically on the following page next to each task. A full listing of all aspects of the Achievement Standard is to be found on the final page, noting that the numbering system is not from ACARA, but rather developed for the purpose of presenting this series of Unit Plans.

	Language Focus		Focusing Questions (to elicit intercultural understandings)	Content Focus	
	Communicating Strand	Understanding Strand		Cross Curriculum Priorities	General Capabilities
Goals	Informing Reflecting Creating Translating	Role of Language and Culture	<ul style="list-style-type: none"> How might the future of transport in Australia and Germany look with the arrival of self-driving cars? Are there any problems with the rules that already exist for this technology? Would you feel safe travelling in a self-driving car - why or why not? <p>THROUGH EXTENSION RESEARCH PROJECT</p> <ul style="list-style-type: none"> How do robots and AI impact daily life? How are these impacts similar or different in Australia and Germany? <p>NOTE: at this level, research and discussion can be in L1, not necessarily in German.</p>		Literacy Intercultural Understanding Personal and Social Capability ICT Capability Critical and Creative Thinking

	Student Tasks	Assessment		Resources
Implementation	<p>LESSON 1</p> <ul style="list-style-type: none"> Students identify instances of robots and AI, also brainstorm further examples Students discuss their 'ideal robot' <p>LESSON 2</p> <ul style="list-style-type: none"> Students compare statements about the attitude of society to robots and AI with regard to future work opportunities and occupations <p>LESSONS 3 – 9</p> <ul style="list-style-type: none"> Students learn vocabulary and skills for coding, programming a simple robot Students apply their programming skills in various scenarios: on Mars; in planning travel itineraries; in the gym and dance studio; in the music studio; as a pet; to indicate danger <p>Extension (challenging):</p> <ul style="list-style-type: none"> Students research how robots and AI impact daily life, in scenarios most interesting to individual students In particular students should consider how attitudes to the use of robots and AI are similar or different between Australia and German-speaking countries. 	<p>Oral: On the basis of information gleaned in Lesson 1, students discuss how can robots can be useful in their daily lives?</p>	1, 3, 5, 6, 7, 8, 9, 13, 15, 16	<p>Robotik und Deutsch (Goethe-Institut Australien 2018) https://www.goethe.de/ins/au/en/spr/unt/kum/cli/cli/ste/rob.html</p> <ul style="list-style-type: none"> Please note that to implement Lessons 4-9 you will need the basic kit <i>LEGO MINDSTORMS Education EV3 Set (45544)</i>, and also possibly the kit <i>Weltraum-Expedition EV3 Set (45570)</i>. Both kits can be borrowed from the Goethe-Institut Australien for free. Some physical materials will need to be supplied by the school, e.g. a traffic 'test area' (traffic cones or large beakers), enlarged maps of Australia and Germany. The robots can only be driven through a computer, tablet, laptop or PC – supplied by the school. German or bilingual dictionary (print or online)
	<p>Written: Students write lists of pros and cons regarding the increase of robots and AI.</p>	1, 7, 8, 15, 16		
	<p>Oral/Written (presentation): Students present the results of their programming experiments to the class.</p>	2, 5, 8, 13, 15		
	<p>Oral/Aural (Extension): Students record, and listen to peers' podcasts on the topic: 'Robots and AI are good for human society'.</p>	1, 5, 6, 7, 8, 9, 13, 15, 16		

Australian Curriculum: German 7-8 Band Achievement Standard (7-10 Sequence)

1. Students can share information about their personal worlds, including personal details, family, friends, interests, likes, dislikes and preferences.
2. Students can interact with others to carry out transactions, participate in class routines and socialise.
3. Students can use modelled language and simple expressions to ask and respond to familiar questions and give and respond to instructions, such as, *Hört gut zu!*; *Hol' einen Laptop!*; *Wer ist das?*; *Woher kommt dein Vater?*; *Hast du Geschwister?*, request help or permission, for example, *Ich möchte ... , bitte.*; *Hilfe, bitte!*; *Darf ich bitte auf die Toilette gehen?*, ask for information, clarification or assistance, such as, *Wie bitte? Hast du mein Buch? Wie sagt man das auf Deutsch?*, and clarify answers, for example, *Das ist meine Freundin und sie kommt aus China. ... Ja, ich habe zwei Brüder, sie heißen Nick und Max.*
4. When socialising, students can make simple statements such as *Ich mag Fußball, aber Toms Lieblingssport ist Basketball.*
5. Students can use key features of pronunciation, stress and intonation, including short and long vowel sounds, single consonants, blends and diphthongs, in different words, phrases and sentences, such as, *ja, rot, singen, Sport, Winter, zwei, ich auch.*
6. Students can obtain key points of information and identify main ideas in simple texts relating to own world and that of teenagers in German-speaking countries, using contextual clues to help make meaning.
7. Students can use high-frequency vocabulary to describe characters, events and ideas encountered in imaginative texts, and create short informative and imaginative texts using modelled sentence structures and formulaic expressions with present tense forms of regular and some irregular verbs, and correct word order.
8. Students can use a range of grammatical elements to describe people, objects, actions, events and relationships, including articles, such as, *der/ein*, personal pronouns and some possessive adjectives, for example, *mein, dein, sein, ihr* in the nominative and accusative.
9. Students can qualify meaning with reference to time, manner and place using everyday adverbs and phrases, for example, *am Montag; besser; in der Schule*, and link words, phrases and sentences using *und, aber* and *oder*, and other connectives such as *dann, später* and *zuerst*.
10. Students can work with German and English to translate texts and create simple bilingual texts for peers and family, noticing where equivalence is not possible. They identify the relationship between language and culture, giving examples of adjustments made as a result of reactions and intercultural experiences. They explain how aspects of their own identity impact on intercultural exchange.
11. Students identify German as an important European and global language and that it is related to English.
12. Students can identify some of the common variations in German used in different contexts by different people.
13. Students can differentiate statements, questions, imperatives and exclamations according to intonation, sentence structure and punctuation.
14. Students can understand and apply grammatical concepts such as gender and number, and nominative and accusative case.
15. Students can identify key similarities and differences between the phonological and orthographic systems of English and German, including the *Umlaut* and *Eszett*, capitalisation, and punctuation used in numbers (ordinals, decimals).
16. Students can identify features of common spoken, written and multimodal texts.
17. Students can understand and give examples of how language use is shaped by and reflects the values, ideas and norms of a community.
18. Students can explain how aspects of their own identity impact on intercultural exchange (if connecting with German-speaking schools).