



AUSTRALIAN CURRICULUM: GERMAN CLIL UNIT PLANNER

SEQUENCE: F-6

YEAR LEVEL/BAND: 5-6

UNIT: KINDER UNIVERSITÄT

LECTURE: APFELSTIEL

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

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Please note

These resources are designed to be implemented optimally with a focus on the content knowledge as well as language. CLIL is flexible; however, to enable the learning of new content and/or skills through the Target Language some code switching between the students’ first language and the target language might be required. Assessment may be in the form of observation, conversation or a product.

Focus Questions:

What are the advantages of eating with the seasons? When is an apple ready to be picked? What are some examples of different varieties of apples from around the world? Why are plants an essential part of our environment and why do we need to care for them?

	Language Focus		Content Focus		
			Learning Areas	Cross Curriculum Priorities	General Capabilities
Goals	Communicating Strand	Understanding Strand	<p>Science: Conduct an Apple ripeness test (ApfelReifetest). See Teacher’s handbook for instructions. (ACSHE098) Visit an apple juice factory or participate in an apple harvest. (ACSSU094) Bake an apple cake as a class, adjusting the amount of sugar and leaving the skin on to make a healthier/no-waste version using apples in season. (ACSHE100) How can you tell when different fruit is ripe? Pictures of ripe and unripe strawberries and cherries: https://goo.gl/7m86ht (ACSHE083)</p> <p>HASS: History- When were apples brought to Australia? How were apples harvested in the past? Has much changed? (ACHASSK136) Geography- How and where are apples enjoyed around the world? (ACHASSK113) Find out about different apple varieties grown in the Southern Tyrol region: https://www.southtyroleanapple.com/en/quality-from-south-tyrol.html (ACHASSK111)</p> <p>Health: How healthy are apples? What about the sugar content? (ACPPS054) Have a discussion with an organic farmer about the health benefits of organic fruit. (ACPPS054) Why do we need to wash fruit before we eat it? (ACPPS054)</p>	<p>Aboriginal and Torres Strait Islander Histories and Cultures Investigate the indigenous season’s calendar for the local region making comparisons: https://www.csiro.au/en/Research/Environment/Land-management/Indigenous/Indigenous-calendars and/or watch the BTN episode: https://www.abc.net.au/btn/classroom/indigenous-seasons/10522128 (OI.2/3) The Goethe resource <i>Jahreszeichen</i> could also be utilised.</p> <p>Asia and Australia’s Engagement with Asia What are some popular Asian fruits? E.g. Fuji Apple, Nashi Pear https://www.tasteatlas.com/most-popular-apples-in-asia (OI.2)</p> <p>Sustainability What are the advantages of eating with the seasons? Seasonal calendar (in German): https://goo.gl/d4ihJT (OI.1/OI.3)</p>	<p>Literacy Carry out individual research on apple varieties/colours and regions in their local market and create informational posters.</p> <p>ICT Create an online school/class/year level poll about favourite varieties of apples and present the findings.</p> <p>Ethical Understanding Use the seasonal calendar to talk about sustainable production and consumption. Comparisons can be made with the seasonal differences in the northern and southern hemispheres.</p> <p>Intercultural understanding Explore and compare cultural knowledge, beliefs and practices with regards to Indigenous and Asian practices.</p>
	Socialising (ACLGEC139) Informing (ACLGEC140) Reflecting (ACLGEC146)	Role of Language and Culture (ACLGEU153)			

Aspects of the 5-6 Band Achievement Standard being addressed through this Lecture: 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 Planners.

	Student Tasks	Language Assessment Tasks		Materials and Resources
Implementation	<ul style="list-style-type: none"> Understand a short (technical) film. Find precise information in a text. Expand their passive and active vocabulary. Understand technical terminology in context. Understand and answer simple thematic questions. Express their ideas/opinions using simple language. Use and develop learning strategies (use images as a learning tool, take notes, make conjectures, reconstruct processes, correctly spell words). Carry out simple research tasks. Present research results. Understand and memorize a song with the help of pictures. Act out the content of a song. Complete a fill-in-the-blank. Match pictures and text. Prepare and hold a short presentation for the group. Understand and follow instructions. Reflect on their learning (ongoing). 	<p>Aural/Oral: Students respond to teacher questions and ask questions for clarification throughout the concept, including when reflecting on learning.</p>	1, 2, 3, 4, 5, 6, 7, 8, 9, 12, 13, 14, 17	<p>Materials:</p> <ul style="list-style-type: none"> Basket of apples (check dietary requirements) One lemon (or made from construction paper) Two knee socks (green and brown) Brown wax paper Red, green and white construction paper <p>Resources:</p> <ul style="list-style-type: none"> Students logged in to the KinderUni website to access the exercises or print a copy of the exercises to complete before/during and after watching the video as a class. Access to digital or hardcopy dictionaries is ideal for some activities. <p>Additional Teacher Resources:</p> <p>Handbook, attachments and video script are available for pdf download from the teacher's version of the website.</p> <p>Materials for download: Apple template: https://goo.gl/TRvH47 Apple song (in German): https://goo.gl/5JcSG8</p>
		<p>Audio-visual/Written: Students view then discuss the short technical film, and complete the associated worksheets and/or online activities.</p>	1, 2, 3, 5, 6, 7, 15, 16, 17	
		<p>Aural/Oral: Students interact with others in the class while completing worksheets and/or online activities.</p>	1, 2, 3, 5, 6, 7, 14	
		<p>Inquiry Product: Students select an area of interest around the concept of Apfelstiel (see Content Focus above for further ideas) and present their findings to the class, year level, school community or wider audience.</p>	1, 2, 3, 5, 8, 10, 11, 15, 16, 17	
		<p>Extension Activities:</p> <ul style="list-style-type: none"> Project days on the topic of apples: https://goo.gl/bX2iXo (ACSHE081) Grow your own bean plants and track the progress of growth through the <i>Meine Bohnenpflanze</i> unit from Goethe. (ACSSU094) https://www.goethe.de/ins/au/en/spr/unt/kum/cli/cli/ste/mb.html Experiments from the Goethe Institut Modul Pflanzen or Natur could be utilised: (ACSSU094) https://www.goethe.de/ins/sk/de/spr/unt/kum/kin/exp.html Use the <i>Goethe im Garten</i> resources from Goethe or visit the school garden in Sydney to learn more about sustainable production and consumption. (ACSHE100) https://www.goethe.de/ins/au/en/spr/unt/kum/cli/sga.html 	1, 5, 7, 9, 11, 13, 15	

Lecture: Apfelstiel Observational Assessment	Achievement Standard	How I see myself:			How my teacher sees me:		
		I know this in German.	I know this in English.	I still need to work on this.	You know this in German.	You know this in English.	You still need to work on this.
I can understand a short (technical) film on the topic.	5, 17						
I know new words and expressions on the topic.	10						
I can understand new technical terminology in context.	15, 16						
I can reconstruct processes in time.	1, 5						
I can make guesses and test them.	2, 3, 6, 11						
I can do simple research tasks.	5						
I can present research results.	1, 4						
I can complete a fill in-the-blank.	7, 13, 17						
I can match pictures and text.	5, 7						
I can understand and answer simple questions on the topic.	1, 2, 4						
I can understand and memorize a song text with the help of pictures.	5						
I can act out the content of a song.	4, 6, 14						
I can prepare and hold a short presentation for the group.	1, 4, 5, 7						
I can understand and follow instructions.	1						
I can reflect on my learning.	11						

Overall Assessment

Well Above Standard A	Above Standard B	At Standard C	Below Standard D	Well Below Standard E
The student can complete all of the challenges above in German with minimal English to help explain content, displaying excellent cognitive, communicative and creative skills.	The student can complete all of the challenges above in German with some English to help explain content, displaying above average cognitive, communicative and creative skills.	The student can complete the most of the challenges above in English with some German words and phrases, displaying sound cognitive, communicative and creative skills.	The student can complete some the challenges above in English with some German words and phrases, displaying sound cognitive, communicative and creative skills.	The student can complete little or none of the challenges above in English, displaying limited cognitive, communicative and creative skills.

Australian Curriculum: German 5-6 Band Achievement Standard (F-10 Sequence)

1. Students use written and spoken German for classroom interactions, to carry out transactions, and to share ideas and opinions, relate experiences and express feelings.
2. Students use complete sentences in familiar contexts to ask questions such as, *Bist du fertig? Was machst du jetzt? Verstehst du das?* respond to requests and share experiences of learning, for example, *Ich kann gut sprechen, aber ich finde das Lesen und Schreiben schwierig.*
3. Students use descriptive and expressive vocabulary, including adjectives such as *aufgeregt, glücklich, nervös, sauer* and *traurig*, to express feelings and make statements such as *Ich nehme ein Käsebrötchen.*
4. Students use appropriate intonation for simple statements, questions and exclamations, and correct pronunciation, for example, for the two different pronunciations of *ch*.
5. Students gather and compare information from different sources about social and natural worlds, and convey information and opinions in different formats to suit specific audiences and purposes.
6. Students describe characters, events and ideas encountered in texts, and re-create imaginative texts to reflect their imaginative experience.
7. When creating texts, students manipulate modelled language to describe current, recurring and future actions, for example, *Wir gehen morgen schwimmen. Kommst du mit? Es geht mir nicht gut.*
8. Students produce original sentences with common regular and irregular verbs in the present tense, including limited forms of the modal verbs *dürfen* and *müssen* and some common separable verbs such as *mitbringen* and *fernsehen*.
9. Students use adjectives, adverbs and adverbial phrases to qualify meaning, for example, *viel Wasser, neue Schuhe; lieber, oft, jeden Tag.*
10. Students explain aspects of German language and culture, recognising that there are not always equivalent expressions in English, and create a range of bilingual texts to support their own language learning and the school community.
11. Students describe aspects of their intercultural interactions that are unfamiliar or uncomfortable, and discuss their own reactions and adjustments.
12. Students give examples of how German language and culture are continuously changing and are influenced by other languages and cultures.
13. Students identify and apply some of the systematic sentence structure and word order rules of German.
14. Students identify rules for pronunciation and apply phonic and grammatical knowledge to spell and write unfamiliar words, for example, words containing *ch, j, w* and *z*, and diphthongs such as *au, ei, eu* and *ie*.
15. Students apply the conventions of commonly used text types, and identify differences in language features and text structures.
16. Students give examples of the variety of ways German is used by different people in different contexts.
17. Students make connections between culture and language use, and identify ways that language use is shaped by and reflects the values, ideas and norms of a community.