AUSTRALIAN CURRICULUM: GERMAN CLIL UNIT PLANNER

SEQUENCE: F-6
YEAR LEVEL/BAND: 5-6
UNIT: KINDER UNIVERSITÄT
LECTURE: AUTOPILOT

GOETHE
INSTITUT

Sprache. Kultur. Deutschland.

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:
How sustainable, safe and financially viable is the prospect of driverless technology for the future? How is laser technology used in cars for navigating?

	Language Focus		Content Focus		
			Learning Areas	**Cross Curriculum Priorities**	**General Capabilities**
Goals	**Communicating Strand** **Socialising** (ACLGEC139) **Creating** (ACLGEC143) **Translating** (ACLGEC144)	**Understanding Strand** **Systems of Language** (ACLGEU150)	**Science:** • Research the use of laser technology in your local community. (ACSHE100) **HASS:** Civics and Citizenship: • Invite a local expert into the class who work with laser technology (engineers, doctors, policemen or -women, etc.). (ACHASSI095) • Are there any problems with the rules that already exist for this technology? (ACHASSI100) Business and Economics: • How might the future of transport in Australia and Germany look with the arrival of self-driving cars? (ACHASSI104) **Technologies:** • What would your car of the future from 2050 look like? (ACTDIP021) **Health:** • How safe would you feel travelling in a self-driving car? (ACPPS054)	**Asia and Australia's Engagement with Asia** Investigate the foundation and growth of driverless technology company *Baidu* from China and make comparisons with Google's *Waymo* company. (ACHASSI099), (OI.3) **Sustainability** Why are driverless technologies considered a sustainable alternative to regular cars? What are the positive and negative aspects of the technology? (OI.8)	**Critical and Creative Thinking** Students use their imagination to act out driving a car and then generate ideas for what they could do if they did not have to concentrate on driving the car (e.g. sleep, eat, read etc.). **Ethical Understanding** How expensive are driverless cars? Is it fair that not everyone will be able to enjoy this new navigation system?

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 rater developed for the purpose of presenting this series of Unit Planners.

		Student Tasks	Language Assessment Tasks		Materials and Resources
Implementation		• Understand a short (technical) film. • Find precise information in a text. • Expand their passive and active vocabulary including adjectives. • Understand technical terminology in context. • Understand and answer simple thematic questions. • Formulate their ideas/opinions using simple verbal tools. • Use and develop learning strategies (use images to enhance understanding, make notes, make conjectures, reconstruct processes, and correctly spell words). • Prepare and give a short presentation to the group. • Translate what was seen into acted-out scenarios. • Understand and follow instructions. • Reflect on their learning (ongoing). *From the After School Program:* • Knowledge of and ability to use adverbs for direction. • Ability to give and follow directions in German. • Knowledge of German verbs to describe actions.	**Aural/Oral:** Students respond to teacher questions and ask questions for clarification throughout the concept, including when reflecting on learning.	1, 2, 3, 4, 5, 6, 7, 8, 9, 12, 13, 14, 17	**Materials:** • Red chalk/red pen • Magnets/Blu-tack • Sheets of standard letter paper • Coloured pencils **Resources:** • 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. **Additional Teacher Resources:** Handbook, attachments and video script are available for pdf download from the teacher's version of the website. **Materials for download:** Learning German through STEM After School Program: https://lernen.goethe.de/kinderuni/pdf/Lesson_Plan_Lecture_9_Autopilot.pdf
			Audio-visual/Written: Students view then discuss the short technical film, and complete the associated worksheets and/or online activities.	1, 2, 3, 5, 6, 7, 15, 16, 17	
			Aural/Oral: Students interact with others in the class while completing worksheets and/or online activities.	1, 2, 3, 5, 6, 7, 14	
			Inquiry Product: Students select an area of interest around the concept of Autopilot (see Content Focus above for further ideas) and present their findings to the class, year level, school community or wider audience.	1, 2, 3, 5, 8, 10, 11, 15, 16, 17	
			Extension Activities: • Forscherkoffer Experiment-Periskop (ACSSU077) • Experiments from the Goethe Institut Modul Auto could be utilised: (ACSSU094) https://www.goethe.de/ins/sk/de/spr/unt/kum/kin/exp.html • Borrow the robot sets from a Goethe Insitut near you and learn more about basic driverless technologies. (ACTDIP019) - Blue Bots (years 3-4): https://www.goethe.de/ins/au/en/spr/unt/kum/cli/cli/ste/blb.html - LegoMindstorms (years 5-6): https://www.goethe.de/ins/au/en/spr/unt/kum/cli/cli/ste/rob.html • Organise a workshop of the future at school. Students design different means of transport that are sustainable and meet current and future local community needs and present their creations at an exhibition. (ACTDIP021)	1, 2, 3, 5, 7, 9, 11, 13, 15, 16	

Lecture: *Autopilot* *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 know what the word *Autopilot* means and how it works, including the laser beams.	1, 5						
I can understand a short (technical) film on the topic.	5, 17						
I can find precise information in a text.	5, 6, 16						
I know new words and expressions on the topic.	10						
I can understand new technical terminology in context.	15, 16						
I can understand and answer simple thematic questions.	1, 2, 4						
I can formulate my ideas and opinions using simple verbal tools.	1, 4, 14						
I can use and develop learning strategies.	5, 6, 7, 10, 14						
I can prepare and give a short presentation.	1, 4, 8						
I can turn what I saw in the film into a game.	1, 4						
I can list ideas of what one can do when the car is driving by *Autopilot*.	1, 4, 9						
I can correctly spell words on the topic.	14						
I can understand and follow instructions.	1						
From the After School Program: I know adverbs for direction (links/rechts/geradeaus).	9						
I can give and follow directions in German (Fahr nach links/ rechts/ geradeaus).	1, 4, 9						
I know German verbs to describe what a driver can do while travelling with an Autopilot (essen, lesen, trinken…).	8						
I can expand my active and passive German vocabulary including adjectives.	3						

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.