



# AUSTRALIAN CURRICULUM: GERMAN CLIL UNIT PLANNER

**SEQUENCE: F-6**

**YEAR LEVEL/BAND: 5-6**

**UNIT: KINDER UNIVERSITÄT**

**LECTURE: FEUERKNISTERN**

*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:** Fire: useful or dangerous? Why does wood crackle when it burns? Which type of wood crackles the best when burnt? How is fire used in transportation devices? How sustainable is this practice?

	Language Focus		Content Focus		
			Learning Areas	Cross Curriculum Priorities	General Capabilities
<b>Goals</b>	<b>Communicating Strand</b>	<b>Understanding Strand</b>			
	<b>Informing</b> ( <a href="#">ACLGEC140</a> )  <b>Creating</b> ( <a href="#">ACLGEC142</a> )  <b>Translating</b> ( <a href="#">ACLGEC144</a> )	<b>Role of Language and Culture</b> ( <a href="#">ACLGEU153</a> )	<p><b>English:</b> Literature project on the James Krüss poem „Das Feuer“, focusing on reciting the poem with its many onomatopoeic words. (<a href="#">ACELT1617</a>) <a href="https://goo.gl/zy9Lxi">https://goo.gl/zy9Lxi</a></p> <p><b>Science:</b> Learn about which materials burn in the <i>Lingo Macht MINT Magazine Heft 6: Feuer auf der Erde.</i> (<a href="#">ACSSU077</a>) What is the difference between an evergreen tree (conifers) and deciduous trees? Which ones burn better? (<a href="#">ACSSU094</a>)</p> <p><b>HASS:</b> Civics and Citizenship-Visit a fire department. Plan and ask appropriate questions to guide your inquiry into their line of work including the joys and challenges. Use the resources in the <i>Lingo Macht MINT Magazine Heft 6: Feuer auf der Erde.</i> (<a href="#">ACHASSI122</a>)</p> <p><b>Health:</b> Fires can be both useful and dangerous. Engage in a research and present your findings to your peers or the school community. Use the resources in the <i>Lingo Macht MINT Magazine Heft 6: Feuer auf der Erde.</i> (<a href="#">ACPPS054</a>)</p>	<p><b>Aboriginal and Torres Strait Islander Histories and Cultures</b> What is the view of Indigenous Australians on controlled burning in colder months to reduce the chance of bushfires in summer? (<a href="#">OI.2</a>) <a href="https://www.abc.net.au/news/2020-01-09/indigenous-cultural-fire-burning-method-has-benefits-experts-say/11853096">https://www.abc.net.au/news/2020-01-09/indigenous-cultural-fire-burning-method-has-benefits-experts-say/11853096</a></p> <p><b>Sustainability</b> How is fire used in transportation devices? How sustainable is this practice? Use the resources in the <i>Lingo Macht MINT Magazine Heft 6: Feuer auf der Erde.</i> (<a href="#">OI.3</a>)</p>	<p><b><a href="#">Intercultural Understanding</a></b> Hold a school-wide event with a bonfire (optionally together with the literature project) and share some stories about bonfire celebrations in different cultures. Use the resources in the <i>Lingo Macht MINT Magazine Heft 6: Feuer auf der Erde.</i></p>

**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.

	<b>Student Tasks</b>	<b>Language Assessment Tasks</b>		<b>Materials and Resources</b>
<b>Implementation</b>	<ul style="list-style-type: none"> <li>• Understand a short (technical) film.</li> <li>• Find precise information in a text.</li> <li>• Expand their passive and active vocabulary.</li> <li>• Understand technical terminology in context.</li> <li>• Understand and answer simple thematic questions.</li> <li>• Express their ideas/opinions using simple language.</li> <li>• Match pictures in a theme.</li> <li>• Memorize short related sentences.</li> <li>• Complete a fill-in-the-blank.</li> <li>• Use and develop learning strategies (use pictures as a learning tool, take notes, make conjectures, reconstruct processes, correctly spell words).</li> <li>• Prepare and hold a short presentation for the group.</li> <li>• Understand and follow instructions</li> <li>• Reflect on learning (ongoing).</li> </ul>	<p><b>Aural/Oral:</b> 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><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Audio speakers</li> <li>• Scissors</li> <li>• Glue</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Access to digital or hardcopy dictionaries is ideal for some activities.</li> </ul> <p><b>Additional Teacher Resources:</b></p> <p>Handbook, attachments and video script are available for pdf download from the teacher's version of the website.</p> <p><b>Materials for download:</b></p> <ul style="list-style-type: none"> <li>• Crackling fire sound: <a href="https://goo.gl/336uiV">https://goo.gl/336uiV</a></li> <li>• Fire in the fireplace picture: <a href="https://goo.gl/UTCmCU">https://goo.gl/UTCmCU</a></li> </ul>
		<p><b>Audio-visual/Written:</b> 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><b>Aural/Oral:</b> Students interact with others in the class while completing worksheets and/or online activities.</p>	1, 2, 3, 5, 6, 7, 14	
		<p><b>Inquiry Product:</b> Students select an area of interest around the concept of Feuerknistern (see Content Focus above for further ideas) and present their findings to the class.</p>	1, 2, 3, 5, 8, 10, 11, 15, 16, 17	
		<p><b>Extension Activities:</b></p> <ul style="list-style-type: none"> <li>• Forscherkoffer Experiments-Raketentreibwerk and Lumineszenzlampe (<a href="#">ACSHE098</a>)</li> <li>• Try out some of the experiments in the <i>Lingo Macht MINT Magazine Heft 6: Feuer auf der Erde</i>. (<a href="#">ACSHE098</a>)</li> </ul>	1, 5, 7, 9, 11, 13, 15	

<b>Lecture: Feuerknistern Observational Assessment</b>	<b>Achievement Standard</b>	<b>How I see myself:</b>			<b>How my teacher sees me:</b>		
		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 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 questions on the topic.	1, 2, 4						
I can express ideas and opinions using simple language.	1, 4, 14						
I can make guesses and test them.	2, 3, 6, 11						
I can reconstruct sequences in time.	1, 5						
I can match pictures to a theme.	5, 7						
I can memorise short, connected sentences.	1, 2, 3						
I can complete a fill in-the-blank.	7, 13, 17						
I can use and develop learning strategies.	5, 6, 7, 10, 14						
I can correctly spell words on the topic.	7, 9, 10						
I can prepare and hold a short presentation.	1, 4, 5						
I can understand and follow instructions.	1						

### Overall Assessment

<b>Well Above Standard A</b>	<b>Above Standard B</b>	<b>At Standard C</b>	<b>Below Standard D</b>	<b>Well Below Standard E</b>
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.