



# AUSTRALIAN CURRICULUM: GERMAN CLIL UNIT PLANNER

**SEQUENCE: F-6**

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

**UNIT: KINDER UNIVERSITÄT**

**LECTURE: FLUSSBREITE MESSEN**

*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 some different ways that widths and lengths can be measured now and in the past and by different cultures? E.g. estimation, using a tape measure, using steps and arm lengths and using modern instruments. Why is it important to be active and get out into nature?

	Language Focus		Content Focus		
			Learning Areas	Cross Curriculum Priorities	General Capabilities
<b>Goals</b>	<b>Communicating Strand</b>	<b>Understanding Strand</b>	<p><b>Mathematics:</b> Estimate and measure the length, width, and height of objects outside the school (in the city/in nature). Use some of the ideas in the <i>Lingo Macht MINT Magazine Heft 5: Die Welt der Zahlen</i> (<a href="#">ACMMG108</a>).</p> <p>Learn about new measurement methods, such as the Biltmore stick of triangles, to measure the height of a tree or estimate distance using one's thumb. (<a href="#">ACMMG136</a>)  <a href="https://de.scoutwiki.org/Schätzen">https://de.scoutwiki.org/Schätzen</a>  <a href="https://de.wikipedia.org/wiki/Stockpeilung">https://de.wikipedia.org/wiki/Stockpeilung</a>  <a href="https://de.wikipedia.org/wiki/Daumensprung">https://de.wikipedia.org/wiki/Daumensprung</a></p> <p>We use different methods and tools to detect the various "dimensions" of the world: Organize a competition to estimate and then measure temperature, weight, quantity height, etc. and give prizes to the closest estimators. (<a href="#">ACMMG137</a>).</p> <p><b>Science:</b> Find out more about where water comes from, its properties and how we use it in <i>Lingo Macht MINT Magazine Heft 1: Wasser</i>. (<a href="#">ACSSU077</a>)</p> <p><b>Technologies:</b> What are some modern ways used to measure using laser beams, the theodolite, measuring tape, total station, 3D scanners, GPS/GNSS, level and rod and EDM instruments? (<a href="#">ACTDEK023</a>)</p> <p><b>Health:</b> Why is it important to be active and get out into nature? Explore the place of water-based recreational activities in Australian culture and how communities come together to enjoy water-based activities. (<a href="#">ACPMPO66</a>)</p>	<p><b>Aboriginal and Torres Strait Islander Histories and Cultures</b></p> <p>How did/do indigenous Australians measure widths and lengths? What can we learn from them? Try out some of the activities from these resources:  <a href="https://ab-ed.nesa.nsw.edu.au/files/Quirindi_Handbook.pdf">https://ab-ed.nesa.nsw.edu.au/files/Quirindi_Handbook.pdf</a>  <a href="https://files.eric.ed.gov/fulltext/EJ824761.pdf">https://files.eric.ed.gov/fulltext/EJ824761.pdf</a> (OI.5)</p>	<p><b>Numeracy</b> Estimating and calculating with whole numbers and using measurement.</p> <p><b>Personal and Social Capability</b> Appreciate diverse perspectives when it comes to measurement from other parts of the world e.g. metric vs. imperial systems, Biltmore stick- USA and indigenous perspectives.</p> <p><b>Ethical Understanding</b> How is the Murry-Darling Basin Plan calculated? Is it a fair and ethical division of resources amongst the affected states and territories of Australia?</p>
	<p><b>Socialising</b> (<a href="#">ACLGEC137</a>)</p> <p><b>Informing</b> (<a href="#">ACLGEC140</a>)</p> <p><b>Reflecting</b> (<a href="#">ACLGEC146</a>)</p>	<p><b>Systems of Language</b> (<a href="#">ACLGEU148</a>)</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>Formulate their ideas/opinions using simple verbal tools.</li> <li>Use and develop learning strategies (break a complex storyline down into individual steps, make conjectures, correctly spell words).</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>Stopwatch</li> <li>Scale</li> <li>Tape measure</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> 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> Learning German through STEM After School Program: <a href="https://lernen.goethe.de/kinderuni/pdf/Lesson_Plan_Lecture_5_River%20Width.pdf">https://lernen.goethe.de/kinderuni/pdf/Lesson_Plan_Lecture_5_River%20Width.pdf</a></p>
		<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 Flussbreite messen (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><i>From the After School Program:</i></p> <ul style="list-style-type: none"> <li>Counting from 1-20 in German.</li> <li>Ask and reply to the question: Wie alt bist du? Ich bin ... Jahre alt.</li> <li>Knowing and identifying colours in German.</li> </ul>	<p><b>Extension Activities:</b></p> <ul style="list-style-type: none"> <li>Forscherkoffer Experiments-Periskop and Aufbau des Auges (<a href="#">ACSSU077</a>)</li> <li>Experiments from the Goethe Institut Modul Wasser could be utilised: (<a href="#">ACSSU094</a>) <a href="https://www.goethe.de/ins/sk/de/spr/unt/kum/kin/exp.html">https://www.goethe.de/ins/sk/de/spr/unt/kum/kin/exp.html</a></li> </ul>	1, 5, 7, 9, 11, 13, 15	

<b>Lecture: Flussbreite messen 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 formulate my ideas/opinions using simple verbal tools.	1, 4, 14						
I can use and develop learning strategies (estimation and measurement using different methods).	5, 6, 7, 10, 14						
I can correctly spell words on the topic.	14						
I can understand and follow instructions.	1						
I can reflect on my learning.	11						
<i>From the After School Program:</i>							
I can count from 1-20 in German.	1						
I can ask and reply to the question: Wie alt bist du? Ich bin ... Jahre alt.	1, 4						
I know and can identify colours in German.	1, 3						

### 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.