



# AUSTRALIAN CURRICULUM: GERMAN CLIL UNIT PLANNER

**SEQUENCE: F-6**

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

**UNIT: KINDER UNIVERSITÄT**

**LECTURE: HALTESTELLEANZEIGE**

*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:** Why is catching public transport considered environmentally friendly? What are the benefits and costs? How does a tram start and display where it is at any given moment? How does a station information display show passenger information and travel times?

	Language Focus		Content Focus		
			Learning Areas	Cross Curriculum Priorities	General Capabilities
<b>Goals</b>	<b>Communicating Strand</b>	<b>Understanding Strand</b>			
	<p><b>Socialising</b> (<a href="#">ACLGEC138</a>)</p> <p><b>Informing</b> (<a href="#">ACLGEC140</a>)</p> <p><b>Translating</b> (<a href="#">ACLGEC144</a>)</p> <p><b>Reflecting</b> (<a href="#">ACLGEC146</a>)</p>	<p><b>Language Variation and Change</b> (<a href="#">ACLGEU151</a>)</p>	<p><b>Mathematics:</b> Learn about how computers and other devices calculate using the binary system in the <i>Lingo Macht MINT Magazine Heft 5: Die Welt der Zahlen</i> (<a href="#">ACMNA124</a>)</p> <p><b>HASS:</b> Geography- Organise a paired route map contest: Who searches for and finds information the fastest? (<a href="#">ACHASSI130</a>)</p> <p>Civics and Citizenship- Engage in a photo project and collect data about various public transportation stops with different types of passenger information to educate the local community. (<a href="#">ACHASSI124</a>) Visit to a depot, and meet with a tram, train or bus driver. Plan and ask appropriate questions to guide your inquiry into their line of work including the joys and challenges. (<a href="#">ACHASSI122</a>)</p> <p><b>Technologies:</b> Learn more about how numbers are used in different devices in our everyday lives in the <i>Lingo Macht MINT Magazine Heft 5: Die Welt der Zahlen</i>. (<a href="#">ACTDIP016</a>)</p>	<p><b>Asia and Australia’s Engagement with Asia</b> Research some fast modes of transport from Asian countries e.g. Japan’s bullet train. How do they display information to their cliental? (<a href="#">OI.3</a>)</p> <p><b>Sustainability</b> Why is catching public transport considered environmentally friendly? What are the benefits and costs? E.g. cost benefits, reducing congestions, reduced CO<sub>2</sub> emissions, social equality and health benefits. Use the <i>Tug of War</i> thinking routine to organise your thoughts. (<a href="#">OI.8</a>) <a href="https://pz.harvard.edu/sites/default/files/Tug%20of%20War_0.pdf">https://pz.harvard.edu/sites/default/files/Tug%20of%20War_0.pdf</a></p>	<p><b>Numeracy</b> Calculate the travel times between each stop and determine how long it takes for the tram to get from the first station to the last station.</p> <p><b>Literacy</b> Create serious and funny display boards for the school. Where should they be displayed? What should they inform people about and whom should they inform? (in German or English).</p> <p><b>Personal and Social Capability</b> How socially responsible is the SA state government’s decision to remove some bus stops to overhaul the GoZones? What are some of the advantages and disadvantages? <a href="https://www.abc.net.au/news/2020-06-13/sa-government-to-axe-hundreds-of-bus-stops-in-gozone-overhaul/12352122">https://www.abc.net.au/news/2020-06-13/sa-government-to-axe-hundreds-of-bus-stops-in-gozone-overhaul/12352122</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 language.</li> <li>Use and develop learning strategies (use images as a learning tool, take notes, make and test conjectures, reconstruct processes, correctly spell words).</li> <li>Match pictures and sentences.</li> <li>Form sentences out of words.</li> <li>Understand and answer simple math problems.</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>Laptop and projector</li> <li>Audio speakers</li> <li>Blackboard and chalk/whiteboard and markers</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> <p>Route map of tram 6 in Bremen: <a href="https://goo.gl/LyTMTu">https://goo.gl/LyTMTu</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 Haltestelleanzeige (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> <p>Plan a day out in a chosen German city. Show how you would get around using public transport and making sure you arrived at certain destinations on time. (ACLGEC146)</p> <p>Try out some of the interactive inquiry-based activities (can be adapted for different states and cities): <a href="http://getonboard.transperth.wa.gov.au/Teachers/Lesson-plans">http://getonboard.transperth.wa.gov.au/Teachers/Lesson-plans</a> <i>The Learning Areas and the Cross-Curriculum Priority Sustainability are all incorporated into a range of trans-disciplinary lessons.</i></p>	1, 5, 7, 9, 11, 13, 15	

<b>Lecture: Haltestelleanzeige 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 ideas and opinions using simple language.	1, 4, 14						
I can use and develop learning strategies.	5, 6, 7, 10, 14						
I can reconstruct processes in time.	1, 5						
I can make guesses and test them.	2, 3, 6, 11						
I can match pictures and sentences.	5, 7						
I can form sentences out of words.	7, 8						
I can understand and memorize a song text with the help of pictures.	5						
I can prepare and hold a short presentation.	1, 4, 8						
I can understand and follow the teacher's instructions.	1						
I can understand and answer simple math problems.	1, 14						
I can correctly spell words on the topic.	14						

### 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.