



# AUSTRALIAN CURRICULUM: GERMAN CLIL UNIT PLANNER

**SEQUENCE: F-6**

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

**UNIT: KINDER UNIVERSITÄT**

**LECTURE: KOCHKUNST**

*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 is Mukimono (the traditional Japanese art of decorative garnishing)? How are decorative garnishing produced including the tools used, hand movements and products? How ethical and sustainable is the creation of culinary art?

	Language Focus		Content Focus		
			Learning Areas	Cross Curriculum Priorities	General Capabilities
<b>Goals</b>	<b>Communicating Strand</b>	<b>Understanding Strand</b>			
	<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>Role of Language and Culture</b> (<a href="#">ACLGEU153</a>)</p>	<p><b>English:</b> Prepare a short instruction manual (written or audio-visual) for children/beginners on how to create culinary art. (<a href="#">ACELY1700</a>)</p> <p><b>HASS:</b> Geography- Learn more about where in the world certain fruit and vegetables come from in the <i>Lingo Macht MINT Magazine Heft 7: Essen auf der Welt</i>. (<a href="#">ACHASSI095</a>)</p> <p><b>The Arts:</b> Media Arts- Search the internet for copyright free images and create an online quiz or exercise sheet of different types of vegetables and fruits, or different shapes and figures that can be carved for your classmates to solve. (<a href="#">ACAMAM062</a>)</p> <p><b>Technologies:</b> Food Technology: Visit a culinary school and discuss with students/teachers about the basic rules of decorative garnishing. Then create your own ensuring to eat your creations once a photo has been taken. (<a href="#">ACTDEK021</a>)</p> <p><b>Health:</b> What are some of the hygiene aspects to creating food art? e.g. protective wear, how long can the art be kept etc. (<a href="#">ACPPS054</a>)</p>	<p><b>Asia and Australia’s Engagement with Asia</b> Research Mukimono art (fruit and vegetable carving) and create a PowerPoint presentation of the results. (<a href="#">OI.4</a>)</p> <p><b>Sustainability:</b> Learn more about how energy can be created from fruit and vegetables in the <i>Lingo Macht MINT Magazine Heft 7: Essen auf der Welt</i>. (<a href="#">OI.2</a>)</p>	<p><b><a href="#">ICT/ Personal and Social Capability</a></b> What are some things that food bloggers need to be aware of when posting online?</p> <p><b><a href="#">Ethical Understanding</a></b> How ethical is culinary art if it is just thrown away? What could we do to make it more sustainable?</p> <p><b><a href="#">Intercultural Understanding</a></b> Interview a Japanese or Chinese practitioner of Mukimono art.</p> <p>How is food viewed in different cultures? As a necessity for life in developing countries or with indigenous people or as an opportunity for artistic expression through culinary art.</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>• Use and develop learning strategies (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>• Fresh carrots</li> <li>• Appliance for cutting carrots e.g. mandoline or food processor</li> <li>• Bowl with water</li> <li>• Plates, toothpicks, paper towels</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> Mukimono art (fruit and vegetable carving):</p> <p><a href="https://www.dw.com/de/mukimono-kunstwerke-zu-sch%C3%B6n-zum-essen/av-37892704">https://www.dw.com/de/mukimono-kunstwerke-zu-sch%C3%B6n-zum-essen/av-37892704</a>  <a href="https://deavita.com/lifestyle/kochrezepte/obst-gemuseschnit-zen-ideen-anleitungen.html">https://deavita.com/lifestyle/kochrezepte/obst-gemuseschnit-zen-ideen-anleitungen.html</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 Kochkunst (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><b>Extension Activities:</b></p> <ul style="list-style-type: none"> <li>• Forscherkoffer Experiment-Knete aus Stärke (<a href="#">ACSSU077</a>)</li> <li>• Find out what happens to food waste and how to store fruit and vegetables correctly in the <i>Zu Gut für die Tonne</i>: (<a href="#">ACSHE100</a>) <a href="https://www.zuqutfuerdietonne.de/service/publikationen/schulmaterial/">https://www.zuqutfuerdietonne.de/service/publikationen/schulmaterial/</a></li> <li>• 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. (<a href="#">ACSHE100</a>) <a href="https://www.goethe.de/ins/au/en/spr/unt/kum/cli/sqa.html">https://www.goethe.de/ins/au/en/spr/unt/kum/cli/sqa.html</a></li> </ul>	1, 5, 7, 9, 11, 13, 15	

<b>Lecture: Kochkunst 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 listen for precise information.	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 express my ideas/opinions using simple language.	1, 4, 14						
I can use and develop learning strategies (make guesses and reconstruct processes).	5, 6, 7, 10, 14						
I can correctly spell words on the topic.	14						
I can prepare and hold a short presentation with others for the group.	1, 4, 8						
I can understand and follow instructions.	1						
I can reflect on my learning.	11						

### 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.