



# AUSTRALIAN CURRICULUM: GERMAN CLIL UNIT PLANNER

**SEQUENCE: F-6**

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

**UNIT: KINDER UNIVERSITÄT**

**LECTURE: SONNENBLUMEN DREHEN**

*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:**

Do all sunflowers turn towards the sun? Why are plants an essential part of our environment and why do we need to care for them? Why do living things have life cycles? How can living things be grouped on the basis of observable features and can be distinguished from non-living things?

	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> Find out about numbers in nature with the Fibonacci Sunflower in the <i>Lingo Macht MINT Magazine Heft 5: Die Welt der Zahlen</i>. (<a href="#">ACMNA133</a>)</p> <p><b>Science:</b> Learn about the environmental factors that affect life cycles (Sonne, Erde und Wasser) and illustrate the life cycle of a sunflower. Utilise the experiments <i>Wärme speichern</i> and <i>Ohne Wasser kein Leben</i> in the <i>Lingo Macht MINT Magazine Heft 4: Sonne and Heft 1: Wasser</i>. (<a href="#">ACSSU072</a>)</p> <p>Describe sunflowers as living things based on its relevant characteristics and observable features. (<a href="#">ACSSU044</a>)</p> <p><b>HASS:</b> Economics and Business- visit an oil press, watch how an oil press functions, discover different plant-based oils, specifically sunflower oil. Then create a timeline showing the different processes. (<a href="#">ACHASSI097</a>)</p> <p><b>Technologies:</b> Learn more about time-lapse cameras and create a time-lapse video (for example of the sunset). (<a href="#">ACTDEK020</a>)</p>	<p><b>Sustainability</b> Watch the short film 'Delivery' from the Goethe Institut <i>Kurz und Gut</i> DVD and make connections with our role to care for the environment. (<a href="#">OI.7</a>)</p> <p>How can sustainable plant growing be achieved? Organize a sustainable eating party, at which the group tastes different food often going to waste e.g. roasting and eating sunflower seeds. (<a href="#">OI.6</a>)</p>	<p><b>Critical and Creative Thinking</b> Use the thinking routine <i>Claim, Support, Question</i> to make educated guesses about new technical and thematic vocabulary.</p> <p><b>Ethical Understanding</b> How ethical is the production of some plant based oils? Follow the track of sunflower oil compared to palm oil.</p>
	<p><b>Socialising</b> (<a href="#">ACLGEC138</a>)</p> <p><b>Informing</b> (<a href="#">ACLGEC140</a>)</p> <p><b>Translating</b> (<a href="#">ACLGEC145</a>)</p>	<p><b>Systems of Language</b> (<a href="#">ACLGEU149</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>Understand a short text on the topic and differentiate between correct and incorrect sentences.</li> <li>Expand their passive and active vocabulary, including <i>Sonnenaufgang</i>, <i>Sonnenuntergang</i> and <i>die Himmelsrichtungen</i>.</li> <li>Understand technical terminology in context.</li> <li>Understand and answer simple questions on the topic.</li> <li>Formulate their ideas/opinions using simple verbal tools.</li> <li>Use and develop learning strategies (use pictures as a learning tool, make conjectures, correctly spell words).</li> <li>Reformulate simple information in short sentences.</li> <li>Act out a film plot.</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>1 cardboard circle (see handbook)</li> <li>9 petals made of yellow cardboard with letters on them (see handbook)</li> <li>Large sheet of paper</li> <li>Glue</li> <li>Green pencil and other coloured pencils</li> <li>Compass</li> <li>Sun made of yellow cardboard paper</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> Origins of the sunflower: <a href="https://de.wikipedia.org/wiki/Sonnenblume">https://de.wikipedia.org/wiki/Sonnenblume</a> Wo geht die Sonne auf? <a href="https://www.pinterest.com.au/pin/264375440602748515/">https://www.pinterest.com.au/pin/264375440602748515/</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 <i>Sonnenblumen drehen</i> (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>Grow your own bean plants and track the progress of growth through the <i>Meine Bohnenpflanze</i> unit from Goethe. (<a href="https://www.goethe.de/ins/au/en/spr/unt/kum/cli/cli/ste/mb.html">ACSSU094</a>) <a href="https://www.goethe.de/ins/au/en/spr/unt/kum/cli/cli/ste/mb.html">https://www.goethe.de/ins/au/en/spr/unt/kum/cli/cli/ste/mb.html</a></li> <li>Experiments from the <i>Goethe Institut Modul Pflanzen, Zeit or Natur</i> could be utilised: (<a href="https://www.goethe.de/ins/sk/de/spr/unt/kum/kin/exp.html">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> <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="https://www.goethe.de/ins/au/en/spr/unt/kum/cli/sga.html">ACSHE100</a>) <a href="https://www.goethe.de/ins/au/en/spr/unt/kum/cli/sga.html">https://www.goethe.de/ins/au/en/spr/unt/kum/cli/sga.html</a></li> </ul>	1, 5, 7, 9, 11, 13, 15	

<b>Lecture: Sonnenblumen drehen 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 name parts of the sunflower and the four cardinal directions.	4, 5						
I know which sunflowers turn toward the sun and can explain it using clear language.	4, 5						
I can find precise information in a text.	5, 6, 16						
I can understand a short text on the topic and differentiate between correct and incorrect sentences.	5, 10, 13						
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.	5, 6, 7, 10, 14						
I can reformulate simple information in short sentences.	7, 8, 13						
I can do a performance in a group of how the young sunflowers move.	1, 4						
I can understand game instructions and actively take part in a game.	1						
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.