



AUSTRALIAN CURRICULUM: GERMAN CLIL UNIT PLANNER

SEQUENCE: F-6

YEAR LEVEL/BAND: 5-6

UNIT: KINDER UNIVERSITÄT

LECTURE: BLINDENSCHRIFT

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:

How and why was the Braille alphabet invented and by whom? How does the Braille alphabet work in practice? Can people who speak a language other than English use the Braille alphabet? How do blind people write and read?

	Language Focus		Content Focus		
			Learning Areas	Cross Curriculum Priorities	General Capabilities
Goals	<p>Communicating Strand</p> <p>Socialising (ACLGEC139)</p> <p>Informing (ACLGEC140)</p> <p>Translating (ACLGEC145)</p> <p>Reflecting (ACLGEC147)</p>	<p>Understanding Strand</p> <p>Role of Language and Culture (ACLGEU153)</p>	<p>Mathematics: Learn more about the Nemeth Braille Code for Mathematics and how it is used for encoding mathematical and scientific notation linearly using standard six-dot Braille cells for tactile reading by the visually impaired. (ACMNA291)</p> <p>HASS: History: How and why was the Braille alphabet invented and by whom? (ACHASSI099) Civics and Citizenship: Are there any blind schools or homes for the blind in your local area? What provisions are made for these people? e.g. road crossing signs. (ACHASSI101)</p> <p>The Arts: Create your own Braille artwork, drama or dance that is accessible to vision impaired people in your local community. visual- (ACAVAM116), drama- (ACADRM037), dance- (ACADAM009) https://www.pathstoliteracy.org/blog/creating-Braille-art-perkins-Brailler</p> <p>Technologies: How is technology adapted to assist vision impaired people? https://www.visionaustralia.org/information/adaptive-technology/using-technology/Braille (ACTDEK019)</p> <p>Health: Explore initiatives that your local sporting and community groups use to counter all forms of discrimination and support the wellbeing of their communities. (ACPPS060)</p>	<p>Aboriginal and Torres Strait Islander Histories and Cultures (OI.9) Find out more about the blind aboriginal singer: the late Geoffrey Gurrumul Yunupingu, renowned for singing in his native Yolngu language.</p>	<p><u>Critical and Creative Thinking</u> If a blind student was to join your classroom what would need to change? Brainstorm some creative solutions to help them feel included.</p> <p><u>Personal and Social Capability</u> How would you use your social awareness and management skills to communicate effectively with a vision impaired person?</p> <p><u>Ethical Understanding</u> Everyone needs access to literacy. How could you make your school more blind-accessible? (e.g. Information boards, classroom signs with Braille).</p> <p><u>Intercultural Understanding</u> Can people who speak a language other than English use the Braille alphabet?</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.

	Student Tasks	Language Assessment Tasks		Materials and Resources
Implementation	<ul style="list-style-type: none"> Understand a short (technical) film. Find precise information in a text. Expand their passive and active vocabulary. Understand technical terminology in context. Understand and answer simple thematic questions. Formulate their ideas/opinions using simple verbal tools. Use and develop learning strategies (research on the Internet, make conjectures, reconstruct processes, correctly spell words from dictation). Understand and follow instructions. 	<p>Aural/Oral: 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>Materials:</p> <ul style="list-style-type: none"> 6 numbered eggs 2 6-egg cartons Brown paper Glue Coloured cards Pens <p><i>For the After School Program:</i></p> <ul style="list-style-type: none"> The Braille Alphabet (Blindenschrift) character table for each child German words (deutsche Wörter) image and word cards Dots (Punkte) image cards Coloured paper (8.5 x 5.5) German Alphabet (Deutsches Alphabet) information sheet <p>Resources:</p> <ul style="list-style-type: none"> 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. Access to digital or hardcopy dictionaries is ideal for some activities. <p>Additional Teacher Resources: Handbook, attachments and video script are available for pdf download from the teacher's version of the website.</p> <p>Materials for download: Learning German through STEM After School Program:</p> <p>https://www.goethe.de/resources/files/pdf/192/lesson_plan_lecture_3_Braille.pdf</p>
		<p>Audio-visual/Written: 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>Aural/Oral: Students interact with others in the class while completing worksheets and/or online activities.</p>	1, 2, 3, 5, 6, 7, 14	
		<p>Inquiry Product: Students select an area of interest around the concept of Blindenschrift (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><i>From the After School Program:</i></p> <ul style="list-style-type: none"> The children know the German alphabet. The children can say their names and ask for someone's name in German: Wie heißt du? Ich heiße.. The children can expand their active and passive German vocabulary. 	<p>Extension Activities:</p> <ul style="list-style-type: none"> Try out an experiment where one student is blindfolded and another must direct them through the day (swap over at lunch time). What challenges did you face? (ACSHE081) Prepare for and carry out an interview with a vision impaired person to find out the challenges they face and pleasures they encounter each day. (ACHASSI094) 	1, 2, 3, 5, 7, 9, 11, 13, 15, 16	

Lecture: Blindenschrift Observational Assessment	Achievement Standard	How I see myself:			How my teacher sees me:		
		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 know what the word Braille means.	5						
I know how many letters the German Braille alphabet has.	5						
I can understand a short technical film on the topic of Braille.	5, 17						
I know that the Braille alphabet is used internationally and works across different languages.	11, 12, 17						
I know that the Braille alphabet is based on 6 dots that are combined in different ways.	5						
I can write words myself with the Braille alphabet.	1, 14						
I can write my name in the Braille alphabet.	1, 14						
I know who invented the Braille alphabet.	5						
I know that there are typewriters for blind people and I know how these typewriters work.	5						
I know how blind people read text.	5						
I can spell words on this topic from dictation.	1, 14						
I can understand and follow instructions.	1						
I can successfully work together with others.	1, 4, 8						
<i>From the After School Program:</i> I know the German alphabet.	1, 14						
I can say my name and ask for someone's name in German: Wie heißt du? Ich heiße..	1, 2						
I can expand their active and passive German vocabulary.	1, 3						

Overall Assessment

Well Above Standard A	Above Standard B	At Standard C	Below Standard D	Well Below Standard E
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 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 of 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.