



AUSTRALIAN CURRICULUM: GERMAN CLIL UNIT PLANNER

SEQUENCE: F-6

YEAR LEVEL/BAND: 5-6

UNIT: KINDER UNIVERSITÄT

LECTURE: BLUTSPENDE

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 the components of blood and its functions? How does blood donation work e.g. who can do it and how often? What are the different blood groups and how does this affect sustainable supplies of blood?

	Language Focus		Content Focus		
			Learning Areas	Cross Curriculum Priorities	General Capabilities
Goals	<p>Communicating Strand</p> <p>Socialising (ACLGEC138)</p> <p>Informing (ACLGEC141)</p> <p>Creating (ACLGEC142)</p> <p>Translating (ACLGEC145)</p>	<p>Understanding Strand</p> <p>Systems of Language (ACLGEU148)</p> <p>Role of Language and Culture (ACLGEU153)</p>	<p>English: World Blood Donor Day is on June 14. Create information posters to encourage people in your community to donate at a local blood donation drive. (ACELA1501)</p> <p>Mathematics: Learn more about the algorithmic blood match model and its implications for future blood donation. (ACMSP146) https://www.sanguin.org/news/2018/mar/math-between-the-blood-bags</p> <p>Science: Find out more about the components of blood and its functions and the circulatory system and how it works. (ACSHE098)</p> <p>HASS: Civics and Citizenship: Visit a blood donation centre or organise a visit from a lab assistant, nurse or doctor to answer your inquiry questions about blood donation. E.g. can children donate blood? How often can people donate? Create campaign posters for your local community, encouraging them to donate. (ACHASSK118)</p> <p>Health: Why does blood have to be tested before it is used? What could happen if it wasn't? (ACPPS054)</p> <p>Technology: How do barcodes work? Why are they so important in the collection of blood samples? (ACTDEP024)</p>	<p>Aboriginal and Torres Strait Islander Histories and Cultures (OI.5) Find out more about Indigenous peoples’ cultural concerns relating to blood and the implications this has on research. https://journals.sagepub.com/doi/abs/10.1177/1556264615604521</p>	<p><u>Critical and Creative Thinking</u> What are some creative ways that the Red Cross could use to encourage more people to donate blood? Create an advertising campaign for print or digital media. (ACPPS057)</p> <p><u>Personal and Social Capability</u> What blood type are you? How would you feel about donating blood when you are legally allowed? If a child who has been to hospital recently feels comfortable they could describe their experiences.</p> <p><u>Ethical Understanding</u> Whose responsibility is it to donate blood? Who is eligible?</p> <p><u>Intercultural Understanding</u> What are some of the intercultural issues when donating blood? Who might not feel comfortable donating because of cultural reasons?</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 language. Use and develop learning strategies (use pictures as a learning tool, take notes, make conjectures, reconstruct story lines, correctly spell words). Prepare and hold a short presentation for the group. Understand and follow instructions. Understand game instructions and take part actively in a game. 	<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"> Blackboard and chalk/whiteboard and markers Magnets/blu-tack Laptop and projector Audio speakers Students' portfolios <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: Pictures Blood: https://goo.gl/Rfohwd Feeling the pulse: https://goo.gl/zSgan2 Severe injury: https://goo.gl/dCZAA9 Serious illness: https://goo.gl/Toh1nz Serious operation: https://goo.gl/1jU6Uj Donating blood: https://goo.gl/T5yzwh Table on the blood groups: http://www.biologie-schule.de/blutgruppen.php Blood circulation game: https://goo.gl/JVy6ue</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 Blutspende (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>Extension Activities:</p> <ul style="list-style-type: none"> Forscherkoffer Experiment-Mikroorganism (ACSHE081) Experiments from the Goethe Institut Modul Körper could be utilised: (ACSSU094) https://www.goethe.de/ins/sk/de/spr/unt/kum/kin/exp.html 	1, 2, 3, 5, 7, 9, 11, 13, 15, 16	

Lecture: Blutspende 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 can understand a short (technical) film on the topic.	5, 17						
I know new words and expressions on the topic.	10						
I can understand new technical terminology in context.	15, 16						
I can use images and information on the board as a learning tool.	5						
I can make guesses and test them with the help of the film.	2, 3, 6, 11						
I can understand and answer questions on the topic.	1, 2, 4						
I can correctly spell important words on the topic.	14						
I can understand and follow the teacher's instructions.	1						

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.