



# AUSTRALIAN CURRICULUM: GERMAN CLIL UNIT PLANNER

**SEQUENCE: F-6**

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

**UNIT: KINDER UNIVERSITÄT**

**LECTURE: MUSCHELSOUND**

*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 do shells sound like the ocean? How is ocean acidification bad for shells and reefs? Why are shells so important in Indigenous cultures? What does your school sound like?

	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 Nautilus Shell Fibonacci in the <i>Lingo Macht MINT Magazine Heft 5: Die Welt der Zahlen.</i> (ACMNA133)</p> <p><b>Science:</b> Bivalve and gastropod shell project. Find out how shells form <a href="https://theconversation.com/curious-kids-how-do-shells-get-made-111072">https://theconversation.com/curious-kids-how-do-shells-get-made-111072</a>, clarify the meaning of what we refer to as "shells" (Muscheln) <a href="https://goo.gl/2cCtCW">https://goo.gl/2cCtCW</a> and collect information about bivalves and gastropods. Present your learnings to an appropriate audience. (ACSSU043)</p> <p>Auricle (Ohrmuschel, or 'ear shell' in German) project. "Each ear is different, unique, like our fingerprint". Collect information about how auricles function in humans and animals to hear sound and why they are different. (ACSSU043)</p> <p>How do organisms rely on sea shells for survival? (ACSSU043)</p> <p>What does your school sound like? Which sounds do we hear in school? Conduct a sound cocktail of your surroundings. (ACSHE098)</p> <p><b>HASS:</b> Geography: Learn more about oceans of the world in <i>Lingo Macht MINT Magazine Heft 11: Ozeane und Meere auf der Welt.</i> (ACHASSK113)</p> <p><b>The Arts:</b> Create a sandbox with shells designed by the students themselves. <a href="https://www.petscribbles.com/diy-sea-life-10-easy-ways-to-make-faux/">https://www.petscribbles.com/diy-sea-life-10-easy-ways-to-make-faux/</a> (ACAVAM115)</p> <p>Create a photo gallery in which one has to guess the auricles of the children in the group. (ACAVAM116)</p>	<p>Aboriginal and Torres Strait Islander Histories and Cultures Why are shells so important in Indigenous cultures? <a href="https://www.abc.net.au/news/2019-03-22/pearls-and-pear-shell-in-indigenous-culture/10772586#:~:text=As%20well%20as%20using%20pearl,for%20their%20own%20ceremonial%20purposes.&amp;text=%22We%20would%20take%20the%20large,spearheads%2C%20spears%2C%20boomerangs.%22">https://www.abc.net.au/news/2019-03-22/pearls-and-pear-shell-in-indigenous-culture/10772586#:~:text=As%20well%20as%20using%20pearl,for%20their%20own%20ceremonial%20purposes.&amp;text=%22We%20would%20take%20the%20large,spearheads%2C%20spears%2C%20boomerangs.%22</a></p> <p>What can shell middens tell us about Indigenous culture? <a href="https://www.abc.net.au/local/audio/2012/05/25/3515206.htm">https://www.abc.net.au/local/audio/2012/05/25/3515206.htm</a> (OI.5)</p> <p><b>Sustainability</b> How is ocean acidification bad for shells and reefs? What can we do to stop it? <a href="https://www.sciencemag.org/news/2005/09/ocean-acidification-bad-shells-and-reefs">https://www.sciencemag.org/news/2005/09/ocean-acidification-bad-shells-and-reefs</a> <i>Lingo Macht MINT Magazine Heft 11: Ozeane und Meere auf der Welt</i> (OI.7)</p>	<p><b>Ethical Understanding</b> Should we collect sea shells from the beach or does it really damage the ecosystem? <a href="https://www.theguardian.com/environment/2014/may/19/shells-beach-decline-ecosystem-marine-life">https://www.theguardian.com/environment/2014/may/19/shells-beach-decline-ecosystem-marine-life</a></p>
	<p><b>Socialising</b> (ACLGEC137)</p> <p><b>Informing</b> (ACLGEC140)</p>	<p><b>Language Variation and Change</b> (ACLGEU151)</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>Ask questions and come up with appropriate answers in a dialogue.</li> <li>Put sentences in logical order.</li> <li>Formulate their ideas/opinions using simple verbal tools.</li> <li>Use and develop learning strategies (using images to enhance understanding, make notes, make conjectures, reconstruct processes, and correctly spell words).</li> <li>Prepare and give a short presentation to the group.</li> <li>Understand and follow instructions.</li> <li>Develop a mini-project in cooperation with others ("School" sound cocktail).</li> </ul> <p><i>From the After School Program:</i></p> <ul style="list-style-type: none"> <li>The children can greet someone (Hallo, Guten Morgen, Guten Tag, Guten Abend).</li> <li>The children can say goodbye (Tschüss, Auf Wiedersehen).</li> <li>The children can use the structure Ich höre...</li> <li>The children can expand their active and passive vocabulary (das Meeresrauschen, die Muschel, der Klang, das Meer, die Stadt, der Wald, der Spielplatz, die Turnhalle, die Klingel, die Pause, die Cafeteria).</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>Shell (Snail/gastropod shell)</li> <li>Water glasses</li> <li>Envelopes</li> <li>Recording devices (such as cell phones)</li> <li>Mesh shopping bag ("Fishing net")</li> </ul> <p><i>For the After School Program:</i></p> <ul style="list-style-type: none"> <li>Professor Einstein/ Frau Schlau image card</li> <li>Greeting (Begrüßung) word cards</li> <li>Times of day (Tageszeiten) image cards</li> <li>Shell sound (Muschelsound) cut-out template</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>Sound of the rushing of the ocean (Meeresrauschen):  <a href="https://www.youtube.com/watch?v=Ers2blQjjY4">https://www.youtube.com/watch?v=Ers2blQjjY4</a></p> <p>Learning German through STEM After School Program:  <a href="https://www.goethe.de/resources/files/pdf192/lesson_plan_lecture_1_shell-sound.pdf">https://www.goethe.de/resources/files/pdf192/lesson_plan_lecture_1_shell-sound.pdf</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 Muschelsound (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-Das Gehör- Mit den Zähnen hören (<a href="#">ACSHE081</a>)</li> <li>Find out what happens when you put sea shells in vinegar to replicate the effects of ocean acidification: (<a href="#">ACSHE081</a>)  <a href="https://littlebinsforlittlehands.com/seashells-with-vinegar-ocean-chemistry/">https://littlebinsforlittlehands.com/seashells-with-vinegar-ocean-chemistry/</a></li> <li>Try out some of the experiments in <i>Lingo Macht MINT Magazine Heft 11: Ozeane und Meere auf der Welt.</i> (<a href="#">ACSHE081</a>)</li> </ul>	1, 2, 3, 5, 7, 9, 11, 13, 15, 16	

Lecture: <i>Muschelsound</i> <i>Observational Assessment</i>	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 where the sound of rushing in shells comes from.	5						
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 put sentences in a logical order.	7, 13						
In a dialogue, I can ask questions and find appropriate answers.	1, 14						
I can check my own work with the help of an answer key.	1, 5, 10						
I can develop and carry out creative ideas with others for a mini project.	1, 8, 13, 15						
I can correctly spell words on the topic.	14						
I can understand and follow instructions.	1						
<i>From the After School Program:</i>							
I can greet someone (Hallo, Guten Morgen, Guten Tag, Guten Abend).	1, 4						
I can say goodbye (Tschüss, Auf Wiedersehen).	1, 4						
I can use the structure Ich höre...	1, 4, 7, 8						
I can expand my active and passive vocabulary.	1, 3						

### Overall Assessment

Well Above Standard <b>A</b>	Above Standard <b>B</b>	At Standard <b>C</b>	Below Standard <b>D</b>	Well Below Standard <b>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 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.