AUSTRALIAN CURRICULUM: GERMAN CLIL UNIT PLANNER

SEQUENCE: F-6
YEAR LEVEL/BAND: 5-6
UNIT: KINDER UNIVERSITÄT
LECTURE: SCHATTENSPIELE

GOETHE INSTITUT
Sprache. Kultur. Deutschland.

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 do shadows form? How can shadows be used in games and to put on shows in theatres? Why is *Wayang Kulit* shadow puppetry so popular in Indonesia?

Goals	Language Focus		Content Focus		
			Learning Areas	**Cross Curriculum Priorities**	**General Capabilities**
	Communicating Strand **Socialising** (ACLGEC139) **Informing** (ACLGEC141) **Creating** (ACLGEC143) **Reflecting** (ACLGEC146)	**Understanding Strand** **Systems of Language** (ACLGEU148) **Role of Language and Culture** (ACLGEU153)	**English:** Research the history of shadow theatre in different countries and present your findings to an interested audience in an unusual way. Aim to move beyond making bare assertions and take account of differing perspectives and points of view. (ACELA1502) http://www.schattentheater.de/files/deutsch/geschichte/geschichte.php **Science:** Learn about shadows on other planets: (ACSSU078) https://thekidshouldseethis.com/post/shadows-on-other-worlds-royal-observatory Make a sun dial: (https://www.nela-forscht.de/2011/07/07/schatten-durch-sonne/ (ACSSU078) (ACSIS103) **The Arts:** Create your own shadow theatre project by recreating a German fairy tale. (ACADRM037) e.g.: https://www.youtube.com/watch?v=ffBG0y8fPl4 https://thekidshouldseethis.com/post/58705153763 Shadow picture project: A photo is taken of each child's shadow and assembled into an exhibition. The other children at the school can guess which shadow belongs to whom. (ACAVAM115) Find out how artists use shadows in their artwork and try this out for yourself. (ACAVAM115) https://thekidshouldseethis.com/post/shadowology-drawings-completed-with-small-shadows	**Aboriginal and Torres Strait Islander Histories and Cultures** (OI.3, OI.5) (ACSSU080) Learn about and recognise Aboriginal and Torres Strait Islander Peoples' understanding that light from a source forms shadows and can be absorbed, reflected and refracted, as experienced in spear fishing and as evidenced by material selected for construction of housing. **Asia and Australia's Engagement with Asia** (OI.4) Why is *Wayang Kulit* shadow puppetry so popular in Indonesia? https://www.youtube.com/watch?v=pfydro4X2t0 **Sustainability** (OI.7) How can we be more sustainable by using solar power? Find out more in the *Lingo Macht Mint Magazine Heft 4: Sonne zum Leben or Heft 14 Elektrische Energie zum Leben.*	ICT Use the Trace My Shadow app to track the digital shadows that you are leaving. What implications does this have on your responsible internet usage? https://myshadow.org/trace-my-shadow Intercultural Understanding How do other cultures use the sun to tell the time? Find out about time zones and when the sun rises and sets in other countries like Germany compared to Australia.

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	• 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. • Express likes and dislikes. • Express opinions. • Carry out simple experiments and formulate the results with simple language. • Use and develop learning strategies (make conjectures, recreate processes, correctly spell words). • Understand and follow instructions. *From the After School Program:* • Know animal names in German (die Maus, der Tiger, der Vogel, der Hase, der Hund, die Ziege, der Wolf, der Bär, die Gans, das Kamel). • Ask for someone's favourite animal • Express what their favourite animal is: Was ist dein Lieblingstier? Mein Lieblingstier ist • Describe what they see by using the structure: Das ist …	**Aural/Oral:** Students respond to teacher questions and ask questions for clarification throughout the concept, including when reflecting on learning.	1, 2, 3, 4, 5, 6, 7, 8, 9, 12, 13, 14, 17	**Materials:** • Flashlight *For the After School Program:* • Magnets • Shadow Play (Schattenspiele) image cards • Blue tape • Room with blinds • 4 flashlights • Animals (Tiere) image and word cards • Shadow Play (Schattenspiele) worksheet and answer key **Resources:** • 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. **Additional Teacher Resources:** Handbook, attachments and video script are available for pdf download from the teacher's version of the website. **Materials for download:** Information sheet: https://www.mamiweb.de/familie/handschatten/1 Shadow Theatre: https://www.youtube.com/watch?v=DdwDV8x0vVI
		Audio-visual/Written: Students view then discuss the short technical film, and complete the associated worksheets and/or online activities.	1, 2, 3, 5, 6, 7, 15, 16, 17	
		Aural/Oral: Students interact with others in the class while completing worksheets and/or online activities.	1, 2, 3, 5, 6, 7, 14	
		Inquiry Product: Students select an area of interest around the concept of Schattenspiele (see Content Focus above for further ideas) and present their findings to the class, year level, school community or wider audience.	1, 2, 3, 5, 8, 10, 11, 15, 16, 17	
		Extension Activities: • Experiments from the Goethe *Institut Modul Sonne und Erde* could be utilised: (ACSSU094) https://www.goethe.de/ins/sk/de/spr/unt/kum/kin/exp.html • Try out some of the experiments in the *Lingo Macht Mint Magazine Heft 4: Sonne zum Leben* or *Heft 14 Elektrische Energie zum Leben.* E.g. How do shadows change as the sun moves across the sky? (ACSSU078), (ACSIS103)	1, 2, 3, 5, 7, 9, 11, 13, 15, 16	

Lecture: Schattenspiele 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 a shadow theatre is.	5						
I can express likes and dislikes.	1, 3, 4						
I know what one needs for shadow games.	5						
I know how shadows form.	5						
I know why shadows can be large or small.	5						
I can make shadow figures with my hands.	5						
I can express my opinion.	1, 4, 14						
I can understand a short (technical) film on the topic of Shadow Games.	5, 17						
I know new words on the topic of Shadow Games.	10						
I can correctly spell important words on the topic.	14						
I can understand and follow instructions.	1						
I can work successfully with others.	1, 4						
From the After School Program: I know animal names in German.	5, 10						
I can ask for someone's favourite animal.	1, 2						
I can express what my favourite animal is.	1, 3, 4						
I can describe what I see by using the structure: Das ist …	1, 6						

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.