AUSTRALIAN CURRICULUM: GERMAN CLIL UNIT PLANNER

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

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 spiders spin their webs? How do spiders catch their prey? What is the difference between spiral and spoke threads?

<table>
<tr>
<td rowspan="2"></td>
<td colspan="2" align="center">Language Focus</td>
<td colspan="3" align="center">Content Focus</td>
</tr>
<tr>
<td colspan="2"></td>
<td align="center">Learning Areas</td>
<td align="center">Cross Curriculum Priorities</td>
<td align="center">General Capabilities</td>
</tr>
<tr>
<td>Goals</td>
<td>Communicating Strand

Socialising (ACLGEC138)

Informing (ACLGEC141)

Creating (ACLGEC143)

Translating (ACLGEC144)</td>
<td>Understanding Strand

Role of Language and Culture (ACLGEU153)</td>
<td>

Mathematics:
Try out some spider web maths projects: (ACMMG143) http://recursiveprocess.com/mathprojects/index.php/2015/06/09/spider-webs-creepy-or-cool/#:~:text=The%20spider%20web%20is%20actually,a%20and%20b%20are%20adjustable.

Science:
What do spiders eat? What eats spiders? - carry out a research project on the food chain. Find out more in *Lingo Macht MINT Magazine Heft 8: Insekten auf der Welt.* (ACSSU043)
What are some of the different ways that spiders use their webs? https://thekidshouldseethis.com/?s=spider+webs (ACSSU043)

HASS:
Geography- Find out about the impact of natural disasters on the spiders' habitat. (ACHASSK114)
https://www.thestar.com.my/news/regional/2020/01/18/spider-species-driven-to-extinction-by-australian-bushfires#:~:text=CANBERRA%3A%20An%20ancient%20species%20of,the%20coast%20of%20South%20Australia.

The Arts:
Find out how spiders tune their webs: (ACAMUR091) https://thekidshouldseethis.com/?s=spider+webs

Technology:
How have spiders and insects contributed to inventions? E.g. the dragonfly and the helicopter? Find out more in *Lingo Macht MINT Magazine Heft 8: Insekten auf der Welt*. (ACTDEK023)

</td>
<td>

Aboriginal and Torres Strait Islander Histories and Cultures
Find out about spiders depicted in Indigenous art and how they are an important Burnungku clan totem for the Rembarrnga/Kyne people in central Arnhem Land. (OI.5)
https://australian.museum/learn/animals/spiders/spiders-in-australian-indigenous-art/#:~:text=Spiders%20are%20depicted%20in%20Australian,people%20in%20central%20Arnhem%20Land.

Asia and Australia's Engagement with Asia

Find out about how spiders are considered lucky charms in some Asian cultures (like Japan). (OI.1)

Sustainability
What would happen if there were no spiders? What role do they play in keeping our environment clean and healthy? Find out more in *Lingo Macht MINT Magazine Heft 8: Insekten auf der Welt*.
(OI.7)

</td>
<td>

Critical and Creative Thinking
Use the Thinker's Keys *The Commonality* to make comparisons: How is a spider web like a…?
e.g. bicycle, work of art, glue stick, home…

Ethical Understanding
Should we damage spider webs and clean them up or leave them be? Debate the issue with a family member justifying your position and thinking through the consequences.

Intercultural Understanding
Carry out a community poll project (family, friends or fellow students) to find out about other lucky charms in other cultures and present the results.

</td>
</tr>
</table>

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 rater 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 their ideas/opinions using simple language. - Use and develop learning strategies (use images as a learning tool, take notes, make conjectures, reconstruct processes, correctly spell words). - Match images to text. - Memorize short texts. - Complete a fill-in-the-blank. - Prepare and hold a short presentation for the group. - Understand and follow instructions. *From the After School Program:* - Know the body parts of a spider (die Klauen, die Laufbeine, die Spinnenwarze, die Augen, der Hinterleib, der Vorderleib). - Know the body parts of a human (das Auge, der Mund, die Nase, die Haare, das Ohr, der Arm, das Bein, der Bauch, die Hand, der Fuß). - Use the possessive articles mein/meine. - Describe their body: Das ist mein/meine/Das sind meine …	**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:** - White sheets of standard letter paper - Black, red and green coloured pencils - Craft supplies for chosen craft project (kinderspiele-welt.de) *For the After School Program:* - Animals (Tiere) image and word cards - Glue - Wallpaper - Spider Web (Spinnennetz) worksheet and answer key - Spider (Spinne) word cards - Prof. Einstein image card - Body parts (Körperteile) word cards **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:** - Spider template: https://goo.gl/Jd5P9t "Spider" craft project ideas: https://feltmagnet.com/crafts/spooky-spider-crafts https://www.kinderspiele-welt.de/basteln-und-werkeln/basteln-fuer-party/spinnen-lolli-basteln.html
		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 Spinnennetz (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: • Visit to a zoo or wildlife park and observe spiders in the terrarium. Use the opportunity to create a photography project: spiders their webs. (ACSSU043) • Did you know? Collect interesting information about spiders, prepare quiz questions and organize a trivia game for your family or peers to complete. (ACHASSI094)	1, 2, 3, 5, 7, 9, 11, 13, 15, 16	

3

Lecture: **Spinnennetz** *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 understand and answer questions on the topic.	1, 2, 4						
I can reconstruct chronological processes.	7, 15						
I can memorize short texts.	1, 2, 3						
I can complete a fill in-the-blank.	7, 13, 17						
I can correctly spell words on the topic.	14						
I can understand and follow the teacher's instructions.	1						
I can work successfully with others.	1, 4						
From the After School Program:							
I know the body parts of a spider.	5						
I know the body parts of a human.	5						
I can use the possessive articles mein/meine.	3, 14						
I can describe my body.	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 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.