AUSTRALIAN CURRICULUM: GERMAN CLIL UNIT PLANNER

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

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 does the human body react to roller coasters? What are some of the roller coaster records holders in the world and in Germany? What keeps the roller coaster car on the rails?

	Language Focus		Content Focus		
			Learning Areas	**Cross Curriculum Priorities**	**General Capabilities**
Goals	**Communicating Strand** **Socialising** (ACLGEC138) **Informing** (ACLGEC140) **Creating** (ACLGEC143) **Translating** (ACLGEC145) **Reflecting** (ACLGEC147)	**Understanding Strand** **Systems of Language** (ACLGEU150) **Role of Language and Culture** (ACLGEU153)	**English:** Create your own persuasive advertisement to encourage people to come to your fictional amusement park and try your rollercoaster. (ACELY1714) **Mathematics:** Explore the properties of polynomial functions (the mathematics used to create a rollercoaster). (ACMMG141) **Science:** What keeps the roller coaster car on the rails? Why don't rollercoasters have an engine? (ACSHE100) https://www.wonderopolis.org/wonder/how-do-roller-coasters-work **HASS:** History- Find out more about roller coasters in the past and today. Research using primary and secondary resources and present your information to an interested audience. (ACHASSI095) Business and Economics- Go on a field trip to an amusement park and interview the roller coaster staff about their joys and concerns and what influences consumer choices. (ACHASSK121) **Technology:** Find out more about the ten largest, fastest and steepest roller coasters in the world e.g. Ring Racer in Nürbergring, Germany. Collect pictures and information and present as a PowerPoint or other online presentation. (ACTDIP022)	**Asia and Australia's Engagement with Asia** (OI.3) How popular are rollercoasters in Asian countries? Are rollercoasters only popular in the western world? **Sustainability** (OI.8) Find out what amusement parks will need to do now to create a more sustainable future. (ACTDEK019) https://energysavingtrust.org.uk/blog/rollercoasters-green-twist	Personal and Social Capability Have you ever been on a rollercoaster? How did it make you feel? Intercultural Understanding Find out more about different cultures' thrill seeking behaviours. What are other ways that you can get your adrenaline pumping?

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. • Formulate 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). • Prepare and hold a short presentation for the group. • Understand and follow instructions. • Understand game instructions and actively take part in a game.	**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:** • Laptop and projector • Audio speakers • Blackboard and chalk/whiteboard and markers • Magnets/blue-tack • Students' portfolios **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:** Wise Guys: Achterbahn https://www.youtube.com/watch?v=fPCdlHdbWm4 Roller coaster record holder https://rcdb.com/rhr.htm Computer game Achterbahn https://www.spiele123.com/achterbahn-spiele/
		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 Achterbahn (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 Körper* could be utilised: (ACSSU094) https://www.goethe.de/ins/sk/de/spr/unt/kum/kin/exp.html • Design your own rollercoaster that adheres to the strict guidelines and principles of physics including potential and kinetic energy, gravity and inertia. (ACSHE100)	1, 2, 3, 5, 7, 9, 11, 13, 15, 16	

Lecture: *Achterbahn* 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 strategies to understand words and text.	5, 6, 7, 10, 14						
I can understand and answer simple questions on the topic.	1, 2, 4						
I can make conjectures.	5, 6, 8						
I can reconstruct storylines.	7, 15						
I can match words to pictures.	5, 7						
I can correctly spell words on the topic.	14						
I can understand and follow instructions.	1						
I can understand game instructions and actively take part in a game.	1						
I can work successfully with others.	1, 4						

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 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.