AUSTRALIAN CURRICULUM: GERMAN CLIL UNIT PLANNER

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

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 dogs help humans? How are Seeing Eye dogs trained? How do blind people travel with a Seeing Eye dog? Why are dogs specifically used and not other animals?

Goals	Language Focus		Content Focus		
			Learning Areas	Cross Curriculum Priorities	General Capabilities
	Communicating Strand **Informing** (ACLGEC141) **Creating** (ACLGEC142) **Translating** (ACLGEC144)	**Understanding Strand** **Systems of Language** (ACLGEU148)	**English:** Research the different types of assistance dogs (for visually/hearing impaired, Autism, PTSD, physical disabilities). Plan for and interview an expert. Present your information in an interesting manner to an audience. (ACHASSI094) (ACELY1700) https://www.healthdirect.gov.au/assistance-dogs#:~:text=Guide%20dogs%20or%20seeing%20eye,by%20alerting%20them%20to%20sounds. **HASS:** Civics and Citizenship- Interview a blind person who has a Seeing Eye dog. (ACHASSI095) Visit to a Seeing Eye dog school in the area and learn how the dogs are trained by interviewing a trainer. https://thekidshouldseethis.com/post/kids-meet-a-guide-dog-for-the-blind **The Arts:** Do you have a dog or a special pet? Create a special portrait of them or a song or dance about them to show how much they mean to you. (ACAVAM114) **Health:** How are animals a healthy part of humans' lives? How do they help keep us fit and active? (ACPPS053) https://www.four-paws.org/campaigns-topics/topics/companion-animals/adoption/animals-help-humans#:~:text=Whether%20they%20are%20dogs%2C%20cats,in%20therapy%20and%20rehabilitation%20programmes.	**Aboriginal and Torres Strait Islander Histories and Cultures** (OI.3) How do Indigenous Australians have an animalistic view of spirituality? https://australianstogether.org.au/discover/indigenous-culture/aboriginal-spirituality/	Personal and Social Capability How could you help a blind person by raising money for Guide Dogs Australia or sponsoring a puppy? Ethical Understanding What are the ethical implications for allowing Seeing Eye dogs on public transport, restaurants and other public areas? Intercultural Understanding Find out more about the pioneering Guide Dog schools from other countries: https://www.igdf.org.uk/about-us/facts-and-figures/history-of-guide-dogs/

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 their ideas/opinions using simple language. • Use and develop learning strategies (use pictures as a learning tool, make conjectures, correctly spell words). • Convey simple context in short sentences. • Take on different roles with active verbal participation. • 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/blu-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.
		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 Blindenhunde (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 Tiere* 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: ***Blindenhunde*** ***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 of Seeing eye dogs.	5, 17						
I know what a seeing eye dog is.	5						
I know other types of dogs that help humans.	5						
I can name characteristics of dogs.	1, 5						
I know what seeing eye dogs learn in school.	5						
I know what seeing eye dogs are better at than humans.	5						
I know commands for seeing eye dogs.	1, 5						
I know how to praise seeing eye dogs.	5						
I can play the role of both dog and trainer in a game.	1, 4						
I know new words and expressions on the topic.	10						
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 instructions.	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.