AUSTRALIAN CURRICULUM: GERMAN CLIL UNIT PLANNER

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

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 glow worms and fireflies glow?, How and why do people communicate through light signals?, How does a lighthouse work?

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

Socialising (ACLGEC139)

Informing (ACLGEC141)

Translating (ACLGEC145)</td>
<td>Understanding Strand

Systems of Language (ACLGEU148)</td>
<td>English:
How and why do people communicate through non-verbal cues like light signals? (ACELY1796)

Mathematics:
Learn about number-based code systems. (ACMNA098) (http://kryptografie.de/kryptografie or http://kryptografie.de/kryptografie/chiffre/klopf.htm),

Science:
Why do fireflies and glow worms glow? Conduct more in-depth research assignment and present the results http://www.gluehwuermchen.ch/biolumineszenz/wie_leuchten.htm. (ACSSU043)
What is the difference between fireflies and glow worms? https://www.wettropics.gov.au/fireflies (ACSSU043)

Technology:
How does a lighthouse work? Conduct your own inquiry questions and research or if possible, visit to a lighthouse and discuss with an expert (https://www.kids-and-science.de/wiefunktionierts/detailansicht/datum/2009/10/18/wie-funktioniert-ein-leuchtturm.html or http://www.planetwissen.de/technik/schifffahrt/leuchttuerme/index.html). (ACTDEK023)

Health:
Go for a night hike and see if you can spot some glow worms. Reflect on the impact on your wellbeing. (ACPMP064)</td>
<td>Sustainability (OI.9)
Learn more about how the habitat of fireflies and glow worms needs to be protected for conservation of the species: https://www.theguardian.com/environment/2020/feb/22/why-lights-going-out-fireflies-conservation-pollution</td>
<td>Critical and Creative Thinking
Try out an experiment creating your own number-based or light code using a cell phone or flashlight.</td>
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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.

<table>
<tr><th></th><th>Student Tasks</th><th colspan="2">Language Assessment Tasks</th><th>Materials and Resources</th></tr>
<tr>
<td rowspan="6">Implementation</td>
<td rowspan="6">

Understand a short (technical) film - Find precise information in a text.
Expand their passive and active vocabulary.
Understand technical terminology in context.
Understand, memorize and summarize a short technical text.
Understand and answer simple thematic questions.
Formulate their ideas using simple language.
Use and develop learning strategies (use pictures as a learning tool, make conjectures, correctly spell words).
Prepare and carry out a joint performance (Firefly show).
Understand and follow instructions.

</td>
<td>Aural/Oral:
Students respond to teacher questions and ask questions for clarification throughout the concept, including when reflecting on learning.</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 12, 13, 14, 17</td>
<td rowspan="6">
Materials:

Pieces of paper (strips of standard letter paper)
(Online) dictionaries
Cell phones and/or flashlights
Opt. dark-coloured clothes for the children
Wool blanket with fasteners to attach to them

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:
Lighthouse:
https://upload.wikimedia.org/wikipedia/commons/3/34/Leuchtturm_roter_sand.jpg
Traffic light:
https://t4.ftcdn.net/jpg/01/43/42/03/240_F_143420377_wJp6GWYsUzyiv3fCvkQLoLNlKG7nkNEW.jpg
Railroad crossing:
http://www.bahnbilder.de/1024/gerade-schliesst-schranke-am-bahnuebergang-487824.jpg
Signal rocket: https://www.bz-berlin.de/data/uploads/multimedia/archive/00484/sewol_6_484002a.jpg
Beacon: http://www.reisenews-online.de/wp-content/uploads/2012/05/bergfeuer-zugspitze.jpg
Fireflies:
http://www1.wdr.de/wissen/gluehwuermchen-124~_v-ARDFotogalerie.jpg
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<tr>
<td>Audio-visual/Written:
Students view then discuss the short technical film, and complete the associated worksheets and/or online activities.</td>
<td>1, 2, 3, 5, 6, 7, 15, 16, 17</td>
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<tr>
<td>Aural/Oral:
Students interact with others in the class while completing worksheets and/or online activities.</td>
<td>1, 2, 3, 5, 6, 7, 14</td>
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<tr>
<td>Inquiry Product:
Students select an area of interest around the concept of Glühwürmchen (see Content Focus above for further ideas) and present their findings to the class, year level, school community or wider audience.</td>
<td>1, 2, 3, 5, 8, 10, 11, 15, 16, 17</td>
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<td>Extension Activities:

Forscherkoffer Experiment-Luminenszenzenlampe (ACSHE081)
Experiments from the Lingo Macht Mint Magazine Heft 8: Insekten auf der Welt coul be utilised. (ACSHE081)
</td>
<td>1, 2, 3, 5, 7, 9, 11, 13, 15, 16</td>
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</table>

Lecture: *Glühwürmchen 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, memorize and summarize a short technical text.	5, 15, 16						
I can understand and answer questions on the topic.	1, 2, 4						
I can make and test conjectures.	5, 6, 8						
I can correctly spell important words on the topic.	14						
I can understand and follow instructions.	1						
I can prepare and carry out a performance (firefly show) in cooperation with others.	1, 4, 8						
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.