



AUSTRALIAN CURRICULUM: GERMAN CLIL UNIT PLANNER

SEQUENCE: F-10

YEAR LEVEL/BAND: 9-10

UNIT: JUNIOR UNIVERSITÄT

LECTURE: WELTALL-EXPERIMENT

**GOETHE
INSTITUT**

Sprache. Kultur. Deutschland.

This Unit Planner developed by, and kindly shared by former [AFMLTA](#) President, Kylie Farmer, has been adopted by the Goethe-Institut in Australia.

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: Which experiments can only be done in space (zero gravity)? How does weightlessness change the properties of objects?

Concepts: zero gravity, weightlessness, properties of objects

Communication	Content
<p>Communicating - Socialising (ACLGEC172) shared activities - persuading, arguing, planning, negotiating</p> <p>Communicating - Informing (ACLGEC175) convey ideas, information and views - presenting, representing, reporting</p> <p>Understanding - Systems of Language (ACLGEU183) vocab and grammatical structures - future, imperative, relative pronouns</p>	<p>Learning Areas</p> <ul style="list-style-type: none"> ● Science: How does weightlessness change the properties of objects? (ACSI170), What are the language features of a scientific report? ● History: What can you find out about the history of space travel, the ISS and the Sojuzraket? (ACHHS168) ● Civics and Citizenship: What intergalactic rules and regulations already exist for the ISS? (ACHCS085) ● Economics and Business: Who owns space? (ACHEK039)
<p style="text-align: center;">Cognition</p>	<p>General Capabilities</p> <ul style="list-style-type: none"> ● Literacy: What are the language features of an authentic instructional guide? ● Critical and Creative Thinking: Which experiments should be carried out in space? ● Personal and Social Capability: Would you like to be an astronaut one day? Why/Why not? Which experiments would you like to carry out? ● Ethical Understanding: What are the ethics of carrying out experiments in space-cost/ benefit? ● Intercultural Understanding: How important is space travel, exploration and conducting experiments in space in different cultures? In what way is it attached to national pride?
<p>Communicating - Reflecting (ACLGEC180) make choices - assumptions, questions, modifying behaviour, responsibility</p> <p>Understanding - Systems of Language (ACLGEU184) describe the interrelationship between text types, structuring, language choice</p>	<p>Cross-Curriculum Priorities</p> <ul style="list-style-type: none"> ● Sustainability (OL7)- What advantages and disadvantages does space travel and carrying out experiments in space have on the environment? e.g. space junk and pollution in space, terraforming (changing Mars to make it habitable), should we or shouldn't we preserve pristine space environments?
<p style="text-align: center;">Culture</p> <p>Communicating - Informing (ACLGEC174) context and culture affect information - perspectives, researching, synthesising, evaluating, representing</p> <p>Understanding - Role of Language and Culture (ACLGEU187) language and culture interrelated</p>	

Aspects of the 9-10 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.

Implementation	Student Tasks	Language Assessment Tasks		Materials and Resources
	<p>Facilitating Communication- of, for, through learning</p> <ul style="list-style-type: none"> Understand an authentic instructional guide. Form hypotheses about the behaviour of soap bubbles and paper planes in space. Name properties of soap bubbles and paper planes. Make comparisons (using the comparative and superlative). Start a discussion based on a visual prompt. <p>Analysing Key Content Understand the applied content of a technical video.</p> <ul style="list-style-type: none"> Properties of objects change in weightlessness. <p>Opportunities for Cognition</p> <ul style="list-style-type: none"> Recognise and name the changes in properties using the examples of soap bubbles and paper airplanes. Independently carry out and describe an experiment. Understand the text type of an authentic instructional guide. Understand systems of language e.g. grammatical aspects: imperative, comparative, superlative Reflect on their learning. <p>Connecting with Culture Understand elements of culture relating to the lecture.</p> <ul style="list-style-type: none"> How important is space travel, exploration and conducting experiments in space in different cultures? In what way is it attached to national pride? 	<p>Formative: Zuhören/Schreiben/Lesen A1/A2: AB 3.1 Anleitung: Seifenblasen A2/B1: AB 3.1 Weltraumexperimente</p>	1, 2, 5, 6, 7 1, 2, 5, 6, 7	<p>Materials:</p> <ul style="list-style-type: none"> 1 Eimer 50 Gramm Neutralseife 500 Gramm Zucker 40 Gramm Tapetenkleister Wasser Draht, Nähgarn oder Klebeband Din-A4-Blätter Papierflieger Pappbecher Nageln Wasser <p>Resources:</p> <ul style="list-style-type: none"> Students logged in to the Junioruni 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 <p>Additional Teacher Resources:</p> <p>Handbook, attachments and video script are available for pdf download from the teacher's version of the website.</p> <p>Materials for download: Was Astronauten im All so alles erforschen: https://www.dlr.de/next/desktopdefault.aspx/tabid-6667/10934_read-24887/</p> <p>Die große Reise ins Weltall: https://www.kindernetz.de/tigerenten-club/die-grosse-reise-ins-weltall-100.html</p>
		<p>Formative: Lesen/Zuordnen/Schreiben/ Basteln A1/A2: AB 3.2 Anleitung: Papierflieger A2/B1: AB 3.2 Alexander Gersts Weltallexperimente</p>	1, 2, 3, 5, 6, 7 1, 2, 5, 6, 7	
		<p>Formative: Lesen/Zuordnen/ Schreiben. Basteln A1/A2: AB 3.3 Experimente in der Schwerelosigkeit A2/B1: AB 3.3 Anleitung: Papierflieger</p>	1, 2, 5, 6, 7 1, 2, 3, 5, 6, 7	
		<p>Formative: Lesen/Basteln A2/B1: AB 3.4 Schwerelosigkeit im Pappbecher</p>	1, 2, 3, 5, 6, 7, 12	
		<p>Summative: Schreiben/Sprechen</p> <p>Mein Experiment: With a group or partner, design your own weightlessness experiment like those in the materials above (bubbles, paper airplanes and paper cups). What are your hypotheses? Carry out the experiment and note any similarities or differences.</p>	1, 2, 3, 5, 6, 7, 12	
		<p>Inquiry Based: Students select an area of interest around the concept of <i>Weltall-Experiment</i> (see Content Focus above for further ideas) and present their findings to the class, year level, school community or wider audience.</p> <p>Hands-on Tasks: Look at some of the experiments in the <i>Lingo Macht Mint Magazine: Im Universum</i>: https://www.lingonetz.de/sites/default/files/ebooks/aktuell/#8</p> <p>Try out some zero gravity experiments- https://www.stevespanglerscience.com/lab/experiments/anti-gravity-water/</p>	1, 3, 4, 5, 7, 9, 10, 12, 15, 16, 17, 18	

Lecture: Weltall-Experiment 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 ...	1, 2, 5						
• engage and sustain interactions with peers in class, group and paired activities	6, 7, 8, 11						
• understand what is being said in German on the video.	16, 17						
• understand an authentic instructional guide.	1, 2, 6, 7						
• form hypotheses about the behaviour of soap bubbles and paper planes in space.	6, 7						
• name properties of soap bubbles and paper planes.	1, 2, 6, 7, 11						
• make comparisons (using the comparative and superlative).	1, 2						
• start a discussion based on a visual prompt.	6, 7						
• recognise and name the changes in properties using the examples of soap bubbles and paper airplanes.	1, 2, 3, 5, 6, 7, 12						
• independently carry out and describe an experiment.	16, 17						
• understand the text type of an authentic instructional guide.	4, 11, 15						
• understand systems of language e.g. grammatical aspects: imperative, comparative, superlative	13, 18						
• reflect on my learning.	13, 14, 17, 18						
• understand elements of culture relating to the lecture.	<u>(AC SIS170)</u>						
• understand the applied content of a technical video.							

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 9-10 Band Achievement Standard (F-10 Sequence)

1. Students use written and spoken German to initiate and sustain interactions with teachers, peers and others in a range of settings and for a range of purposes.
2. Students use language spontaneously in the classroom environment to seek clarification and advice, assist others, initiate conversations and discussions, debate a course of action, share learning strategies and comment on the contribution of others.
3. Students describe plans and aspirations using future tense.
4. Students state facts and relate experiences, using past tense forms and regular and irregular verbs.
5. When speaking, students use appropriate pronunciation, intonation and stress in a range of sentence types, including variations such as contractions.
6. Students locate, synthesise and evaluate information on local and global issues from a range of perspectives and sources.
7. Students present ideas, information and views in a range of texts selected to suit audience, purpose and context.
8. Students analyse the main ideas and themes in imaginative texts and use evidence to support their views.
9. Students plan, draft and present imaginative texts using literary devices (imagery, similes, onomatopoeia) to engage a range of audiences.
10. When creating informative, persuasive and imaginative texts, students use a variety of conjunctions, relative clauses and other cohesive devices to build cohesion,
11. Students specify and describe people, places and objects by applying knowledge of the case system to articles, common demonstratives and possessives followed by adjectives.
12. Students interpret and/or translate excerpts from German texts, identifying and explaining culture-specific aspects, and create texts that reflect and explain aspects of culture and language for different German-speaking and Australian audiences.
13. Students identify and challenge their own assumptions and take responsibility for modifying language and behaviours in relation to different cultural perspectives.
14. Students identify ways that language influences people's actions, values and beliefs, and appreciate the scale and importance of linguistic diversity.
15. Students explain the roles of different German cases (nominative, accusative, dative and genitive) and tenses, and variations in spoken and written German in relation to pronunciation, spelling and punctuation.
16. Students explain the relationship between text type, audience and purpose.
17. Students identify the role culture plays in the creation and interpretation of texts, and explain how language and text features (layout, structure and formal/informal register) are used differently in a range of texts.
18. Students explain ways in which language and culture are interrelated and influence each other.