



AUSTRALIAN CURRICULUM: GERMAN CLIL UNIT PLANNER

SEQUENCE: F-6

YEAR LEVEL/BAND: 5-6

UNIT: KINDER UNIVERSITÄT

LECTURE: WINDRAD

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

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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 wind mills, rotor blades, wind turbines and wind parks operate? What are some interesting facts about wind turbines e.g. why do they have three blades? What is the sustainable aim of harnessing wind energy?

	Language Focus		Content Focus		
			Learning Areas	Cross Curriculum Priorities	General Capabilities
Goals	Communicating Strand	Understanding Strand			
	<p>Informing (ACLGEC140)</p> <p>Translating (ACLGEC144)</p> <p>Reflecting (ACLGEC147)</p>	<p>Language Variation and Change (ACLGEU152)</p>	<p>Mathematics: How is the spacing between the blades calculated to maximise the amount of wind energy that is harnessed? (ACMMG137)</p> <p>Science: Why do the wind turbines have three blades unlike the old windmills that had four or more? How are the blades similar or different to airplane wings? (ACSSU097)</p> <p>HASS: History- Discover more about the history behind wind mills and their influence on the modern wind turbines and create a timeline of photos to show the progression. (ACHASSI097)</p> <p>Economics and Business- How will renewable energies affect businesses and economics? Visit to a wind park/wind turbine and conduct interviews with experts. (ACHASSI131)</p> <p>Technologies: What other renewable energies are being used in Australia and Germany? How do they work compared to wind energy? (ACTDEK019)</p> <p>Health: What are some of the alleged health impacts of living near wind farms? E.g. hearing loss, nausea, sleep disorders, dizziness etc. (ACPPS054)</p>	<p>Sustainability What is the sustainable aim of harnessing wind energy? What are its uses, history and ideas for the future? Learn more about what humans are doing to combat climate change in <i>Lingo Macht MINT Magazine Heft 13: Das Klima der Welt.</i> (OI.3/ OI.8)</p>	<p><u>Intercultural Understanding</u> Learn about the old windmill language from the Netherlands and develop new ideas for windmill signals. https://en.wikipedia.org/wiki/Windmill</p>

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 rather developed for the purpose of presenting this series of Unit Planners.

	Student Tasks	Language Assessment Tasks		Materials and Resources
Implementation	<ul style="list-style-type: none"> Understand a short (technical) film. Find precise information in a text. Read and understand a short text (an excerpt from a film script). Expand their passive and active vocabulary. Understand technical terminology in context. Understand and answer simple thematic questions. Formulate their ideas/opinions using simple language. Read or hear content and summarize it. Use and develop learning strategies (take notes, make conjectures, reconstruct sequences, correctly spell words). Create an informational poster as a group. Understand and follow instructions. Reflect on learning (ongoing). 	<p>Aural/Oral: Students respond to teacher questions and ask questions for clarification throughout the concept, including when reflecting on learning.</p>	1, 2, 3, 4, 5, 6, 7, 8, 9, 12, 13, 14, 17	<p>Materials:</p> <ul style="list-style-type: none"> Brown paper Coloured pencils/markers/crayons <p>Resources:</p> <ul style="list-style-type: none"> 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. <p>Additional Teacher Resources: Handbook, attachments and video script are available for pdf download from the teacher's version of the website.</p> <p>Materials for download: Further information about wind turbines- https://klexikon.zum.de/wiki/Windrad https://www.youtube.com/watch?v=k1Rw_pi2RDY http://kinderrathaus.de/windkraft?page=1</p>
		<p>Audio-visual/Written: Students view then discuss the short technical film, and complete the associated worksheets and/or online activities.</p>	1, 2, 3, 5, 6, 7, 15, 16, 17	
		<p>Aural/Oral: Students interact with others in the class while completing worksheets and/or online activities.</p>	1, 2, 3, 5, 6, 7, 14	
		<p>Inquiry Product: Students select an area of interest around the concept of Windrad (see Content Focus above for further ideas) and present their findings to the class, year level, school community or wider audience.</p>	1, 2, 3, 5, 8, 10, 11, 15, 16, 17	
<p>Extension Activities:</p> <ul style="list-style-type: none"> Forscherkoffer Experiment-Elektrogenerator and make comparisons with a bike light generator. (ACSSU077) Experiments from the <i>Goethe Institut Modul Klimawandel or Luft</i> could be utilised: (ACSSU094) https://www.goethe.de/ins/sk/de/spr/unt/kum/kin/exp.html Use the Goethe Materials on the CLIL section of the website to find out more about renewable energies e.g. entering the Schools for Sustainability competition, Thema Energie: https://www.goethe.de/ins/au/en/spr/unt/kum/cli.html (OI.3/OI.8) 	1, 5, 7, 9, 11, 13, 15			

Lecture: Windrad 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 can find precise information in a text.	5, 6, 16						
I can read and understand a short text (an excerpt from a film script).	5, 10, 13						
I can take notes and summarise what I heard or read.	5, 10						
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 simple questions on the topic.	1, 2, 4						
I can formulate my ideas/opinions using simple language.	1, 4, 14						
I can read or hear content and summarize it.	5, 7, 8, 10						
I can use and develop learning strategies (make guesses and correctly spell words).	5, 6, 7, 10, 14						
I can create an informational poster as a group.	1, 3, 10						
I can understand and follow instructions.	1						

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.