



# AUSTRALIAN CURRICULUM: GERMAN CLIL UNIT PLANNER

**SEQUENCE: F-10**

**YEAR LEVEL/BAND: 9-10**

**UNIT: JUNIORUNI**

**LECTURE: 360 GRAD**

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

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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 are 360 degree photos and video created and viewed (analogue and digital)? How can a VR viewer be created from recycled cardboard? How can we travel without leaving our home?

**Concepts:** Equal Opportunities- travel experiences without restraints- money, anxieties, ability to travel, time restraints, border restrictions in COVID-19 pandemic, historical restraints (just need a device, the VR viewer and the internet).

Communication	Content
<p><b>Communicating- Socialising</b> <a href="#">(ACLGEC171)</a> interactions - formal, informal, past, future, opinions, advice</p> <p><b>Communicating- Informing</b> <a href="#">(ACLGEC175)</a> convey ideas, information and views - presenting, representing, reporting</p> <p><b>Communicating- Creating</b> <a href="#">(ACLGEC176)</a> engage with imaginative texts, analysing, comparing, persuading</p> <p><b>Understanding- Systems of Language</b> <a href="#">(ACLGEU182)</a> features of spoken and written language - pronunciation, stress, contractions <a href="#">(ACLGEU183)</a> vocab and grammatical structures - future, imperative, relative pronouns</p>	<p><b>Learning Areas</b></p> <p>English:</p> <ul style="list-style-type: none"><li>• Explore and reflect on the work of Munich-based Van Wyngaarden who explores the possibilities and boundaries of immersive storytelling and VR. (ACELT1635)</li><li>• Analyse VR Journalism- Fader is a browser-based tool developed by Berlin start-up Vragments in partnership with Deutsche Welle and Euronews, Munich-based VR journalist Julia Leeb reports on states in turmoil. <a href="#">(ACELY1739)</a></li></ul> <p>Science:</p> <ul style="list-style-type: none"><li>• Learn about advances in scientific understanding - Frank Steinicke is one of Germany's leading VR scientists and conducts research on the limits of human perception in computer-mediated reality. <a href="#">(ACSHE158)</a></li></ul> <p>History:</p> <ul style="list-style-type: none"><li>• Identify and use relevant sources-WDR and ARTE are just two of the companies currently re-creating foreign countries and historical settings to take users into a VR experience. (ACHH5168)</li></ul> <p>The Arts:</p> <ul style="list-style-type: none"><li>• Visual Arts - Learn about the history of VR in panoramic paintings. <a href="#">(ACAVAR131)</a></li><li>• Dance - Explore new movement possibilities with gamelab.berlin which has developed a program that allows dancers to move through their own world. <a href="#">(ACADAM020)</a></li><li>• Media Arts - Berlin-based production studio Sehnsucht created "Reminder," an immersive, animated, 360-degree film. <a href="#">(ACAMAR079)</a></li></ul> <p>Technologies:</p> <ul style="list-style-type: none"><li>• Virtual Reality Solution Center at the Fraunhofer Institute for Production Systems and Design Technology is currently working on a modular solution that would allow machine tools to be completely designed and produced in VR. Critically analyse the impacts of this. (ACTDEK040)</li></ul> <p>Health and PE:</p> <ul style="list-style-type: none"><li>• Investigate how being active has changed over time with VR sports - Hamburg-based VR-Nerds' VR arcade shooter game Tower Tag. <a href="#">(ACPMP104)</a></li></ul> <p><b>General Capabilities</b></p> <ul style="list-style-type: none"><li>• Critical and Creative Thinking What are some possible future uses for VR that have not been invented yet?</li><li>• Personal and Social Capability What are some of the health risks related to using VR goggles for a prolonged period of time?</li><li>• Ethical Understanding Is VR an ethical invention? Can everyone access it?</li><li>• Intercultural Understanding How could VR help us to understand different cultures?</li></ul> <p><b>Cross-Curriculum Priorities</b></p> <ul style="list-style-type: none"><li>• Sustainability <a href="#">(OI.6)</a> Learn more about VR and its impact on sustainability e.g. climate change, upcycling</li></ul>
<hr/> <h2>Cognition</h2> <hr/>	
<p><b>Communicating- Reflecting</b> <a href="#">(ACLGEC180)</a> make choices - assumptions, questions, modifying behaviour, responsibility</p> <p><b>Understanding- Systems of Language</b> <a href="#">(ACLGEU184)</a> describe the interrelationship between text types, structuring, language choice</p> <hr/> <p style="text-align: center;"><b>Culture</b></p> <hr/> <p><b>Communicating - Informing</b> <a href="#">(ACLGEC174)</a> context and culture affect information - perspectives, researching, synthesising, evaluating, representing</p> <p><b>Communicating - Translating</b> <a href="#">(ACLGEC178)</a> interpret, translate, difficulties</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.

	<b>Student Tasks</b>	<b>Language Assessment Tasks</b>	<b>Materials and Resources</b>	
<b>Implementation</b>	<p><b>Facilitating Communication</b> - of, for, through learning</p> <ul style="list-style-type: none"> <li>Understand what is being said in German on the video.</li> <li>Convert a text from the present to the past using Perfect tense.</li> <li>Write sentences using modal verbs.</li> <li>Match short and long texts and pictures.</li> <li>Understand and follow directions to create VR goggles.</li> </ul>	<p><b>Formative: Zuhören/Schreiben</b></p> <ul style="list-style-type: none"> <li>A1/A2- AB 5.1 Was möchte Johannes tun?</li> <li>A2/B1- AB 5.1 Der Kölner Dom auf einem Bild.</li> </ul>	<p>6, 7, 8, 11 4, 10</p>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Scissor</li> <li>Glue</li> <li>Cardboard</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Students logged in to the <i>Junioruni</i> website to access the exercises or print a copy of the exercises to complete before/during and after watching the video as a class.</li> <li>Access to digital or hardcopy dictionaries is ideal for some activities</li> </ul> <p><b>Additional Teacher Resources:</b></p> <p>Handbook, attachments and video script are available for pdf download from the teacher's version of the website.</p> <p><b>Materials for download:</b></p> <ul style="list-style-type: none"> <li>VR-Brille Linsen Set, Anleitung und Bastelbogen: <a href="https://epic-stuff.de/shop/vr-linsen-set/">https://epic-stuff.de/shop/vr-linsen-set/</a></li> <li>VR-Apps: <a href="https://epic-stuff.de/vr-apps/">https://epic-stuff.de/vr-apps/</a>, <a href="http://www.youtube.com/360°">www.youtube.com/360°</a></li> <li>Goethe VR-Angebote: <a href="https://www.goethe.de/de/vrt.html">https://www.goethe.de/de/vrt.html</a></li> <li>Goethe VR-Projekte "Made in Germany"- <a href="https://www.goethe.de/en/kul/med/21297250.html?forceDesktop=1">https://www.goethe.de/en/kul/med/21297250.html?forceDesktop=1</a></li> </ul>
	<p><b>Analysing Key Content</b></p> <ul style="list-style-type: none"> <li>Understand the content of a technical video. <ul style="list-style-type: none"> <li>The 360 degree perspective requires sphericity.</li> <li>3D realities can be created with VR cameras and Apps.</li> <li>When using VR goggles and a smartphone, two pictures are shown (one for each eye).</li> </ul> </li> </ul>	<p><b>Formative: Lesen/ Zuordnen/Schreiben</b></p> <ul style="list-style-type: none"> <li>A1/A2- AB 5.2 Der Kölner Dom auf einem Bild.</li> <li>A2/B1- AB 5.2 Eine virtuelle Zeitreise ins Mittelalter.</li> </ul>	<p>4, 10, 12 4, 6, 8, 12</p>	
	<p><b>Opportunities for Cognition</b></p> <ul style="list-style-type: none"> <li>Understand the process to create analogue and digital photos and videos.</li> <li>Understand the 360 degree perspective.</li> <li>Understand systems of language e.g. grammatical aspects: Modalverben, Satzbau, das Perfekt</li> <li>Understand the text type of a construction manual.</li> <li>Reflect on their learning.</li> </ul>	<p><b>Formative: Lesen/ Zuordnen/ Schreiben</b></p> <ul style="list-style-type: none"> <li>A1/A2- AB 5.3 Eine virtuelle Zeitreise ins Mittelalter.</li> <li>A2/B1- AB 5.3 Wie funktioniert eine VR-Brille?</li> </ul>	<p>6, 7, 8 4, 6, 7, 10</p>	
	<p><b>Connecting with Culture</b></p> <ul style="list-style-type: none"> <li>Understand elements of culture relating to the lecture. <ul style="list-style-type: none"> <li>Mittelalter</li> <li>Kölner Dom</li> </ul> </li> </ul>	<p><b>Formative: Lesen/Basteln</b></p> <ul style="list-style-type: none"> <li>A1/A2- AB 5.4 Bastelanleitung für eine VR-Brille.</li> <li>A2/B1- AB 5.4 Bastelanleitung für eine VR-Brille.</li> </ul>	<p>1, 2, 16 1, 2, 16</p>	
		<p><b>Summative: Schreiben/Sprechen</b></p> <ul style="list-style-type: none"> <li>Wo wohnst du? (create your own 3D photo/ video of where you live and describe it).</li> <li>Meine 360° Traumreise/ Zeitreise nach... (create a dream virtual trip to anywhere in the world or time and describe). <i>Could use the virtual world creating tool Cospaces- <a href="https://cospaces.io/edu/">https://cospaces.io/edu/</a> (pro licences are available for free with the Junioruni Koffer).</i></li> </ul>	<p>1, 3, 4, 5, 7, 9, 10 17</p>	
		<p><b>Inquiry Based:</b> Students select an area of interest around the concept of <i>360 Grad</i> (see Content Focus above for further ideas) and present their findings to the class, year level, school community or wider audience. E.g. researching a famous VR creator/ inventor, conducting a VR experiment, researching new applications for VR e.g.in military and medical training, in sports training, selling virtual tickets to events, in mental health to treat anxieties, phobias and depression, virtual simulations of fashion stores.</p> <p>Hands-on tasks: VR Science projects - (ACSI170) <a href="https://www.sciencebuddies.org/science-fair-projects/project-ideas/virtual-reality">https://www.sciencebuddies.org/science-fair-projects/project-ideas/virtual-reality</a></p>		

Lecture: <b>360 Grad</b> <b>Observational Assessment</b>	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 ...	<b>1, 2, 5</b>						
• engage and sustain interactions with peers in class, group and paired activities							
• understand what is being said in German on the video.	<b>6, 7, 8, 11</b>						
• convert a text from the present to the past using Perfect tense.	<b>4</b>						
• write sentences using modal verbs.	<b>4</b>						
• match short and long texts and pictures.	<b>4, 10, 12</b>						
• understand and follow directions to create VR goggles.	<b>1, 2, 16</b>						
• understand the content of a technical video.	<b>6</b>						
• understand systems of language e.g. grammatical aspects: Modalverben, Satzbau	<b>4, 11, 15</b>						
• understand the text type of a construction manual.	<b>16</b>						
• understand elements of culture relating to the lecture.	<b>13, 14, 17, 18</b>						
• undertake an extended written/spoken task on the topic of VR.	<b>1, 3, 4, 5, 7, 9, 10, 12</b>						
• Reflect on my learning	<b>13, 18</b>						
• understand the content of a technical video.	<b>See General Capabilities-ICT</b>						

## Overall Assessment

<b>Well Above Standard</b> <b>A</b>	<b>Above Standard</b> <b>B</b>	<b>At Standard</b> <b>C</b>	<b>Below Standard</b> <b>D</b>	<b>Well Below Standard</b> <b>E</b>
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 the 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.