



AUSTRALIAN CURRICULUM: GERMAN CLIL UNIT PLANNER

SEQUENCE: F-10

YEAR LEVEL/BAND: 9-10

UNIT: JUNIOR UNIVERSITÄT

LECTURE: ALEXANDER GERST UND SEIN TEAM

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

**GOETHE
INSTITUT**

Sprache. Kultur. Deutschland.

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 does an astronaut train with a team for a flight in outer space? Why is working in a team so important for an astronaut? How do astronauts live on the International Space Station?

Concepts: teamwork, fitness testing

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>Communicating - Creating (ACLGEC177) create imaginative texts, entertaining, composing, performing</p> <p>Understanding- Systems of Language (ACLGEU182) features of spoken and written language - pronunciation, stress, contractions (ACLGEU183) vocab and grammatical structures - future, imperative, relative pronouns</p>	<p>Learning Areas</p> <ul style="list-style-type: none">● Science: Find out more about life on the International Space Station (ISS). (ACSHE158)● Civics and Citizenship: What intergalactic rules and regulations already exist for the ISS? (ACHCS085)● Economics and Business: Who owns space? (ACHEK039)● Health and PE: Why do astronauts need to be fit? (ACPM103)
<hr/> <p style="text-align: center;">Cognition</p> <hr/> <p>Communicating - Reflecting (ACLGEC180) make choices - assumptions, questions, modifying behaviour, responsibility</p> <p>Understanding - Language Variation and Change (ACLGEU186) influence of language on actions, values, beliefs, linguistic diversity</p>	<p>General Capabilities</p> <ul style="list-style-type: none">● Literacy - What are the language features of a factual text and game instructions?● Critical and Creative Thinking - How could you redesign the descent module in which the astronauts sit to make it more comfortable?● Personal and Social Capability - Why is working in a team so important for an astronaut? Would you like to be an astronaut one day? Why/why not?● Ethical Understanding - What are the ethics of space travel - cost/benefit?● Intercultural Understanding - How important is space travel and exploration in different cultures? In what way is it attached to national pride?
<hr/> <p style="text-align: center;">Culture</p> <hr/> <p>Communicating - Reflecting (ACLGEC181) own identity, exploring, explaining, cultural mediator</p> <p>Communicating - Informing (ACLGEC174) context and culture affect information- perspectives, researching, synthesising, evaluating, representing</p>	<p>Cross-Curriculum Priorities</p> <ul style="list-style-type: none">● Asia and Australia’s Engagement with Asia (Q1.2)- Learn more about Asia’s Space Race: https://www.apacoutlookmag.com/industry-insights/article/425-asias-space-race-the-first-frontier. Is teamwork more or less important in Asian cultures? What are some cultural differences in social situations?● Sustainability (Q1.7) - What advantages and disadvantages does space travel 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?

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.

	Student Tasks	Language Assessment Tasks		Materials and Resources
Implementation	<p>Facilitating Communication - of, for, through learning</p> <ul style="list-style-type: none"> Describe the positive atmosphere in a photo. Match names and tasks of team members of the ISS astronaut Alexander Gerst. Understand German sayings about team building. Understand the instructions of a team game. Students report what they know about the duties of the ISS crew. Read and understand a text about the characteristics of effective teams. Assign a generalised term to the team properties. Discuss the importance of team characteristics. Introduce your own game. <p>Analysing Key Content Understand the applied content of a technical video.</p> <ul style="list-style-type: none"> Understand that the astronauts on the ISS are supported by a team of experts. Understand that the professionals must work together as a team. Understand the characteristics of an effective team. <p>Opportunities for Cognition</p> <ul style="list-style-type: none"> Interpret and evaluate team sayings. Conduct a team game according to instructions. Develop a team game in a group. Classify and discuss the characteristics of an effective team. Understand the text type of a factual text and game instructions. Understand systems of language e.g. grammatical aspects: cohesive devices, case system, word order. Reflect on their learning. <p>Connecting with Culture Understand elements of culture relating to the lecture.</p> <ul style="list-style-type: none"> Is teamwork more important in some cultures? What are some cultural differences in social situations? 	<p>Formative: Schreiben A1/A2: AB 6.1 Alexander Gerst und seine Crew auf der ISS A2/B1: AB 6.1 Alexander Gerst und seine Crew auf der ISS</p>	4, 6, 7, 11, 13, 14 4, 6, 7, 11, 13, 14	<p>Materials:</p> <ul style="list-style-type: none"> A3 paper pens a rope Blindfolds / towels a stopwatch <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: Handbook, attachments and video script are available for pdf download from the teacher's version of the website.</p>
	<p>Formative: Lesen/ Zuordnen/Schreiben A1/A2: AB 6.2 Wichtige Teamkollegen von Alexander Gerst A2/B1: AB 6.2 Wichtige Teamkollegen von Alexander Gerst</p>	4, 6, 7, 11 4, 6, 7, 11		
	<p>Formative: Lesen/ Zuordnen/Schreiben A1/A2: AB 6.3 Teambilder und Teamsprüche A2/B1: AB 6.3 Das macht Teamarbeit erfolgreich</p>	12, 13, 14, 18 4, 6, 7, 16		
	<p>Formative: Lesen/Basteln A1/A2: AB 6.4 Gordischer Knoten: Spiel zur Teambildung A2/B1: AB 6.4 Gordischer Knoten: Spiel zur Teambildung</p>	1, 2, 14 1, 2, 14		
	<p>Summative: Schreiben/Sprechen</p> <p>Mein Teamspiel: Mein Teamspiel: In pairs or groups create a game that encourages the whole group to practice teamwork like solving a puzzle in a short time frame (e.g. give your classmates roles like leader, notetaker, observer, time keeper etc). Teach your classmates to play the game with the written and oral instructions. The class will evaluate your game according to the characteristics of an effective team (clear structure and aim, appreciation and respect, effective communication etc.).</p>	1, 2, 4, 5, 10, 11, 14		
	<p>Inquiry Based: Students select an area of interest around the concept of <i>Alexander Gerst und sein Team</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: Astronaut training: Test Yourself https://www.vice.com/en/article/vvvp58/even-astronauts-hearts-need-to-have-the-right-stuff</p>	1, 3, 4, 5, 7, 9, 10, 12, 15, 16, 17, 18		

Lecture: <i>Alexander Gerst und sein Team Observational Assessment</i>	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						
<ul style="list-style-type: none"> engage and sustain interactions with peers in class, group and paired activities 							
<ul style="list-style-type: none"> understand what is being said in German on the video. 	6, 7, 8, 11						
<ul style="list-style-type: none"> describe the positive atmosphere in a photo. 	4, 6, 7, 11, 13, 14						
<ul style="list-style-type: none"> match names and important tasks of team members of the ISS astronaut Alexander Gerst. 	4, 6, 7, 11						
<ul style="list-style-type: none"> interpret and evaluate German sayings about team building. 	12, 13, 14, 18						
<ul style="list-style-type: none"> understand and carry out the instructions of a team game. 	1, 2, 14						
<ul style="list-style-type: none"> report what they know about the duties of the ISS crew. 	1, 2, 4, 6						
<ul style="list-style-type: none"> read and understand a text about the characteristics of effective teams. 	4, 6, 7, 16						
<ul style="list-style-type: none"> classify, discuss effective team characteristics and assign a generalised heading to the team properties. 	4, 6, 7, 16						
<ul style="list-style-type: none"> develop and introduce a team game in a group. 	1, 2, 4, 5, 10, 11, 14						
<ul style="list-style-type: none"> understand the text type of a factual text and game instructions 	16, 17						
<ul style="list-style-type: none"> understand systems of language e.g. grammatical aspects: cohesive devices, case system, word order. 	4, 11, 15						
<ul style="list-style-type: none"> reflect on my learning. 	13, 18						
<ul style="list-style-type: none"> understand elements of culture relating to the lecture. 	13, 14, 17, 18						
<ul style="list-style-type: none"> understand the applied content of a technical video. 	(ACSHE158) , (ACPMP103)						

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.