

AUSTRALIAN CURRICULUM: GERMAN CLIL UNIT PLANNER

SEQUENCE: F-10

YEAR LEVEL/BAND: 9-10

UNIT: JUNIOR UNIVERSITÄT

LECTURE: ALEXANDER GERST VOR DEM START INS ALL



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 carried out in space? How do astronauts live on the space station?

Concepts: parabolic flights, weightlessness, zero gravity

Communication	Content		
Communicating - Socialising (ACLGEC171) interactions- formal, informal, past, future, opinions, advice (ACLGEC172) shared activities- persuading, arguing, planning, negotiating Communicating - Informing (ACLGEC175) convey ideas, information and views -presenting, representing, reporting Communicating - Creating (ACLGEC177) create imaginative texts, entertaining, composing, performing Understanding - Systems of Language (ACLGEU182) features of spoken and written language - pronunciation, stress, contractions (ACLGEU183) vocab and grammatical structures - future, imperative, relative pronouns Cognition	■ Mathematics: Explore space through maths - simulating weightlessness: https://www.nasa.gov/pdf/740531main_Precal-ST_Nspire_SimWt.pdf, How is the angle of a parabolic flight calculated? (ACMMG244) ■ Science: How does zero gravity work? What effect does it have on people and objects? (ACSIS170) ■ History: What can you find out about the history of space travel, the ISS and zero gravity? (ACHHS168) ■ Civics and Citizenship: What intergalactic rules and regulations already exist between countries? (ACHCS085) ■ Economics and Business: Who owns space? (ACHEK039) ■ Health and PE: Why do astronauts need to be fit? What are some of the health risks associated with weightlessness? (ACPMP103) General Capabilities		
Communicating - Reflecting (ACLGEC180) make choices - assumptions, questions, modifying behaviour, responsibility Understanding - Systems of Language (ACLGEU184) describe the interrelationship between text types, structuring, language choice Culture Communicating - Informing (ACLGEC174) Context and culture affect information - perspectives, researching, synthesising, evaluating, representing Communicating - Translating (ACLGEC178) interpret, translate, difficulties	 <u>Literacy</u> - What are the language features of a job application and an email? <u>Critical and Creative Thinking</u> - How could we use zero gravity to solve everyday problems? <u>Personal and Social Capability</u> - Would you like to be an astronaut one day? Why/ why not? <u>Ethical Understanding</u> - What are the ethics of space travel - cost/benefits? <u>Intercultural Understanding</u> - How important is space travel and exploration in different cultures? In what way is it attached to national pride? <u>Cross-Curriculum Priorities</u> Asia and Australia's Engagement with Asia (01.3) - Learn more about some zero gravity experiments in China: https://www.globaltimes.cn/content/1202367.shtml Sustainability (01.7) - 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	Facilitating Communication - of, for, through learning	Formative: Schreiben/Sprechen A1/A2: AB 2.1 Völlig losgelöst A2/B1: AB 2.1. Traumberuf Astronaut?	1, 2, 5, 6, 7 1, 2, 5, 6, 7	Resources: • Students logged in to the Junioruni website to access the exercises or print a copy of the exercises to complete		
	 occupants. Write an email about the parabolic flight experience. Talk about the profession of an astronaut. Talk about the preparations for a flight into 	Formative: Zuhören/Lesen/Zuordnen/Schreiben A1/A2: AB 2.2 Abenteuer Schwerelosigkeit A2/B1: AB 2.2 Die Vorbereitungen	1, 2, 5, 6, 7 5, 6, 7	before/during and after watching the video as a class. • Access to digital or hardcopy dictionaries		
	 space. Form sentences about immediate processes before the flight from two temporal perspectives (before: modal verbs, after: perfect tense). 	Formative: Lesen/Schreiben A1/A2: AB 2.3 Parabelflüge erleben A2/B1: AB 2.3. Alexander Gerst vor dem zweiten Start	6, 9, 10, 11, 13, 14, 16 6, 9, 10, 11, 13, 14, 16	is ideal for some activities Additional Teacher Resources:		
	 Write a fictitious application for a job. Formulate questions and answers in a role play about the professional training of the astronaut. Analysing Key Content Understand the applied content of a technical video. 	Formative: Lesen/Zuordnen/Schreiben A2/B1: AB 2.4 Wie wird man Astronaut*in? Variante A für leistungsstarke Schüler*innen AB 2.4 Wie wird man Astronaut*in? Variante B für leistungsschwache Schüler*innen	6, 7, 9, 12, 16	Handbook, attachments and video script are available for pdf download from the teacher's version of the website. Materials for download:		
	 Understand the effects of gravity and weightlessness. Understand which preparations are important for a space flight. Understand how an astronaut adjusts to weightlessness. Opportunities for Cognition Describe the process and the effects of a parabolic flight. Assign chapter headings to a film. 	Summative: Schreiben/Sprechen A1/A2: Schüler*innen lesen den Text, besprechen und fassen die positiven und negativen Aspekten von Parabelflügen zusammen (Partnerarbeit): https://www.astronomie.de/astronomie-fuer-kinder/die-astrokids/raumfahrt/astronauten/	1, 2, 5, 6, 7, 12	Planet Wissen, Hautnah dabei – Abenteuer Parabelflug (02:15) https://www.planet- wissen.de/natur/weltall/schwerelosigkeit/p parabelflug100.html		
	 Describe the preparations for a launch on the International Space Station. Understand the text type of a job application and an email. Understand systems of language e.g. grammatical aspects: modal verbs, perfect 	A2/B1: AB 2.5 Bewerbungsschreiben Schüler*innen schreiben auf der Grundlage der Textinformationen und ihrer eigenen Biographie eine Bewerbung.	6, 7, 9, 10, 11, 16			
	tense. Students reflect on their learning. Connecting with Culture Understand elements of culture relating to the lecture. How important is space travel and exploration in different cultures? In what way is it attached to national pride?	Inquiry Based: Students select an area of interest around the concept of Parabelflug/ Alexander Gerst vor dem Start ins All (see Content Focus above for further ideas) and present their findings to the class, year level, school community or wider audience.	1, 3, 4, 5, 7, 9, 10, 12, 15, 16, 17, 18			
		Hands-On Tasks: Try out some zero gravity experiments https://www.stevespanglerscience.com/lab/experiments/anti-gravity-water/				

Lecture:	Achievement		How I see myself:		How my teacher sees me:		
Parabelflug/ Alexander Gerst vor dem Start ins All	Standard	I know this in	I know this in	I still need to	You know this in	You know this in	You still need to
Observational Assessment		German.	English.	work on this.	German.	English.	work on this.
Ich kann	1, 2, 5						
 engage and sustain interactions with peers in class, group and paired activities 							
 understand what is being said in German on the video. 	6, 7, 8, 11						
 understand the sequence of a parabolic flight. 	6, 7						
talk about the flight and the effects on the occupants.	1, 2, 5, 6, 7						
 write an email about the parabolic flight experience. 	1, 7, 9, 10						
talk about the profession of an astronaut.	1, 2, 5, 6, 7						
 talk about the preparations for a flight into space. 	1, 2, 5, 6, 7						
 write a fictitious application for a job. 	9, 10, 16						
 formulate questions and answers in a role play about the professional training of the astronaut. 	1, 2, 5, 6						
 describe the process and the effects of a parabolic flight. 	5, 6, 7						
assign chapter headings to a film.	6, 7						
 describe the preparations for a launch on the International Space Station. 	1, 2, 6, 7						
 understand the text type of a job application and an email. 	16, 17						
 understand systems of language e.g. grammatical aspects: modal verbs, perfect tense. 	4, 11, 15						
 reflect on my learning. 	13, 18						
 understand elements of culture relating to the lecture. 	13, 14, 17, 18						
 understand the applied content of a technical video. 	(ACMMG244), (ACSIS170)						

Overall Assessment

Well Above Standard	Above Standard	At Standard	Below Standard	Well Below Standard
Α	В	С	D	E
The student can complete all of the	The student can complete all of the	The student can complete most of	The student can complete some of	The student can complete little or none
challenges above in German with minimal	challenges above in German with	the challenges above in English with	the challenges above in English	of the challenges above in English,
English to help explain content, displaying	some English to help explain	some German words and phrases,	with some German words and	displaying limited cognitive,
excellent cognitive, communicative and	content, displaying above average	displaying sound cognitive,	phrases, displaying sound	communicative and creative skills.
creative skills.	cognitive, communicative and	communicative and creative skills.	cognitive, communicative and	
	creative skills.		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.