



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

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: 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 |
|---|--|
| <p>Communicating - Socialising (ACLGEC171) interactions- formal, informal, past, future, opinions, advice (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">● 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) |
| <p style="text-align: center;">Cognition</p> | <p>General Capabilities</p> <ul style="list-style-type: none">● Literacy - What are the language features of a job application and an email?● Critical and Creative Thinking - How could we use zero gravity to solve everyday problems?● Personal and Social Capability - Would you like to be an astronaut one day? Why/ why not?● Ethical Understanding - What are the ethics of space travel - cost/benefits?● Intercultural Understanding - How important is space travel and exploration in different cultures? In what way is it attached to national pride? |
| <p style="text-align: center;">Culture</p> | <p>Cross-Curriculum Priorities</p> <ul style="list-style-type: none">● Asia and Australia's Engagement with Asia (OL3) - Learn more about some zero gravity experiments in China: https://www.globaltimes.cn/content/1202367.shtml● Sustainability (OL7) - 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? |
| <p>Communicating - Informing (ACLGEC174) Context and culture affect information - perspectives, researching, synthesising, evaluating, representing</p> <p>Communicating - Translating (ACLGEC178) interpret, translate, difficulties</p> | |

| Lecture: <i>Parabelflug/ Alexander Gerst vor dem Start ins All</i> 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. |
| Ich kann... | 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"> understand the sequence of a parabolic flight. | 6, 7 | | | | | | |
| <ul style="list-style-type: none"> talk about the flight and the effects on the occupants. | 1, 2, 5, 6, 7 | | | | | | |
| <ul style="list-style-type: none"> write an email about the parabolic flight experience. | 1, 7, 9, 10 | | | | | | |
| <ul style="list-style-type: none"> talk about the profession of an astronaut. | 1, 2, 5, 6, 7 | | | | | | |
| <ul style="list-style-type: none"> talk about the preparations for a flight into space. | 1, 2, 5, 6, 7 | | | | | | |
| <ul style="list-style-type: none"> write a fictitious application for a job. | 9, 10, 16 | | | | | | |
| <ul style="list-style-type: none"> formulate questions and answers in a role play about the professional training of the astronaut. | 1, 2, 5, 6 | | | | | | |
| <ul style="list-style-type: none"> describe the process and the effects of a parabolic flight. | 5, 6, 7 | | | | | | |
| <ul style="list-style-type: none"> assign chapter headings to a film. | 6, 7 | | | | | | |
| <ul style="list-style-type: none"> describe the preparations for a launch on the International Space Station. | 1, 2, 6, 7 | | | | | | |
| <ul style="list-style-type: none"> understand the text type of a job application and an email. | 16, 17 | | | | | | |
| <ul style="list-style-type: none"> understand systems of language e.g. grammatical aspects: modal verbs, perfect tense. | 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. | (ACMMG244) , (ACSIS170) | | | | | | |

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.