



AUSTRALIAN CURRICULUM: GERMAN CLIL UNIT PLANNER

SEQUENCE: F-10

YEAR LEVEL/BAND: 9-10

UNIT: JUNIOR UNIVERSITÄT

LECTURE: DINOSAURIER

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: Do dinosaurs still exist today? Which animals are descendants of avian dinosaurs? Can the philosophies of creation and evolution coexist?

Concepts: evolution, history of the world

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>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 the timeline of the Earth (specifically the Triassic, Jurassic and Cretaceous periods). (ACSHE157)● Geography: Where in the world can we still find environmental conditions in which the dinosaurs lived? (ACHGS063)● The Arts: Draw and describe your favourite dinosaur including its feature characteristics. (ACAVAM128)
<p style="text-align: center;">Cognition</p>	<p>General Capabilities</p> <ul style="list-style-type: none">● Ethical Understanding: To whom should fossils of dinosaurs belong?● Intercultural Understanding: Can the philosophies of creation and evolution coexist? What are some of the differences in how evolution and the dinosaurs are explained around the world taking into account religious views of creation?
<p>Communicating - Reflecting (ACLGEC180) make choices- assumptions, questions, modifying behaviour, responsibility</p> <p>Understanding - Systems of Language (ACLGEU184) describe the interrelationship between text types, structuring, language choice</p> <p>Understanding - Language Variation and Change (ACLGEU186) influence of language on actions, values, beliefs, linguistic diversity</p>	<p>Cross-Curriculum Priorities</p> <ul style="list-style-type: none">● Aboriginal and Torres Strait Islander Histories and Cultures: (OI.9) - How have Aboriginal cave paintings added to scientific evidence of dinosaurs? https://www.abc.net.au/news/2010-05-31/megafauna-cave-painting-could-be-40000-years-old/847564● Asia and Australia's Engagement with Asia: (OI.2) - In what way do the dinosaurs that lived in Asian countries differ from the rest of the world? https://www.thoughtco.com/most-important-dinosaurs-of-asia-1092052● Sustainability (OI.6) - How do palaeontologists preserve and protect dinosaur fossils for future generations? https://www.smithsonianmag.com/science-nature/preserve-and-protect-how-paleontologists-care-their-long-dead-charges-180961071/
<p style="text-align: center;">Culture</p>	
<p>Communicating - Informing (ACLGEC174) context and culture affect information - perspectives, researching, synthesising, evaluating, representing</p> <p>Understanding - Role of Language and Culture (ACLGEU187) language and culture interrelated</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.

	Student Tasks	Language Assessment Tasks	Materials and Resources	
Implementation	<p>Facilitating Communication - of, for, through learning</p> <ul style="list-style-type: none"> Name the parts of a dinosaur. Understand quiz questions about dinosaurs. Work with a partner to create hypotheses about answers to a quiz. Understand information about the discovery and characteristics of a Pterosaur. Build hypotheses about the similarities and differences between chickens and dinosaurs. Underline and elaborate on relevant statements. 	<p>Formative: Zuordnen/ Schreiben A1/A2: AB 1.1 Der Tyrannosaurus Rex A2/B1: AB 1.1 Impulsbild</p>	6, 7 5, 6, 7, 10, 11, 12	<p>Materials:</p> <ul style="list-style-type: none"> DIN A3-Papier <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>Materials for download: Der große Crash: https://www.planet-schule.de/sf/php/sendungen.php?sendung=10378</p>
	<p>Analysing Key Content Understand the applied content of a technical video.</p> <ul style="list-style-type: none"> that it was previously assumed that dinosaurs are extinct. 	<p>Formative: Lesen/ Selektiv Antworten A1/A2: AB 1.2 Ein Dinosaurier – Quiz A2/B1: AB 1.2 Ein Dinosaurier – Quiz</p>	6, 7 6, 7	
	<p>Opportunities for Cognition</p> <ul style="list-style-type: none"> Understand a technical text about the ancestry of birds from a Pterosaur. Name the similarities and differences between chickens and dinosaurs. Understand the text type of a technical diagram and a factual text. Understand systems of language e.g. grammatical aspects: cohesive devices Reflect on their learning. 	<p>Formative: Malen/ Lesen/ Schreiben A1/A2: AB 1.3 Mein Lieblingssaurier A2/B1: AB 1.3 Stammen die Vögel von den Dinosauriern ab?</p>	1, 7, 9 4, 6, 7, 10	
	<p>Connecting with Culture Understand elements of culture relating to the lecture.</p> <ul style="list-style-type: none"> What are some of the differences in how evolution and the dinosaurs are explained around the world taking into account religious views of creation? 	<p>Summative: Schreiben/Sprechen Divide the class into two teams (affirmative and negative) and construct argument to debate the statement:</p> <ul style="list-style-type: none"> The philosophies of creation and evolution can coexist. <p><i>NOTE: at this level, research and discussion can be in L1, not necessarily in German.</i></p>	1, 3, 4, 5, 7, 9, 10	
		<p>Inquiry Based: Students select an area of interest around the concept of <i>Dinosaurier</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:</p> <p>Make your own fossil- https://www.madaboutsscience.com.au/shop/science-extra/post/make-your-own-fossils</p>	1, 3, 4, 5, 7, 9, 10, 12, 15, 16, 17, 18	

Lecture: <i>Dinosaurier</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.
I can...	1, 2, 5						
• engage and sustain interactions with peers in class, group and paired activities	6, 7, 8, 11						
• understand what is being said in German on the video.	4, 6						
• name the parts of a dinosaur.	6, 7						
• understand quiz questions about dinosaurs.	1, 6, 7						
• work with a partner to create hypotheses about answers to a quiz.	6						
• understand information about the discovery and characteristics of a Pterosaur.	1, 6, 7						
• build hypotheses about the similarities and differences between chickens and dinosaurs.	6, 7, 10						
• underline and elaborate on relevant statements.	6, 13, 17						
• understand a technical text about the ancestry of birds from a Pterosaur.	6, 7						
• name the similarities and differences between chickens and dinosaurs.	16, 17						
• understand the text type of a technical diagram and a factual text.	4, 11, 15						
• understand systems of language e.g. grammatical aspects: cohesive devices.	13, 18						
• reflect on my learning.	13, 14, 17, 18						
• understand elements of culture relating to the lecture.	(ACSHE157), (ACHGS063)						
• understand the applied content of a technical video.							

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.