



AUSTRALIAN CURRICULUM: GERMAN CLIL UNIT PLANNER

SEQUENCE: F-10

YEAR LEVEL/BAND: 9-10

UNIT: JUNIOR UNIVERSITÄT

LECTURE: DONNER

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 thunder come about? What is lightning made of? Why don't we see and hear lightning and thunder at the same time?

Concepts: weather reports, properties and characteristics of air, sight and sound

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</p>	<p>Learning Areas</p> <ul style="list-style-type: none">● English: What is the conditional tense and how is it used in English compared to German? (ACELA1770)● Mathematics: Calculate how far away a thunderstorm is. (ACMNA183)● Science: What is lightning made of? What is air made of and how does it behave when heated? What are the properties of the elements nitrogen and oxygen? (ACSSU182), (ACSIS164)● Geography: In which countries are thunderstorms more prominent and why? (ACHGS063) https://www.nationalgeographic.com/environment/article/lightning#:~:text=Central%20Africa%20is%20the%20area,where%20lightning%20strikes%20most%20frequent
<h2 data-bbox="555 694 741 742">Cognition</h2>	<p>General Capabilities</p> <ul style="list-style-type: none">● Literacy: What linguistic devices would you use to engage an audience while giving a weather report?● ICT: How does a green screen work in a weather report?● Personal and Social Capability: How can you keep safe if there is a thunderstorm nearby?● Intercultural Understanding: How is lightning and the symbol of the lightning bolt perceived in different cultures? https://myythstories.com/en/the-lightning-beliefs-and-awe-in-cultures/
<h2 data-bbox="577 965 719 1013">Culture</h2>	<p>Cross-Curriculum Priorities</p> <ul style="list-style-type: none">● Aboriginal and Torres Strait Islander Histories and Cultures (OI.3) Learn about the Lightning Man an Aboriginal dreamtime figure: https://www.abc.net.au/local/videos/2012/06/04/3517746.htm● Sustainability (OI.8) - Could we capture and store energy from lightning? https://www.abc.net.au/radionational/programs/greatmomentsinscience/could-we-capture-and-store-energy-from-lightning/8239402
<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"> Understand what is being said in German on the video. Understand and describe experiments on the formation of lightning and thunder. Fill in the blanks with technical terms. Form conditional sentences (wenn, dann). Understand, read and recite a poem on the subject of "Gewitter". Understand a factual text about the formation of thunderstorms. Recite a moderator's text. 	<p>Formative: Zuschauen/ Lesen/ Schreiben/ Zuordnen A1/A2: AB 2.1 Experiment 1 / AB 2.2 Experiment 2 A2/B1: AB 2.1 Experiment 1 / AB 2.2 Experiment 2 AB 2.3 Wie entsteht ein Gewitter?</p>	<p>6, 7, 10, 12 6, 7, 10, 12 16</p>	<p>Materials: For the noises:</p> <ul style="list-style-type: none"> glass bottles a large, thin sheet of metal solid metal foil balloons small marbles 1 meter cable (e.g. washing machine hose) rice grains kitchen sieve dried peas watering can plastic buckets stones <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:</p> <p>Handbook, attachments and video script are available for pdf download from the teacher's version of the website.</p> <p>Materials for download:</p> <p>Hörtext: http://www.hoerspielbox.de/heftige-gewitter-donnerschlaege/ Animation: https://www.planet-schule.de/sf/multimedia-interaktive-animationen-detail.php?projekt=gewitter Bastelanleitungen für Regen-Wind-und Donnergeräusche: http://www.auditorix.de/kinder/hoerwelten/gerauesch-e/%20gerauesch-rezpte/</p> <p>Das Gedicht "Gewitter": http://www.gs-muehldorf.de/index.php?article_id=92</p>
	<p>Analysing Key Content Understand the applied content of a technical video.</p> <ul style="list-style-type: none"> that thunderstorms are a physical phenomenon. air is made up of molecules. heated air expands. the elements nitrogen and oxygen and their properties. the weather conditions under which thunderstorms are more prevalent. 	<p>Formative: Lesen/ Zuordnen/Schreiben/ Rechnen/ Zuschauen A1/A2: AB 2.3 Blitz- und Schallgeschwindigkeit A2/B1: AB 2.4 Blitz- und Schallgeschwindigkeit</p>	<p>6, 7, 12 6, 7, 12</p>	
	<p>Opportunities for Cognition</p> <ul style="list-style-type: none"> Name and describe the processes involved in the formation of thunderstorms. Calculate how far away a thunderstorm is. Create graphics and drawings to illustrate a factual text. Understand the text type of an experimental procedure, a poem and an instruction manual. Understand systems of language e.g. grammatical aspects: conditional, passive tense. Reflect on their learning. 	<p>Formative: Lesen/ Sprechen/ Zuhören A1/A2: AB 2.4 Gedicht „Gewitter“ von Erwin Moser A2/B1: AB 2.5 Gedicht „Gewitter“ von Erwin Moser</p>	<p>1, 2, 5, 8, 10 1, 2, 5, 8, 10</p>	
	<p>Connecting with Culture Understand elements of culture relating to the lecture.</p> <ul style="list-style-type: none"> How is lightning and the symbol of the lightning bolt perceived in different cultures? 	<p>Formative: Lesen/ Basteln A2/B1: AB 2.6 Geräusche für das Gedicht „Gewitter“ von Erwin Moser</p>	<p>6, 12, 16</p>	
		<p>Summative: Schreiben/Sprechen Ein Wetterbericht: Script and perform a weather report in groups. The report must include background information on the formation of a thunderstorm and advice to people on how to keep safe. A green screen could be used to create an authentic background.</p>	<p>1, 4, 5, 6, 7, 9, 10, 14, 16</p>	
		<p>Inquiry Based: Students select an area of interest around the concept of <i>Donner</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 Activities: Make your own lightning bolt: https://eo.ucar.edu/webweather/lightningact.html</p>	<p>1, 3, 4, 5, 7, 9, 10, 12, 15, 16, 17, 18</p>	

Lecture: Donner 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.							
• understand what is being said in German on a video.	6, 7, 8, 11						
• understand and describe experiments on the formation of lightning and thunder.	2, 4, 5						
• fill in the blanks with technical terms.	6, 7						
• form conditional sentences (wenn, dann).	10						
• understand, read and recite a poem on the subject of "Gewitter".	1, 5, 8						
• understand a factual text about the formation of thunderstorms.	6, 12, 16						
• recite a moderator's text.	1, 5, 8, 16						
• name and describe the processes involved in the formation of thunderstorms.	1, 4, 6, 7						
• calculate how far away a thunderstorm is.	6						
• create graphics and drawings to illustrate a factual text.	6, 7, 16						
• understand the text type of an experimental procedure, a poem and an instruction manual.	16, 17						
• understand systems of language e.g. grammatical aspects: conditional, passive tense.	4, 10, 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.	Science (ACSSU182), (ACSIS164)						

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.