



AUSTRALIAN CURRICULUM: GERMAN CLIL UNIT PLANNER

SEQUENCE: F-10

YEAR LEVEL/BAND: 9-10

UNIT: JUNIOR UNIVERSITÄT

LECTURE: EBBE UND FLUT

**GOETHE
INSTITUT**

Sprache. Kultur. Deutschland.

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

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 and why does ebb and flow occur? Why is the height of tides different around the world? Why do some countries have tidal power plants and not others?

Concepts: tides, tidal power plants, tidal calendars, human behaviour related to tides

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>Understanding - Systems of Language (ACLGEU182) features of spoken and written language - pronunciation, stress, contractions</p> <hr/> <p style="text-align: center;">Cognition</p> <hr/> <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 (ACLGEU185) how and why language used differently - dialects, register, changes in context</p> <hr/> <p style="text-align: center;">Culture</p> <hr/> <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>	<p>Learning Areas</p> <ul style="list-style-type: none">● Mathematics: How can mathematics be used to model the Moon's effect on the tides and to calculate low and high tide? (ACMMG219) https://ibmathsresources.com/2018/03/25/modelling-tides-what-is-the-effect-of-a-full-moon/● Science: Why is the height of tides different around the world? (ACSSU180)● History: How were tides measured in the past? Present your findings in a chronological sequence (ACHHS164) https://oceanservice.noaa.gov/education/tutorial_tides/tides10_oldmeasure.html● Geography: Why do some countries have tidal power plants and not others? (ACHGS063)● Technologies: How do analogue and digital tide gauges work? (ACTDIK034)● Health and PE: How do surfers use the rule of twelfths to calculate the height of tides to make healthy and safe choices? (ACPPS092) https://surfsimply.com/science-skepticism/calculating-the-tides-the-rule-of-twelfths/ <p>General Capabilities</p> <ul style="list-style-type: none">● Ethical Understanding: Learn about the opportunity for a tidal power plant in the Torres Strait. What do the native people think about this? Is the government ethically obligated to consult the native people?● Intercultural Understanding: Why is there no tidal power plant in Germany? Do we utilise tidal energy in Australia? How do the tides dictate human behaviour on the coast of different countries? https://arena.gov.au/projects/tidal-energy-australia-assessing-resource-feasibility-australias-future-energy-mix/ <p>Cross-Curriculum Priorities</p> <ul style="list-style-type: none">● Aboriginal and Torres Strait Islander Histories and Cultures (OL3) - Aboriginal and Torres Strait Islander people have long observed the phases of the Moon and used it to understand the tides and the effect on the environment around them. Find out more: https://indigenousknowledge.unimelb.edu.au/curriculum/resources/mathematics-moon-phases-and-tides● Asia and Australia's Engagement with Asia (OL3) - Find out about the rise of tidal power plants in South East Asia https://theasianpost.com/article/rising-wave-tidal-energy-southeast-asia● Sustainability (OL7) - Is the energy produced by a tidal power plant sustainable sourced?

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 phenomenon of ebb and flow. Understand a technical text and add text to a graphic. Answer true or false questions about a technical text. Describe an experiment. Ask questions about the tides and give answers. Write a postcard from the North Sea. Fill in the blanks and understand a text about tidal power plants. <p>Analysing Key Content Understand the applied content of a technical video.</p> <ul style="list-style-type: none"> that the Moon, the Earth and the Sun have an influence on the tides. <p>Opportunities for Cognition</p> <ul style="list-style-type: none"> Conduct an experiment about the origin of the tides. Understand and explain the causes of the formation of the tides. Read and understand a tidal calendar. Understand how a tidal power plant works. Explain why there is no tidal power plant in Germany. Understand the text type of a technical text, a postcard and graphic. Understand systems of language e.g. grammatical aspects: adjective endings, case system. Reflect on their learning. <p>Connecting with Culture Understand elements of culture relating to the lecture.</p> <ul style="list-style-type: none"> How the tides dictate human behaviour on the coast of different countries. 	<p>Formative: Schreiben A1/A2: AB 3.1 An der Nordsee A2/B1: AB 3.1 An der Nordsee</p>	6, 7, 8 6, 7, 8, 11	<p>Materials:</p> <ul style="list-style-type: none"> A3-cards (at least 5 per pupil) felt-tip pens colored pencils scissors Glue <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: Warum gibt es Ebbe und Flut? https://www.planet-schule.de/sf/php/sendungen.php?sendung=10136</p>
		<p>Formative: Lesen/ Zuordnen/Schreiben A1/A2: AB 3.2 Die Gezeiten A2/B1: AB 3.2 Warum gibt es Ebbe und Flut?</p>	6, 7 6, 7, 10	
		<p>Formative: Basteln/ Schreiben/ Malen A1/A2: AB 3.3 Experiment zur Erklärung der Flutberge Formative: Zuschauen/Lesen/ Zuordnen/ Schreiben A2/B1: AB 3.3 Die Kraft der Gezeiten – Gezeitenkraftwerk</p>	2, 6, 7 6, 7, 8, 10, 11	
		<p>Formative: Rechnen/ Schreiben A1/A2: AB 3.4 Der Gezeitenkalender</p>	1, 2, 6, 7	
		<p>Summative: Schreiben/Sprechen</p> <p>Prepare an argument and debate the statement below in two groups (government opinion/ Torres Strait Islander opinion) "We should use the opportunity to build a tidal power plant in the Torres Strait." <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>Ebbe und Flut</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: Tide pool experiment https://buggvandbuddy.com/tide-pool-science-experiment-kids/</p> <p>Tide simulator: https://www.schoolobservatory.org/discover/sims-cals/tidesim</p>	1, 3, 4, 5, 7, 9, 10, 12, 15, 16, 17, 18	

Lecture: <i>Ebbe und Flut</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.	6, 7						
• describe the phenomenon of ebb and flow.	6, 7, 10						
• understand a technical text and add text to a graphic.	6, 7						
• answer true or false questions about a technical text.	1, 6, 7						
• describe an experiment.	1, 2						
• ask questions about the tides and give answers.	1, 16						
• write a postcard from the North Sea.	6, 7						
• fill in the blanks and understand a text about tidal power plants.	1, 2, 6, 7						
• conduct an experiment about the origin of the tides.	1, 4, 6, 7						
• understand and explain the causes of the formation of the tides.	6, 7						
• read and understand a tidal calendar.	6						
• understand how a tidal power plant works.	6, 7, 13						
• explain why there is no tidal power plant in Germany.	16, 17						
• understand the text type of a technical text, a postcard and graphic.	4, 11, 15						
• understand systems of language e.g. grammatical aspects: case system, adjective endings.	13, 18						
• reflect on my learning.	13, 14, 17, 18						
• understand elements of culture relating to the lecture.	Science (ACSSU180)						
• 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.