



AUSTRALIAN CURRICULUM: GERMAN CLIL UNIT PLANNER

SEQUENCE: F-10

YEAR LEVEL/BAND: 9-10

UNIT: JUNIOR UNIVERSITÄT

LECTURE: HANDYRECYCLING

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: In what way does recycling a mobile phone help to maintain a sustainable environment? How are mobile phones recycled to create raw materials for new products? How could you creatively convince others to be more sustainable with their mobile phone disposal?

Concepts: Recycling, raw materials, value placed on possessions

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 (ACLGEU183) vocab and grammatical structures- future, imperative, relative pronouns</p>	<p>Learning Areas</p> <ul style="list-style-type: none">● Science: What are the properties of the elements tin, iron, lead, copper, silver and aluminium? Why are they so valuable? (ACSSU178)● History: Investigate the history of the mobile phone and present your information in a timeline. (ACHHS164)● Geography: What are the neighbouring countries of Germany that work together (Belgium, Netherlands). What are the advantages and disadvantages of the European Union? (ACHGK067)● Civics and Citizenship: Is there a mobile phone collection point in your local area? Why/ Why not? (ACHCS085)● Technologies: How are recycled parts of mobile phones used in new products? (ACTDEK040)
<h2 data-bbox="555 751 741 794">Cognition</h2>	<p>General Capabilities</p> <ul style="list-style-type: none">● Literacy: What is the text type of an action plan? How would you translate this idea into a persuasive text to advertise your initiative?● Critical and Creative Thinking: How could you creatively convince others to be more sustainable with their mobile phone disposal?● Personal and Social Capability: How could you change your behaviour to be more sustainable? What value do you place on your possessions?● Ethical Understanding: How do you and your family dispose of your old mobile phones?
<h2 data-bbox="577 1046 719 1090">Culture</h2>	<p>Cross-Curriculum Priorities</p> <ul style="list-style-type: none">● Sustainability: In what way does recycling a mobile phone help to maintain a sustainable environment? (O)

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. Make statements about their mobile phone use and ask each other questions about it. Recognise, name and discuss the advantages of mobile phone recycling. Understand the mobile phone recycling process and name important products. Describe factual graphics. Understand a text, fill in the gaps and explain the content in their own words. Plan and present an action plan with reasoning. <p>Analysing Key Content</p> <p>Understand the applied content of a technical video:</p> <ul style="list-style-type: none"> Understand that mobile phones only have a very short lifespan. Understand that mobile phones contain precious raw materials. Understand that the process to recycle mobile phones is logical. Can name the important parts of a mobile phone. Can name the important stages of mobile phone recycling. Can name the important products that come from recycling mobile phones. Assign some important raw materials to the components of the mobile phone and name their origin. <p>Opportunities for Cognition</p> <ul style="list-style-type: none"> Use an interactive tool to develop understanding. Understand the text type of an action plan. Understand systems of language e.g. grammatical aspects: conditional, dative prepositions, perfect tense, modal verbs, future tense. Reflect on their learning. <p>Connecting with Culture</p> <p>Understand elements of culture relating to the lecture:</p> <ul style="list-style-type: none"> History of the mobile phone Other neighbouring countries of Germany that work together (Belgium, Netherlands), European Union 	<p>Formative: Lesen/ Schreiben/ Sprechen A1/A2: AB 5.1 Umfrage: Mein Handy und ich A2/B1: AB 5.1 Umfrage: Mein Handy und ich</p>	1, 2, 5, 6, 7 1, 2, 5, 6, 7	<p>Materials:</p> <ul style="list-style-type: none"> Mobile phones (if allowed) Paper for posters <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>Internet: http://projekte.meine-verbraucherzentrale.de/DE-BY/rohstofftool</p>
		<p>Formative: Lesen/ Zuordnen/Schreiben A1/A2: AB 5.2 Der Recyclingprozess A2/B1: AB 5.2 Der Recyclingprozess</p>	6, 7 6, 7, 12	
		<p>Formative: Lesen/ Schreiben A1/A2: AB 5.3 Wertvolle Rohstoffe in der Schublade A2/B1: AB 5.3 Wertvolle Rohstoffe in der Schublade</p>	4, 6, 7 4, 6, 7, 10, 12	
		<p>Formative: Lesen/ Zuordnen/ Schreiben/ Sprechen A1/A2: AB 5.4 Alte Handys für einen guten Zweck A2/B1: AB 5.4 Alte Handys für einen guten Zweck</p>	1, 2, 3, 5, 6, 7, 10, 12 1, 2, 3, 5, 6, 7, 10, 12, 13	
		<p>Summative: Schreiben/Sprechen Create an action plan to collect mobile phones (or another material e.g. clothing) to recycle in groups. How will you advertise? How will you collect the items? Who will benefit from the money raised?</p>	1, 3, 4, 5, 6, 7, 9, 10, 12, 13	
		<p>Inquiry Based: Students select an area of interest around the concept of <i>Handyrecycling</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: Design a mobile phone: https://www.teachingenglish.org.uk/article/design-a-mobile-phone Smartphone selber bauen: https://www.giga.de/unternehmen/kickstarter/news/smart-phones-selber-bauen-in-5-minuten/</p>	1, 3, 4, 5, 7, 9, 10, 12, 15, 16, 17, 18	

Lecture: <i>Handyrecycling Observational Assessment</i>	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 ...							
• engage and sustain interactions with peers in class, group and paired activities	1, 2, 5						
• understand what is being said in German on the video.	6, 7, 8, 11						
• make statements about my mobile phone use and ask others questions about it.	1, 2, 4, 5						
• recognise, name and discuss the advantages of mobile phone recycling.	2, 4, 6						
• understand the mobile phone recycling process and name important products.	2, 4, 6, 7						
• describe factual graphics.	4, 6, 7						
• understand a text, fill in the gaps and explain the content in my own words.	2, 4, 6, 7						
• plan and present an action plan with reasoning.	1, 2, 3, 5, 6, 7, 10, 12, 13						
• use an interactive tool to develop my understanding.	6, 7, 12						
• understand the text type of an action plan.	16, 17						
• understand systems of language e.g. grammatical aspects: conditional, dative prepositions, perfect tense, modal verbs, future 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.							

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.