AUSTRALIAN CURRICULUM: GERMAN CLIL UNIT PLANNER

SEQUENCE: F-10
YEAR LEVEL/BAND: 9-10
UNIT: JUNIOR UNIVERSITÄT
LECTURE: KLETTERROBOTER

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: Which characteristics do rats and climbing robots have in common? How does an X-ray machine work?

Concepts: nature inspiring design, x-rays, characteristics of rats

Communication	Content
Communicating - Socialising (ACLGEC171) interactions- formal, informal, past, future, opinions, advice **Communicating - Informing** (ACLGEC175) convey ideas, information and views - presenting, representing, reporting **Communicating - Creating** (ACLGEC177) create imaginative texts, entertaining, composing, performing **Understanding - Systems of Language** (ACLGEU182) Features of spoken and written language - pronunciation, stress, contractions (ACLGEU183) vocab and grammatical structures - future, imperative, relative pronouns	**Learning Areas** • **English:** What are the language and textual features of an advertising poster? How is persuasive language used to influence an audience? (ACELY1746) • **Mathematics:** Which mathematical processes are used in radiography? (ACMMG216), (ACMNA210) https://doodlelearning.com/how-radiographers-use-maths/#:~:text=Number%3A%20In%20radiography%2C%20Gemma%20uses,also%20uses%20lots%20of%20geometry. • **Science:** Investigate the characteristics of different types of rats. Why are rats often used in laboratory experiments? (ACSIS170) • **History:** Who was the inventor of the X-ray machine? What are the connections to Germany? (ACHHS166) • **Economics and Business:** Discuss different contexts where a climbing robot could logically be used in businesses or improve the economy using a cost-benefit analysis. (ACHES046) • **Technologies:** Are robots often designed taking into account functional and non-functional requirements by taking inspiration from nature? (ACTDIP038) https://scienceillustrated.com.au/blog/nature/robots-inspired-by-nature/#:~:text=Nature%20has%20often%20been%20a,designing%20robots%20inspired%20by%20wildlife.
Cognition **Communicating - Reflecting** (ACLGEC180) make choices- assumptions, questions, modifying behaviour, responsibility **Understanding - Systems of Language** (ACLGEU184) describe the interrelationship between text types, structuring, language choice **Understanding - Language Variation and Change** (ACLGEU185) how and why language used differently - dialects, register, changes in context	**General Capabilities** • **Literacy:** Compose a text to be used for a range of purposes (advertising poster/ podcast). • **Critical and Creative Thinking:** Design a robot that is inspired by a different animal. What characteristics does it have? • **Personal and Social Capability:** Are you afraid of rats like JOWO? Why or why not?
Culture **Communicating - Informing** (ACLGEC174) context and culture affect information - perspectives, researching, synthesising, evaluating, representing **Understanding - Role of Language and Culture** (ACLGEU187) language and culture interrelated	**Cross-Curriculum Priorities** • **Asia and Australia's Engagement with Asia:** How are rats viewed in some Asian cultures? (OI.1) • **Sustainability:** How could climbing robots be used in future sustainable practices? (OI.8)

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	**Facilitating Communication -** of, for, through learning ● Talk about the characteristics of rats. ● Describe the special climbing characteristics of a rat. ● Describe a climbing robot. ● Read and understand factual texts and answer questions. ● Formulate questions and answers with modal verbs. ● Name possible uses of a climbing robot. ● Create an advertisement for a climbing robot. **Analysing Key Content** Understand the applied content of a technical video. ● Understand what a climbing rat can do and what characteristics it has. ● Understand which of the rat's characteristics that the researchers have adopted. ● Understand how the rat has become a model for the work robot. ● Understand the methods used to discover the rat's climbing abilities. **Opportunities for Cognition** ● Discuss different contexts where a climbing robot could logically be used. ● Highlight the special abilities of a climbing robot on an advertising poster. ● Understand the text type of a factual text. ● Understand systems of language e.g. grammatical aspects: modal verbs. ● Reflect on their learning. **Connecting with Culture** Understand elements of culture relating to the lecture. ● How are rats viewed in different cultures?	**Formative: Zuhören/Schreiben** A1/A2: AB 1.1 Das Vorbild A2/B1: AB 1.1 Das Vorbild	6, 7, 11 6, 7, 11	**Materials:** ● A3-Paper ● Smileys **Resources:** ● 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 **Additional Teacher Resources:** Handbook, attachments and video script are available for pdf download from the teacher's version of the website.
		Formative: Lesen/ Zuordnen/Schreiben A1/A2: AB 1.2. RatNic – geschickt wie eine Ratte A2/B1: AB 1.2. RatNic – geschickt wie eine Ratte	4, 6, 7, 12, 17 4, 6, 7, 12, 17	
		Summative: Schreiben/Sprechen Ein Podcast: Create an advertising podcast that sells different types of robots inspired by nature. Script and record your own podcast using your research as a foundation and to listen to peers' podcasts. *NOTE: at this level, research and discussion can be in L1, not necessarily in German.*	1, 3, 4, 5, 6, 7, 10, 18	
		Inquiry Based: Students select an area of interest around the concept of Kletterroboter (see Content Focus above for further ideas) and present their findings to the class, year level, school community or wider audience. Hands-on Activities: Have a go at training your house or class pet. What different methods work well? Present your findings to the class. https://pethelpful.com/pet-ownership/Pets_That_Can_Be_Housetrained	1, 3, 4, 5, 7, 9, 10, 12, 15, 16, 17, 18	

Lecture: *Kletterroboter* *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 … • 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**						
• talk about the characteristics of rats.	**6, 7, 11**						
• describe the special climbing characteristics of a rat.	**4, 6, 7**						
• describe a climbing robot.	**4, 6, 7**						
• read and understand factual texts and answer questions.	**4, 6, 7, 12, 17**						
• formulate questions and answers with modal verbs.	**4, 6, 7, 12, 17**						
• discuss different contexts where a climbing robot could logically be used.	**1, 2, 5, 13, 14**						
• create an advertisement for a climbing robot, highlight its special abilities.	**4, 6, 7, 9, 10, 14**						
• understand the text type of a factual text.	**16, 17**						
• understand systems of language e.g. grammatical aspects: modal verbs.	**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.	(ACSIS170), (ACTDIP038)						

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.