



AUSTRALIAN CURRICULUM: GERMAN CLIL UNIT PLANNER

SEQUENCE: F-10

YEAR LEVEL/BAND: 9-10

UNIT: JUNIOR UNIVERSITÄT

LECTURE: ALURECYCLING

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 aluminium cans help to maintain a sustainable environment?, How are aluminium cans recycled to create raw materials for new products?, How could you creatively convince others to be more sustainable with their aluminium can disposal?

Concepts: Recycling, raw materials, value placed on possessions

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> <hr/> <p style="text-align: center;">Cognition</p> <hr/> <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>Communicating - Translating (ACLGEC178) interpret, translate, difficulties</p>	<p>Learning Areas</p> <ul style="list-style-type: none">● Science: What are the properties of the element aluminium? Why is it so valuable? (ACSSU178)● History: Investigate the history of the beverage can and present your information in a timeline. (ACHHS164)● Civics and Citizenship: Is there an aluminium can collection point in your local area? Why/ Why not? (ACHCS085)● Technologies: How are aluminium cans recycled to be used in new products? (ACTDEK040) <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 aluminium can disposal?● Personal and Social Capability: How could you change your behaviour to be more sustainable?● Ethical Understanding: How do you and your family dispose of your empty aluminium cans?● Intercultural Understanding: How is recycling valued in other countries? Which European countries are leading the way? https://www.dorsetware.com/which-european-country-recycles-the-most-aluminium-cans/ <p>Cross-Curriculum Priorities</p> <ul style="list-style-type: none">● Sustainability (OL6) In what way does recycling an aluminium can help to maintain a sustainable environment?

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, name and describe the stations and the process of aluminium recycling. Describe the most important stages of aluminium recycling using the process passive. Assign the correct prepositions to the stations of aluminium recycling. Understand a technical text on the history of the beverage can in Germany. Answer and ask questions about the text. 	<p>Formative: Schreiben A1/A2: AB 2.1 Von der Dose zum Flugzeug</p>	6, 7	<p>Materials:</p> <ul style="list-style-type: none"> empty aluminium cans DIN A3-Paper <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>Abenteuer Regenwald: https://www.abenteuer-regenwald.de/bedrohungen/aluminium</p>
		<p>Formative: Lesen/ Zuordnen/Schreiben A1/A2: AB 2.2 Recyclingprozess A2/B1: AB 2.1 Was wird aus der Aludose?</p>	6, 7 4, 6, 7, 11	
	<p>Analysing Key Content Understand the applied content of a technical video.</p> <ul style="list-style-type: none"> Understand how aluminium cans are recycled in Germany. Know what can be made from aluminium. 	<p>Formative: Lesen/ Zuordnen/ Schreiben A1/A2: AB 2.3 Vorgangsbeschreibung A2/B1: AB 2.2 Kleine Kulturgeschichte der Getr�nkedose?</p>	4, 6, 7, 11 4, 6, 7, 11, 12	
	<p>Opportunities for Cognition</p> <ul style="list-style-type: none"> Represent and describe an example of a recycling process. Discuss the question of whether the use of aluminium cans make sense and what alternatives there are. Understand the text type of a technical text. Understand systems of language e.g. grammatical aspects: process passive, past perfect, dative prepositions. Reflect on their learning. 	<p>Summative: Schreiben/Sprechen</p> <ul style="list-style-type: none"> Plan an argument and discuss in a pair or group the question of whether the use of aluminium cans make sense and what alternatives there are. Create an action plan to collect aluminium cans (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? 	1, 3, 4, 5, 6, 7, 9, 10, 12, 13	
	<p>Connecting with Culture Understand elements of culture relating to the lecture.</p> <ul style="list-style-type: none"> How is recycling valued in other countries? Which European countries are leading the way? 	<p>Inquiry Based: Students select an area of interest around the concept of <i>Alurecycling</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>5 Experiments with an aluminium can: https://www.youtube.com/watch?v=CBa4QDK1mJM</p>	1, 3, 4, 5, 7, 9, 10, 12, 15, 16, 17, 18	

Lecture: <i>Alurecycling</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						
<ul style="list-style-type: none"> engage and sustain interactions with peers in class, group and paired activities 	6, 7, 8, 11						
<ul style="list-style-type: none"> understand what is being said in German on the video. 	6, 7						
<ul style="list-style-type: none"> understand, name and describe the stations and the process of aluminium recycling. 	6, 7						
<ul style="list-style-type: none"> describe the most important stages of aluminium recycling using the process passive. 	4, 6, 7, 11						
<ul style="list-style-type: none"> assign the correct prepositions to the stations of aluminium recycling. 	10, 11						
<ul style="list-style-type: none"> understand a technical text on the history of the beverage can in Germany. 	6, 12						
<ul style="list-style-type: none"> answer and ask questions about the text. 	4, 7, 11						
<ul style="list-style-type: none"> represent and describe an example of a recycling process. 	4, 6, 7						
<ul style="list-style-type: none"> discuss the question of whether the use of aluminium cans make sense and what alternatives there are. 	1, 2, 5, 6, 7						
<ul style="list-style-type: none"> understand the text type of technical text. 	16, 17						
<ul style="list-style-type: none"> understand systems of language e.g. grammatical aspects; process passive, past perfect, dative prepositions. 	4, 11, 15						
<ul style="list-style-type: none"> reflect on my learning. 	13, 18						
<ul style="list-style-type: none"> understand elements of culture relating to the lecture. 	13, 14, 17, 18						
<ul style="list-style-type: none"> understand the applied content of a technical video. 	(ACSSU178)						

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.