



AUSTRALIAN CURRICULUM: GERMAN CLIL UNIT PLANNER

SEQUENCE: F-10

YEAR LEVEL/BAND: 9-10

UNIT: JUNIOR UNIVERSITÄT

LECTURE: ROBOTER MEXI

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: Can a robot show feelings? How is facial recognition used to program a simple robot that can show feelings?

Concepts: algorithms, coding, facial recognition

| Communication | Content |
|--|--|
| <p>Communicating - Socialising (ACLGEC171) interactions - formal, informal, past, future, opinions, advice (ACLGEC172) shared activities - persuading, arguing, planning, negotiating Communicating - Informing (ACLGEC175) convey ideas, information and views - presenting, representing, reporting Communicating - Translating (ACLGEC179) create bilingual texts aspects of language and culture 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">● Mathematics: How is coding used to solve problems in mathematics? (ACMMG221)● Civics and Citizenship: How could a robot that can show feelings be used to help humans? (ACHCS083)● Economics and Business: Discuss different contexts where a robot that can show emotions and facial recognition could logically be used in businesses or improve the economy using a cost-benefit analysis. (ACHES046)● The Arts: How could you use a robot to compose music or a dance? (ACADAM020), (ACAMUM100)● Technologies: How does facial recognition work? (ACTDIP040)● Health and PE: In pairs, 'program' one another to show different feelings. (ACPM101) |
| <h2 data-bbox="555 836 741 879">Cognition</h2> | <p>General Capabilities</p> |
| <p>Communicating - Reflecting (ACLGEC180) make choices - assumptions, questions, modifying behaviour, responsibility Understanding - Language Variation and Change (ACLGEU185) how and why language used differently - dialects, register, changes in context (ACLGEU186) influence of language on actions, values, beliefs, linguistic diversity</p> | <ul style="list-style-type: none">● Critical and Creative Thinking: Design a robot that can meet your needs and be friendly towards you.● Personal and Social Capability: How do you feel when your needs are not met?● Intercultural Understanding: In what way are feelings displayed differently in different cultures? |
| <h2 data-bbox="577 1107 719 1150">Culture</h2> | <p>Cross-Curriculum Priorities</p> |
| <p>Communicating - Informing (ACLGEC174) context and culture affect information - perspectives, researching, synthesising, evaluating, representing Understanding - Role of Language and Culture (ACLGEU187) language and culture interrelated</p> | <ul style="list-style-type: none">● Aboriginal and Torres Strait Islander Histories and Cultures (OI.5) How are feelings shown differently in Aboriginal and Torres Strait Islander cultures?● Asia and Australia's Engagement with Asia (OI.1) How are feelings shown differently in Asian cultures? |

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 and edit a fill-in-the-blank text on how a robot works. Name expressions of emotion. Describe the face recognition process. Form sentences with the modal verb 'können' (and the negation). Write sentences about a feeling. Talk about the emotions of a robot. Discuss the uses of robots that show emotions. Assign suitable terms to images that show emotional expressions. Form causal sentences using feeling vocabulary. | <p>Formative: Schreiben A1/A2: AB 3.1 Das ist Mexi</p> | 1, 7, 13 | <p>Materials: Scissors</p> |
| | | <p>Formative: Lesen/ Zuordnen/Schreiben/ Zeichnen A1/A2: AB 3.2 Das kann Mexi und so funktioniert Mexi A2/B1: AB 3.1 So funktioniert Roboter Mexi</p> | 6, 10, 12 | <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. |
| | | <p>Formative: Lesen/ Schreiben/ Zuordnen/ Zeichnen A1/A2: AB 3.3 Wie Mexis Computer Gesichter erkennt A2/B1: AB 3.2 So erkennt Mexis Computer Gesichter</p> | 6, 7, 10, 12 | <ul style="list-style-type: none"> Access to digital or hardcopy dictionaries is ideal for some activities |
| | | <p>Formative: Zuordnen/Lesen/Spielen A1/A2: AB 3.4 Gefühle, AB 3.5 Domino Gefühle A2/B1: AB 3.3 Gefühle</p> | 1, 2, 4, 14 | <p>Additional Teacher Resources:</p> |
| | <p>Analysing Key Content Understand the applied content of a technical video.</p> <ul style="list-style-type: none"> Understand that a robot can show emotions. Know how a robot can show emotions. Understand that a robot can perceive and show feelings and emotions. Know what needs only living beings have. | <p>Summative: Schreiben/Sprechen</p> <p>Mein Gefühlroboter: Design a robot that not only meets your needs with regards to housework but can also be friendly towards you. Write sentences describing what it can/ should/ must do using modal verbs. Read your text aloud to a partner for them to draw your robot with all the attachments and feelings that it can show.</p> | 1, 2, 5, 9, 10 | <p>Handbook, attachments and video script are available for pdf download from the teacher's version of the website.</p> |
| | <p>Opportunities for Cognition</p> <ul style="list-style-type: none"> Describe how a robot can perceive and recognise feelings. Describe and explain methods for recognising emotions in a robot. Understand the text type of a factual text. Understand systems of language e.g. grammatical aspects: modal verb können, Kausalsätze, adjectives of emotion, Nominalisation Reflect on their learning. | <p>Inquiry Based:</p> <p>Students select an area of interest around the concept of <i>Roboter Mexi</i> (see Content Focus above for further ideas) and present their findings to the class, year level, school community or wider audience.</p> | 1, 3, 4, 5, 7, 9, 10, 12, 15, 16, 17, 18 | <p>Materials for Download:</p> <p>Dennis und die Algorithmen: https://www.planet-schule.de/wissenspool/dennis-und-die-algorithmen/inhalt.html</p> |
| <p>Connecting with Culture Understand elements of culture relating to the lecture.</p> <ul style="list-style-type: none"> In what way are feelings displayed differently in different cultures? | <p>Hands-on Tasks:</p> <p>Try out your programming skills on different robots:</p> <ul style="list-style-type: none"> A1: Coding with Blue-Bot- https://www.goethe.de/ins/au/en/spr/unt/kum/cli/cli/ste/blb.html A2/B1: Lego Mindstorms- https://www.goethe.de/ins/au/en/spr/unt/kum/cli/cli/ste/rob.html | | <p>Energiesparspiel-Einfach mal abschalten: https://www.planet-schule.de/sf/multimedia-lernspiele-detail.php?projekt=energiesparspiel</p> | |

| Lecture: Roboter Mexi 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 the video. | 6, 7, 8, 11 | | | | | | |
| • understand and edit a fill-in-the-blank text on how a robot works. | 6, 7 | | | | | | |
| • name expressions of emotion. | 6 | | | | | | |
| • describe the face recognition process. | 6, 7 | | | | | | |
| • form sentences with the modal verb 'können' (and the negation). | 4 | | | | | | |
| • write sentences about a feeling. | 4, 6, 7, 13 | | | | | | |
| • talk about the emotions of a robot. | 1, 2, 5 | | | | | | |
| • discuss the uses of robots that show emotions. | 1, 2, 5, 6, 7 | | | | | | |
| • assign suitable terms to images that show emotional expressions. | 6, 7 | | | | | | |
| • form causal sentences using feeling vocabulary. | 3, 4 | | | | | | |
| • describe how a robot can perceive and recognise feelings. | 1, 2, 4, 6 | | | | | | |
| • describe and explain methods for recognising emotions in a robot. | 1, 2, 4, 6 | | | | | | |
| • understand the text type of a factual text. | 16, 17 | | | | | | |
| • understand systems of language e.g. grammatical aspects: modal verb können, Kausalsätze, adjectives of emotion, Nominalisation | 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. | (ACTDIP040) | | | | | | |

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.