AUSTRALIAN CURRICULUM: GERMAN CLIL UNIT PLANNER

SEQUENCE: F-10
YEAR LEVEL/BAND: 9-10
UNIT: JUNIOR UNIVERSITÄT
LECTURE: SEHCHIP FÜR BLINDE

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: How can a blind person be made able to see again? How would you feel if you saw your family again for the first time in years?
Concepts: blindness, vision impaired, disabilities, retinal chips, components of the eye

Communication	Content
Communicating - Socialising (ACLGEC171) interactions - formal, informal, past, future, opinions, advice (ACLGEC172) shared activities - persuading, arguing, planning, negotiating **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:** How do blind people read using Braille? (ACELA1550) ● **Science:** What are the functions and components of the human eye? How does the 'Sehchip' alter the effects of eye disease? (ACSSU175) ● **History:** What can you find out about the history of the 'Sehchip'? When was it first invented? What other inventions have been created to help those who are losing or have lost their sight? (ACHHS166) ● **Civics and Citizenship:** Interview a blind person about their experiences. Do they feel that their local area is equipped for their disability? (ACHCS085) ● **Technologies:** How does the technology in the 'Sehchip' work? (ACTDEK041) ● **Health and PE:** How do blind runners compete in the olympics? (ACPPS089) https://www.businessinsider.com.au/how-do-blind-runners-compete-paralympics-2016-9
Cognition	
Understanding - Systems of Language (ACLGEU184) Describe the interrelationship between Ttxt types, structuring, language choice **Understanding - Language Variation and Change** (ACLGEU185) How and why language used differently - dialects, register, changes in context	**General Capabilities** ● **Literacy:** What are the language features of an interview? Explain the relationship between text type, audience and purpose. ● **Critical and Creative Thinking:** Can you think of a creative way to help others who do not see well or at all? How could you help a blind person by raising money for The Fred Hollows Foundation? ● **Personal and Social Capability:** How would you survive if you were blind? What difficulties would you have? How would you feel if you saw your family again for the first time in a year? ● **Ethical Understanding:** What are the ethical implications for allowing seeing eye dogs on public transport, in restaurants and other public areas? ● **Intercultural Understanding:** Is blindness more prominent in certain cultures? Is there such a thing as 'Blind Culture'?
Culture	
Communicating - Reflecting (ACLGEC181) own identity, exploring, explaining, cultural mediator **Communicating - Informing** (ACLGEC174) context and culture affect information- perspectives, researching, synthesising, evaluating, representing	**Cross-Curriculum Priorities** ● **Aboriginal and Torres Strait Islander Histories and Cultures** (OI.5) Find out why first Australian's eye health is poorer than that of other Australians. What can be done to 'Close the Gap'? ● **Sustainability** (OI.4) How is Vision Australia contributing to environmental sustainability? https://www.visionaustralia.org/about-us/who-we-are-and-what-we-do/environmental-sustainability What is 'plant blindness'? https://www.bbc.com/future/article/20190425-plant-blindness-what-we-lose-with-nature-deficit-disorder

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 ● Understand texts about the structure of the eye and the function of vision. ● Name the cause of an eye disease that leads to blindness and describe it from the perspective of an affected person. ● Assign suitable texts to images. ● Formulate questions about a factual text. **Analysing Key Content** Understand the applied content of a technical video. ● What components the human eye has and how vision works. ● Which tasks a vision chip takes on. ● What causes the eye disease *retinitis pigmentosa*. **Opportunities for Cognition** ● Assign technical terms to images of the human eye. ● Give technical reasons for the development of an eye disease. ● Understand and describe how a vision chip is implanted and how it works, ● Understand the text type of an interview. ● Understand systems of language e.g. grammatical aspects: case system, word order, conjunctions. ● Reflect on their learning. **Connecting with Culture** Understand elements of culture relating to the lecture. ● Is blindness more prominent in certain cultures? ● Is there such a thing as 'Blind Culture'?	**Formative: Zuordnen/Schreiben/ Sprechen** A1/A2: AB 2.1 Das menschliche Auge A2/B1: AB 2.1 Impulsbild, AB 2.2 Die Funktionen des menschlichen Auges	1, 2, 5, 6, 7 6, 7	**Materials:** ● Schere ● Kleber **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. **Materials for download:** Planet Wissen: Retinitis Pigmentosa (1:45) https://www.planetwissen.de/natur/sinne/sehen/pwvideoplanetwissenvideoretinitispigmentosa100.htmlin
		Formative: Lesen/ Zuordnen/Schreiben A1/A2: AB 2.2 Wie wir sehen A2/B1: AB 2.3 So sehen wir	6, 7, 11 6, 7	
		Formative: Lesen/ Zuordnen/ Schreiben A1/A2: AB 2.3 Ein Sehchip für Ludot A2/B1: AB 2.5 Das Netzhaut-Implantat – Ein Sehchip für Blinde	6, 7 1, 2, 5, 6, 7	
		Formative: Zuschauen/ Lesen/ Schreiben/ Sprechen A2/B1: AB 2.4 Retinitis Pigmentosa – Eine Krankheit, die blind macht	1, 2, 5, 6, 7, 16	
		Summative: Schreiben/Sprechen Mein Tagebuch: Write two different diary/ blog/ vlog entries before and after an operation where you were fitted with a 'Sehchip'. How have your experiences and opportunities in life changed?	1, 2, 3, 4, 5, 9, 10, 13	
		Inquiry Based: Students select an area of interest around the concept of *Sehchip für Blinde* (see Content Focus above for further ideas) and present their findings to the class, year level, school community or wider audience. Hands-on Tasks: ● Make your own Augen-Linse using the materials in the Kinder Uni Koffer. ● Try out some experiments to experience blindness including finding your blind spot: https://faculty.washington.edu/chudler/chvision.html	1, 3, 4, 5, 7, 9, 10, 12, 15, 16, 17, 18	

Lecture: *Sehchip für Blinde* *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**						
• understand texts about the structure of the eye and the function of vision.	**6, 7**						
• name the cause of an eye disease that leads to blindness and describe it from the perspective of an affected person.	**1, 2, 5, 6, 7, 12**						
• assign suitable texts to images.	**6, 7**						
• formulate questions about a factual text.	**1, 2, 5, 6, 7**						
• assign technical terms to images of the human eye.	**6, 7**						
• give technical reasons for the development of an eye disease.	**1, 2, 5, 6, 7**						
• understand and describe how a vision chip is implanted and how it works.	**6, 7**						
• understand the text type of an interview.	**16, 17**						
• understand systems of language e.g. grammatical aspects: case system, word order, conjunctions.	**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.	(ACSSU175), (ACTDEK041)						

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.