AUSTRALIAN CURRICULUM: GERMAN CLIL UNIT PLANNER

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

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 does a touchscreen work? What are the components of different types of touchscreens? How do they function differently?
Concepts: resistive and capacitive touchscreens, positive and negative components of microchips

Communication	Content
Communicating - Socialising (ACLGEC172) shared activities - persuading, arguing, planning, negotiating **Communicating - Informing** (ACLGEC175) convey ideas, information and views - presenting, representing, reporting **Understanding - Systems of Language** (ACLGEU183) vocab and grammatical structures- future, imperative, relative pronouns **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 **Culture** **Communicating - Informing** (ACLGEC174) context and culture affect information- perspectives, researching, synthesising, evaluating, representing	**Learning Areas** ● **Science:** How do the positive and negative components of a microchip in a touchscreen and in your finger function? (ACSSU182) ● **History:** Find out more about the history of the touchscreen and present your information in a timeline. (ACHHS166) https://arstechnica.com/gadgets/2013/04/from-touch-displays-to-the-surface-a-brief-history-of-touchscreen-technology/ ● **Civics and Citizenship:** Can you use a touchscreen in your local area? What can you purchase? tickets? borrow books from the library? (ACHCS083) ● **Economics and Business:** How have touchscreens changed the way certain businesses are run? Have they increased efficiency? (ACHEK041) ● **The Arts:** Can touchscreens be used to create original artworks or musical compositions? (ACAVAM126), (ACAMUM100) ● **Technologies:** What are the components of different types of touchscreens? How do they function differently? (ACTDIK034) ● **Health and PE:** Why is it important to ensure that you balance screen time with physical activity? How has this changed over time since the invention of the touchscreen? (ACPMP104) ● **General Capabilities** ● **Literacy:** What are the language features of an informative text? ● **Critical and Creative Thinking:** Can you think of some new ways to use touchscreens that haven't been thought of before? ● **Personal and Social Capability:** What are some of the hygiene aspects of using a touchscreen? ● **Ethical Understanding:** How ethical is the use of a touchscreen to replace a person's job? **Cross-Curriculum Priorities** ● **Aboriginal and Torres Strait Islander Histories and Cultures** (OI.6) Find out more about Digital Futures in Indigenous communities: https://static1.squarespace.com/static/5bbaacda29f2cc31b47ed689/t/5bfa2a22b8a045b4c02b842c/1543121504298/Digital-Futures-in-Indigenous-Communities-MNSI-RP-3-2016.pdf ● **Asia and Australia's Engagement with Asia** (OI.3) How are Asian countries contributing to the future of touchscreens? ● **Sustainability** (OI.9) How has touchscreen technology improved sustainability with the reduction of paper usage?

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 ● Say where touchscreens are used. ● Globally understand Ralph's explanation of a touchscreen type. ● Assign suitable texts to images. ● Complete a fill-in-the blanks activity. ● Answer technical questions. **Analysing Key Content** Understand the applied content of a technical video. ● What components a certain type of touchscreen has. ● Distinguish between two types of touchscreen. ● Recognise that the touchscreen in the video is a capacitive touchscreen. **Opportunities for Cognition** ● Assign technical terms to the function of a touchscreen type. ● Describe the function of the touchscreen type. ● Explain why the capacitive touchscreen does not work with gloves on. ● Understand the text type of an informative text. ● Understand systems of language e.g. grammatical aspects: word order with weil, Modalverben. ● Reflect on their learning. **Connecting with Culture** Understand elements of culture relating to the lecture. ● How have people from other cultures been influenced by the invention of the touchscreen?	**Formative: Schreiben** A1/A2: AB 4.1 Impulsbild A2/B1: AB 4.1 Impulsbild	6, 7	**Materials:** ● Schere ● Kleber ● DIN A3-Papier ● Stifte ● Tablet mit Internetzugang für jedes Paar **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:** Netzwelt- So geht's: So machen Sie Ihre Handschuhe Touchscreen-tauglich: https://www.netzwelt.de/news/94209-so-geht-s-so-handschuhetouchscreen-tauglich.html
		Formative: Lesen/ Zuordnen A1/A2: AB 4.2 Ralph erklärt, wie ein Touchscreen funktioniert A2/B1: AB 4.2 Ralph erklärt, wie ein Touchscreen funktioniert	6, 7, 12	
		Formative: Lesen/ Zuordnen/ Schreiben A2/B1: AB 4.3 Kapazitive und resistive Touchscreens	4, 6, 7, 11, 12	

		Summative: Schreiben/Sprechen
		
		● Prepare your argument and debate the following topic in two groups (affirmative and negative):
		  ○ It is unethical to replace a person's job with a touchscreen.
		  or
		  ○ Touchscreens have improved our natural environment.
			1, 3, 4, 5, 7, 9, 10	

		Inquiry Based: Students select an area of interest around the concept of *Touchscreen* (see Content Focus above for further ideas) and present their findings to the class, year level, school community or wider audience. Hands-on Tasks: Try out some touch experiments: https://faculty.washington.edu/chudler/chtouch.html Kids Stem Lab-Interactive Touch Screen game: https://en.sindrax.com/kids-stem-lab-interactive-touch-screen/	1, 3, 4, 5, 7, 9, 10, 12, 15, 16, 17, 18	

Lecture: *Touchscreen* *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						
• say where touchscreens are used.	6, 7						
• globally understand Ralph's explanation of a touchscreen type.	6, 7, 12						
• assign suitable texts to images.	6, 7, 12						
• complete a fill in a blanks activity.	6, 7						
• answer technical questions.	4, 6, 7, 11, 12						
• assign technical terms to the function of a touchscreen type.	6, 7						
• describe the function of the touchscreen type.	4, 6, 7						
• explain why the capacitive touchscreen does not work with gloves on.	4, 6, 7, 11, 12						
• understand the text type of an informative text.	16, 17						
• understand systems of language e.g. grammatical aspects: word order with weil, Modalverben.	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.	(ACSSU182), (ACTDIK034)						

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.