

PROGETTO CLIL 2017-2019



CLIL Module Plan

Title Choose a title for the Module which refers to the main content/topic selected

Complete the following information and answer by ticking the correct box

Author(s)	Name and surname of all authors				
School	Name and location				
School Grade	Primary <input type="checkbox"/>	Middle <input type="checkbox"/>	High <input type="checkbox"/>		
School Year	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Subject :			Topic:		
CLIL language	English <input type="checkbox"/>		Deutsch <input type="checkbox"/>		

Personal and social-cultural preconditions of all people involved	<p>Describe the institutional framework conditions, school situation and anthropogenic and socio-cultural factors of the group of learners (situation and composition of the class group, for instance learners with a migratory background, learners with special needs), learning preconditions in the school class (learning space, learning level, methodological competence, behaviour, level of performance, willingness to learn, motivation, but also previous experience and knowledge of pupils).</p> <p>Teacher / Teaching team profile (teacher's role, co-teacher, subject taught)</p> <p>Student group profile (Average CEFR Level – A1, A2, B1, B2, C1, C2 – experience of CLIL, English mother tongue, other mother tongue)</p>
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Students' prior knowledge, skills, competencies	Subject	Language
	Indicate any prior experience concerning the content knowledge, skills and competencies for developing this lesson	Indicate any prior experience concerning the language knowledge, skills and competencies for developing this lesson (vocabulary, grammar structure, etc)

Timetable fit	<input type="radio"/> Module Module length Indicate number of lesson and total hours
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<p>Description of teaching and learning strategies</p>	<p>How the teacher manages to structure this lesson in order to integrate language and content</p> <p>e.g.</p> <ul style="list-style-type: none"> ○ Methodological approaches (for example Task-Based Learning, Project-Based Learning, Cooperative Learning, Flipped Classroom, etc) ○ Choices and strategies to promote interaction and communication during the lesson involving students, teachers and group work ○ Learning activities connected to expected learning outcomes ○ Content and language input ○ ICT learning tools ○ Choice of media ○ Materials to support content and language scaffolding ○ Time managing ○ Differentiating measures and additional forms of consolidation of outcomes ○ Design task
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Overall Module Plan

Summarise units and lessons by choosing a short title referring to the topic

<p>Unit 1</p> <p>e.g. Living and Nonliving things</p> <p>-----</p> <p>Unit length Indicate Unit total hours depending on the length of each Lesson (1 h or 2 h per lesson)</p>	<p>Lesson 1</p> <p>e.g. Introduction: How to tell</p>
	<p>Lesson 2</p> <p>e.g. Characteristics and qualities</p>
	<p>Lesson 3</p> <p>e.g. Identification and comparison</p>
<p>Unit 2</p> <p>e.g.Plants and animals</p> <p>-----</p> <p>Unit length</p>	<p>Lesson 1</p> <p>e.g. Living organisms: similarities</p>
	<p>Lesson 2</p> <p>e.g. Living organisms: differences</p>
<p>Unit 3</p> <p>e.g. Characteristics in detail</p> <p>-----</p> <p>Unit length</p>	<p>Lesson 1</p> <p>e.g. Growth</p>
	<p>Lesson 2</p> <p>e.g. Nutrition</p>
	<p>Lesson 3</p> <p>e.g. Movement</p>
	<p>Lesson 4</p> <p>...</p>

Incorporate all Lessons into a general Unit if the Module Plan develops only one topic
 For example

Unit 1	Lesson 1
Indicate a subtitle -----	Lesson 2
Unit length Indicate Module total hours	Lesson 3
	Lesson 10/20 ...

CLIL Lesson Plan

Report as indicated in the Overall Module Plan at the beginning of each CLIL Lesson Plan

Unit number	Lesson number	Title
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Determinate sequences of learning steps for the lesson

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
Number the activity (select any activities suitable and necessary to develop lesson aims) 1	Time your activity	Define competencies to be developed in relation to content (refer to Bloom's Taxonomy). Articulate higher and lower order learning objectives e.g. ○ Identify frogs in a diagram of different kinds of amphibians. ○ Group native animals	Explain the planned activities and tasks. Specify teacher's and students' role . Describe respective roles if two teachers are present.	<i>Skills</i> Indicate the skills of language involved in this activity <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px 5px;">L</div> <div style="border: 1px solid black; padding: 2px 5px;">S</div> <div style="border: 1px solid black; padding: 2px 5px;">R</div> <div style="border: 1px solid black; padding: 2px 5px;">W</div> </div> <i>Key vocabulary</i> List vocabulary and main specific terms/ definitions related to subject topic	Indicate the interaction pattern chosen for the specific activity <ul style="list-style-type: none"> ○ Whole class ○ Group work ○ Pair work ○ Individual work 	List the materials for the lesson. e.g. Flashcards, pictures, songs, authentic texts, web-based resources All materials should be clearly referenced, paying attention to copyright rules	Define control form(s) to check the achievement of goals correlated to: - the lesson expected learning outcomes (formative, on-going, peer/self assessment,

	<p>into their proper species.</p> <ul style="list-style-type: none"> ○ Design an experiment to see how plants grow in different kinds of soil. ○ Make a diagram showing the ways plants and animals in your neighborhood interact with each other. ○ Review a project plan to see if all the necessary steps are included. ○ Make a storyboard for a multimedia presentation on insects. ○ Build a habitat for pigeons. <p>Include Life Skills which are fostered in other subjects as well, such as presentation skills, organization, time management, social skills...</p>		<p><i>Communicative structures</i></p> <p>Language for student learning and communication about experience and fieldwork (pieces of language to support students in task development activities and interaction)</p> <p>e.g. Could you tell me? What happens if...? What do you think about...? In my opinion... Do you know...? Can you identify the different parts of...? I agree because... Look at the map...</p>		<p>(refer to copyright rules documentation)</p>	<p>summative...) - the content and type of activities developed during the lesson</p>
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Lesson Plan Template realizzato a partire da materiale IPRASE precedentemente elaborato e riadattato con il coordinamento di Ludowica Dal Lago, in collaborazione con l'esperta CLIL Manuela Perini e la consulenza della docente Emanuela Atz per la versione in lingua tedesca.

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La Commissione Europea e la Provincia Autonoma di Trento declinano ogni responsabilità sull'uso che potrà essere fatto delle informazioni contenute nei presenti materiali

A lesson plan, as intended above,

- presents and justifies didactic decisions,
- helps develop opportunities for action,
- makes it easier for teachers to adjust to lesson situations and processes,
- does not define the actual course of the lesson
- serves as a basis for reflection and guidance.

