CLIL Module Plan

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School Grade	◉ Primary	○ Middle	○ High

School Year	○ 1	○ 2	○ 3	◉ 4	○ 5

Subject	Scienze	**Topic**	Pollution

CLIL Language	◉ English	○ Deutsch

Personal and social-cultural preconditions of all people involved	There are two fourth classes (A-B) in Rodari school. Both have mixed groups of students coming from different socio-cultural backgrounds. The majority of the families are locals, about a third of them come from other regions of Italy (mostly central and southern ones), from EU countries (especially Eastern Europe) and some other ones from extra-EU countries (mostly China and Morocco). In the A class about four students have learning disabilities of various types and degrees; one of them is a student with Special Needs (cognitive area). In the A class one student have a low-level learning disability and another one is a student with Special Needs (psychological area). This kind of composition is aligned with the other classes of the school. Non-CLIL lessons are generally cathedractical but students are used to easily switch to group or pair work in CLIL lessons. The length of every lesson is 50 minutes, and CLIL teachers have two lessons in a row once a week. There are several specific classrooms for group work in Rodari school: besides the art and science laboratories, by this school year there is also a new polyfunctional space called "the atelier" with movable desks, anatomic stools, a LIM and a relax zone with poufs and books. CLIL lessons are often held in these spaces. The regular classrooms currently don't have LIMs. The A class general performance level is lower in comparison of the B class, but the students of the A class are generally more motivated and have more willingness to learn. The general degree of language competencies of the students is close to the A1 CEFR level, which is the target at the end of the fifth year. Both groups are experiencing the CLIL approach from the first year on, and teacher Morandi has been working with them since the second year. CLIL English teachers in IC Pergine 2 work on four different content subjects: Science, Art, Music and P.E. CLIL approach have allowed students to build vocabulary related to content subjects besides

Students' prior knowledge, skills, competencies	Subject	Language
	Content knowledge required for this project: the water cycle, plants functions, ecosystem concept, separated waste Skills required for this project: among the generally acquired cross-curricular skills, in this project are mostly important this kind of skills: Manipulative - use of scientific tools (thermometers); Communicative - discussions (L1 - listening and contribute to ideas of others, keeping on the topic, arriving at conclusions) and graphing (represent a graphical idea that can be understood by others) Organizational - reviewing (identifying important items); Competencies previously developed useful for this project: environmental awareness; scientific procedures and reasoning strategies	Listening and Reading: associate a word to a meaning, figuring out the meaning of the sentences from known keywords, reading out loud paying attention to the correct pronunciation; Speaking: repeating teacher's pronunciation when asked; use simple structures to interact in guided activities; Writing: write single words or a group of words, or short sentences for describing something Content vocabulary related to: states of matter, gases (oxygen and carbon dioxide), water cycle, main landscape and habitat elements (mountain, sea, forest...) English vocabulary related to: weather, everyday objects Grammar forms and structures experience: basic knowledge of present simple and positive form, introduction of simple past and future simple,negative and interrogative forms when reading stories and asking questions

Timetable fit	◉ Module	Length 20 hours

Description of teaching and learning strategies	The content of every lesson is summarized in a pre-made worksheet given to every student, which aims to be a sort of CLIL activity book. The tasks are introduced by reading. The teacher reads first, and all the students repeat to focus on the pronunciation and on the new vocabulary. After this introduction, completing the task is up to the students, who can call the teacher anytime for additional help. The teacher also helps students with time management, which is specified on the worksheet as well. In order to better develop critical thinking and cooperative skills, every task is designed to stimulate a constructive discussion between them after the identification of keywords / key items of a question or a performance request. Students are guided by the teacher and the elements in the worksheet in recalling their scientific pre-knowledge and applying the new information next. Groups and pairs are generally formed by the teacher paying attention to the cognitive and learning skill levels of the students, in a setting of mutual help for achieving the designed goals and developing content and cross-curricular competencies. In some occasions, groups must choose a reader or decide the turns for doing a specific part of the task; this is important to foster and encourage communication along with life skills. In the second unit, which is mostly experimental, students have to self and peer-assess themselves besides working on the experiment and its related presentation. Content specific vocabulary is introduced gradually, focusing on the concept. For example, before introducing the term "increase", students find at first sentences like "the temperature goes up", along with an upwards-pointing arrow. Then they will find "the temperature rises", and finally they will encounter the term "increase". In addition, to scaffold that recurrent new vocabulary which is too distant from its Italian counterpart (e.g. "health" or "environment"), a few posters have been created to provid

Overall Module Plan

Unit: 1	**Lesson 1**
Pollution: causes and effects	Is pollution a problem for everyone?
Unit length: 7	**Lesson 2**
	Having a good quality of AIR, WATER and SOIL is important because...
	Lesson 3
	Where does pollution come from?
	Lesson 4
	Preventing pollution
	Lesson 5
	Inserting your content on a Google Site
	Lesson 6
	Why do we need energy?
	Lesson 7
	What's happening to the Earth's atmosphere?

Unit: 2	**Lesson 1**
The Greenhouse Effect: experimental activity	What is the greenhouse effect? (PART 1: Experiment preparation)
Unit length: 5	**Lesson 2**
	What is the greenhouse effect? (PART 2: Let's do our experiment!)
	Lesson 3
	What is the greenhouse effect? (PART 3: Preparing the presentation)
	Lesson 4
	What is the greenhouse effect? (PART 4: Presentation practice)
	Lesson 5
	What is the greenhouse effect? (PART 5: Let's do our presentation!)

Unit: 3	**Lesson 1**
Why and how we can save the Earth	From the greenhouse effect to global warming
Unit length: 8	**Lesson 2**
	Plastic pollution
	Lesson 3
	Let's talk about waste
	Lesson 4
	Global food production VS local food production
	Lesson 5
	Let's make the SavEarth booklet (Test preparation)
	Lesson 6
	Final test

CLIL Lesson Plan

Unit number		1	Lesson number		1	Title	Is pollution a problem for everyone?

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	5m	- Detect keywords to identify the general topic	Students are given a picture with several headline about pollution. Everyone discusses with a partner their ideas about what the pictures are about.	**Skills** L S **R** W **Key vocabulary** Pollution - environment - bad - air - water - plastic **Communicative structures** Students interacts in L1 between them - interaction with the teacher is in English when asking for support and simple questions, using consolidated structures (e.g "Come here, please" - "I don't understand" - "Can you repeat please")	☐ Whole class ☐ Group work ☑ Pair work ☐ Individual work	• U1_L1_ALL3.pdf • U1_L1_ALL1.odt • U1_L1_ALL4.odt U1_L1_ALL1 - worksheet (included picture for this task: an original photo composition of public domain headlines) U1_L1_ALL3 - content vocabulary poster - ENVIRONMENT U1_L1_ALL4 - Teacher Assessment Grid (TAG)	The teacher assessment for every lesson is managed by the Teacher Assessment Grid (U1_L1_ALL4), a checklist for a summative and ongoing assessment about the four scientific competencies, the language skills the and life skills developed during the lesson tasks.

| 2 | 10m | - Discussing about the options and recognizing the best one, interpreting what had been seen in the previous task | Students read aloud the multiple choice items, then discuss about the best option. They can call the teacher for help, who previuosly show them the poster about the term "health" and its related adjectives. | **Skills**

| L | S | **R** | W |

Key vocabulary
Pollution - worried - indifferent - dangerous - health

Communicative structures
Students interacts in L1 between them - interaction with the teacher is in English when asking for support and simple questions, using consolidated structures (e.g "Come here, please" - "I don't understand" - "Can you repeat please") | ☐ Whole class
☐ Group work
☑ Pair work
☐ Individual work | • U1_L1_ALL2.pdf
• U1_L1_ALL1.odt
• U1_L1_ALL4.odt

U1_L1_ALL1 - worksheet (included pictures for this task: free emoticons by link) U1_L1_ALL2 - content vocabulary poster - HEALTH U1_L1_ALL4 - Teacher Assessment Grid (TAG) | The teacher assessment for every lesson is managed by the Teacher Assessment Grid (U1_L1_ALL4), a checklist for a summative and ongoing assessment about the four scientific competencies, the language skills the and life skills developed during the lesson tasks. |

| 3 | 15m | Recognizing and interpreting the statements - graphically illustrating the described situation - examining and distinguishing the outcomes related to health issues - reasoning about the content and formulating a question | In this individual part, every student reads and interpretes the descriptions. After that, they draw a simple representation. Finally, they underline the correct word related to the effect of the decribed situation. In the second and final item of this task, which can be optional, the student is invited to formulate a simple question. The teacher will check and correct the question, then the student will say it correctly. | **Skills**

L **S** **R** **W**

Key vocabulary
quality - to drink - to breathe - air - water - soil - health/y - unhealthy - poor/good

Communicative structures
What - Why - | ☐ Whole class
☐ Group work
☐ Pair work
◉ Individual work | • U1_L1_ALL1.odt
• U1_L1_ALL4.odt

U1_L1_ALL1 - worksheet
U1_L1_ALL4 - Teacher Assessment Grid | The teacher assessment for every lesson is managed by the Teacher Assessment Grid (U1_L1_ALL4), a checklist for a summative and ongoing assessment about the four scientific competencies, the language skills the and life skills developed during the lesson tasks. |

CLIL Lesson Plan

Unit number	1	Lesson number	2	Title	Having a good quality of AIR, WATER and SOIL is important because...

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	10m	Identifying known keywords to understand new context-based vocabulary	Students are given eight sentences to read aloud and understand, working in group. Every group can ask the teacher for vocabulary help, who will explain the term scaffolding the meaning to make it easier to understand it and achieve it.	**Skills** L S **R** W **Key vocabulary** must - need - to grow - soil - ground - to breathe - oxygen- climb - boats - ship	☐ Whole class ☑ Group work ☐ Pair work ☐ Individual work	• U1_L2_ALL1.odt • U1_L1_ALL4.odt U1_L2_ALL1 - worksheet (included picture for this task: a free environment image - link) U1_L1_ALL4 - Teacher Assessment Grid (TAG)	The teacher assessment for every lesson is managed by the Teacher Assessment Grid (U1_L1_ALL4), a checklist for a summative and ongoing assessment about the four scientific competencies, the language skills the and life skills developed during the lesson tasks.

				Communicative structures In the sentences students find important structures like "we need to" - "we like to" - "we must" to read aloud. Students interacts in L1 between them - interaction with the teacher is in English when asking for support and simple questions, using consolidated structures (e.g "Come here, please" - "I don't understand" - "Can you repeat please")			

2	15m	- Recognizing health-related concepts - Identifying key vocabulary - Developing writing skills paying attention to word spelling when inserting the sentences	Workgroups must complete the sentences using four of the sentences from the previous task. They discuss together in order to choose the correct options. Before that, teacher writes on the board this preliminary communicative structure to start the interaction: "What would you write here?" - "I'd write this one".	**Skills** 	L	S	R	W	 **Key vocabulary** air - water - soil - quality	☐ Whole class ☑ Group work ☐ Pair work ☐ Individual work	• U1_L2_ALL1.odt • U1_L1_ALL4.odt U1_L2_ALL1 - worksheet (included pictures for this task: sample images from Wikihow) U1_L1_ALL4 - Teacher Assessment Grid (TAG)	The teacher assessment for every lesson is managed by the Teacher Assessment Grid (U1_L1_ALL4), a checklist for a summative and ongoing assessment about the four scientific competencies,

| | | | | **Communicative structures** Students start interacting using the given structure: (see "Activity Procedure" - they can discuss more deeply in L1 - interaction with the teacher is in English when asking for support and simple questions, using consolidated structures (e.g "Come here, please" - "I don't understand" - "Can you repeat please") | | | the language skills the and life skills developed during the lesson tasks. |

| 3 | 10m | Listening to the other students - Comparing the groups' outcomes - Choosing a meaningful sentence - Analysing and explaining the meaningfulness of the correct sentences from a scientific point of wiev (Scientific Reasoning) | Sharing time: every group choose its reader(s), who read(s) aloud the complete sentences from the previous task to the other groups, The teacher reads aloud the question and the whole class repeats: ► "Has every group read the same sentences?" After that, the whole group chooses the short answer related to the outcome: [YES, IT HAS] or [NO, IT HASN'T] (written on the worksheet) Then, every student is invited to explain what are the best options to complete the sentences related to air, water and soil quality and why (free discussion about this topic in L1) | **Skills**

| L | S | R | W |

Key vocabulary
has - hasn't - same - sharing -reader

Communicative structures
Short answer related to the outcome of the question (yes it has, no it hasn't) | ▣ Whole class
▣ Group work
☐ Pair work
☐ Individual work | • U1_L1_ALL2.pdf
• U1_L2_ALL1.odt
• U1_L1_ALL4.odt

U1_L2_ALL1 - worksheet (included pictures for this task: sample image from Wikihow)
U1_L1_ALL4 - Teacher Assessment Grid (TAG) | The teacher assessment for every lesson is managed by the Teacher Assessment Grid (U1_L1_ALL4), a checklist for a summative and ongoing assessment about the four scientific competencies, the language skills the and life skills developed during the lesson tasks. |

| 4 | 15m | Recognizing and interpreting the statements - graphically illustrating the described situation - examining and distinguishing the outcomes related to health issues - reasoning about the content and formulating a question | In this individual part, every student read and interpretes the descriptions. After that, they draw a simple representation. Finally, they underline the correct word related to the effect of the decribed situation. In the second and final item of this task, which can be optional, the student is invited to formulate a simple question. The teacher will check and correct the question, then the student will say it correctly. | **Skills**

L   S   **R**   W

Key vocabulary
quality - to drink - to breathe - air - water - soil - health/y - unhealthy - poor/good

Communicative structures
- | ☐ Whole class
☐ Group work
☐ Pair work
☑ Individual work | • U1_L2_ALL1.odt
• U1_L1_ALL4.odt

U1_L1_ALL1 - worksheet
U1_L1_ALL4 - Teacher Assessment Grid | The teacher assessment for every lesson is managed by the Teacher Assessment Grid (U1_L1_ALL4), a checklist for a summative and ongoing assessment about the four scientific competencies, the language skills the and life skills developed during the lesson tasks. |

CLIL Lesson Plan

Unit number	1	Lesson number	3	Title	Where does pollution come from?

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	5m	Recognizing problematic situations (Concepts and Related Content) - Identifying the pictures as EFFECTS (Scientific Reasoning) - Reading and pronuncing the sentences correctly (Reading)	Students look at the pictures and read the labels. Then discuss together in order to agree about the type of the pictures (causes or effects). Before that, the teacher writes on the board this preliminary communicative structure to start the interaction: "Do you think these situations are pollution causes or pollution effects?" - "I think they're causes / I think they're effects".	**Skills** L S **R** W **Key vocabulary** Smog - litter - oil - undrinkable - non potable - chemicals - dead	☐ Whole class ☑ Group work ☐ Pair work ☐ Individual work	• U1_L1_ALL4.odt U1_L3_ALL1 - worksheet (included pictures for this task: 1. smog in China (link); 2. dead honeybees (link) 3. litter on the ground (link) 4. dead fish in the river (link) 5. undrinkable water (link) 6. plastic in the sea (link) 7. bird in oil spill (link) 8. chemicals in the soil (link) U1_L1_ALL4 - Teacher Assessment Grid (TAG)	The teacher assessment for every lesson is managed by the Teacher Assessment Grid (U1_L1_ALL4), a checklist for a summative and ongoing assessment about the four scientific competencies, the language skills the and life skills developed during the lesson tasks.

				Communicative structures
				Students start interacting using the given structure: (see "Activity Procedure" - they can discuss more deeply in L1 - interaction with the teacher is in English when asking for support and simple questions, using consolidated structures (e.g "Come here, please" - "I don't understand" - "Can you repeat please")

				Skills		U1_L1_ALL4.odt	
2	30m	- Formulating hypoteses about the possible causes that determine the selected pollution effects (Scientific Reasoning) - Critical thinking in cooperative asset - Listening and evaluate	The main part of the lesson is about imagining what has happened before the situations illustrated in the previous task. Students have to discuss in order to select the best ideas to draw in the boxes. They can call the teacher for missing vocabulary for describing the imagined situation. The teacher writes	L **S** R **W**	☐ Whole class ☑ Group work ☐ Pair work ☐ Individual work	U1_L3_ALL1 - worksheet U1_L1_ALL4 - Teacher Assessment Grid (TAG)	The teacher assessment for every lesson is managed by the Teacher Assessment Grid (U1_L1_ALL4), a checklist for a summative and ongoing assessment about the four scientific competencies, the language

		ideas from others - Writing some words or a short sentence to describe the imagined situations	the words they need on the board for everybody. Before starting, the teacher writes on the board a preliminary communicative structure to start the interaction: "I've got an idea!" - "Have you got any ideas?" "Yes I have / No I haven't. Have you?" What do you think has happened BEFORE? ► Draw and label (ask your teacher for the words you don't know) (30m)	**Key vocabulary** vocabulary referred to the possibile outcomes: 1. Smoke from cars/factories 2. pesticides - insectides 3. throwing litter 4. pollution/ detergents/ chemicals in the water/river/lake 5. pollution/ chemicals in the water 6. throwing plastic in the sea/river 7. Oil spill 8. Leaving barrels on the ground **Communicative structures** "I've got an idea!" - "Have you got any ideas?" "Yes I have / No I haven't. Have you?"	skills the and life skills developed during the lesson tasks.

| 3 | 10m | Considering and reflecting about the main cause of pollution on planet Earth (Scientific Reasoning) - Identifying contaminants - pollutants in a river (applying pre-knowledge and new knowledge - Concepts and related content) | In the first item, students answer individually to the multiple choice question. In the second item, they have to ring four things that can pollute a river from a list of eight different words. | **Skills**

| L | S | **R** | W |

Key vocabulary
contaminants - main cause - planet Earth - human activity - - introduced - ring - to pollute - gasoline - plastic bottles - cigarette ends - detergents

Communicative structures
- | ☐ Whole class
☐ Group work
☐ Pair work
☒ Individual work | • U1_L1_ALL4.odt

U1_L3_ALL1 - worksheet
U1_L1_ALL4 - Teacher Assessment Grid (TAG) | The teacher assessment for every lesson is managed by the Teacher Assessment Grid (U1_L1_ALL4), a checklist for a summative and ongoing assessment about the four scientific competencies, the language skills the and life skills developed during the lesson tasks. |

| 4 | 20m (homework) | Recognizing autonomously what can be harmful for the environment (Scientific Reasoning - Concepts and related content) | Bring one examples of air, water or soil pollution for the next lesson. It can be a picture cut out from a magazine, a photo taken by you or a drawing. | **Skills**

| L | S | R | W |

Key vocabulary

Communicative structures | ☐ Whole class
☐ Group work
☐ Pair work
☑ Individual work | • U1_L1_ALL4.odt

U1_L3_ALL1 - worksheet
U1_L1_ALL4 - Teacher Assessment Grid (TAG) | The teacher assessment for every lesson is managed by the Teacher Assessment Grid (U1_L1_ALL4), a checklist for a summative and ongoing assessment about the four scientific competencies, the language skills the and life skills developed during the lesson tasks. |

CLIL Lesson Plan

Unit number		1	Lesson number		4	Title		Preventing pollution

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	10m	Repeating the instruction when reading (Pronunciation) - Practicing communicative structures when describing - Writing the description of partner's homework - Identifying the pollution type in partner's homework (Concepts and related content)	The teacher reads the title, the subtitle, and the first instruction. All the students repeat to achieve the pronunciation of the new terms. After that, they start to work in pairs. The students switch their homework (a pollution example - photo or drawing) and they describe what they see taking turns. Then they complete the items below (multiple choice and a description to write)	**Skills** L | **S** | **R** | **W** **Key vocabulary** prevent - air/water/soil pollution – partner	☐ Whole class ☐ Group work ☑ Pair work ☐ Individual work	• U1_L4_ALL1.odt • U1_L1_ALL4.odt U1_L4_ALL1 - worksheet U1_L1_ALL4 - Teacher Assessement Grid (TAG)	The teacher assessment for every lesson is managed by the Teacher Assessment Grid (U1_L1_ALL4), a checklist for a summative and ongoing assessment about the four scientific competencies, the language skills the and life skills developed during the lesson tasks.

to write)

Communicative structures
Interaction with students are based on descriptions "I can see a..." "I can see people..." "I can see plastic in the water"... interaction with the teacher is in English when asking for support and simple questions, using consolidated structures (e.g "Come here, please" - "I don't understand" - "Can you repeat please")

| 2 | 5m | Content and language: learning about the concept of PREVENTING. In addition, students will learn new vocabulary as the word "forbidden" - Repeating the instruction when reading (Pronunciation) | The teacher reads aloud the lines written in the box. Students repeat the words reading and focusing on the pronunciation. Then s/he repeats the sentences using body language to scaffold the meaning of the words "forbidden" (like crossing arms, etc) and "before", to guide the students to achieve the concept of "preventing" (action to not let something happen). The teacher can also tell students about other examples about this concept. | **Skills**

L   S   R   W

Key vocabulary
Prevent - forbidden

Communicative structures
Interaction with the teacher is in English when asking for support and simple questions, using consolidated structures (e.g "Come here, please" - "I don't understand" - "Can you repeat please") | ☒ Whole class
☐ Group work
☐ Pair work
☐ Individual work | • U1_L4_ALL1.odt
• U1_L1_ALL4.odt

U1_L4_ALL1 – worksheet
U1_L1_ALL4 - Teacher Assessement Grid (TAG) | - |

| 3 | 20m | Reasoning about cause-effect relationship - Solving the problem related to the pollution cause imagining something to do in order to prevent pollution (Scientific Reasoning) (examples: if there's plastic in the water ---> What's happened before? ---> students can draw someone throwing plastic in the water ----> What can you do to PREVENT that problem? ----> students can draw a sign next to a pool, the beach or a river with "don't litter" written on it (or just a self-explanatory symbol). | Students get back working in pairs. They examine the picture of their partners, and read the questions in the worksheet. They can discuss about a possible answer to draw (L1). They can call the teacher if they need language help and suggestions about a possibile answer. The questions are two: "What's happened before" and "What can you do to PREVENT that problem?". The answers are graphical only. | **Skills**

 L S **R** W

 Key vocabulary
 before - prevent - problem

 Communicative structures
 Interaction with the teacher is in English when asking for support and simple questions, using consolidated structures (e.g "Come here, please" - "I don't understand" - "Can you repeat please") | ☐ Whole class
 ☐ Group work
 ☑ Pair work
 ☐ Individual work | • U1_L4_ALL1.odt
 • U1_L1_ALL4.odt

 U1_L4_ALL1 - worksheet
 U1_L1_ALL4 - Teacher Assessement Grid (TAG) | The teacher assessment for every lesson is managed by the Teacher Assessment Grid (U1_L1_ALL4), a checklist for a summative and ongoing assessment about the four scientific competencies, the language skills the and life skills developed during the lesson tasks. |

| 4 | 5m | Checking and consolidating the new concept (preventing) (Scientific Reasoning). In addition, some other words are introduced | In this final individual task, students will answer to two multiple choice items. ► How can you prevent PLASTIC POLLUTION? Key: ○ using reusable containers (bottles, bags..) and ○ recycling plastic ► How can you prevent LITTERING? Key: ○ using the litter bins | **Skills**

L   S   **R**   W

Key vocabulary
Preventing - reusable - container - recycling - burning

Communicative structures
- | ☐ Whole class
☐ Group work
☐ Pair work
☑ Individual work | • U1_L4_ALL1.odt
• U1_L1_ALL4.odt

U1_L4_ALL1 - worksheet
U1_L1_ALL4 - Teacher Assessement Grid (TAG) | The teacher assessment for every lesson is managed by the Teacher Assessment Grid (U1_L1_ALL4), a checklist for a summative and ongoing assessment about the four scientific competencies, the language skills the and life skills developed during the lesson tasks. |

CLIL Lesson Plan

Unit number	1	Lesson number	5	Title	Inserting your content on a Google Site

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	50m	- Working with G-Suite - Google Sites (ICT) - Writing a proper description for a picture (Language) - Sharing your content with the community (life skills) - Environmental awareness / human impact competence (Scientific Concepts and related content)	*** Teacher preliminary setup*** In order to set up this activity, the teacher prepares the digital environment following these steps: 1. Open a Google account of your school (e.g. rodariuno@icpergine2) or, when it's possibile, more than one 2. Set up a Google Site named like your educational project (e.g. "Project SavEarth"). Select the URL name as well (e.g. link -> project-savearth) 3. Create a page on the Google Site named "Pollution Examples" Now the teacher must have a	**Skills** L S **R** **W** **Key vocabulary** select - click - double click - log in - publish - insert	☐ Whole class ☐ Group work ☑ Pair work ☐ Individual work	• U1_L5_ALL1.odt • U1_L1_ALL4.odt U1_L5_ALL1 - worksheet (pictures are taken from the Google Site framework - the picture is a photo from a magazine (unknown source), selected by one of the students and digitalized by a phone camera) U1_L1_ALL4 - Teacher Assessement Grid (TAG)	The teacher assessment for every lesson is managed by the Teacher Assessment Grid (U1_L1_ALL4), a checklist for a summative and ongoing assessment about the four scientific competencies, the language skills the and life skills developed during the lesson tasks.

teacher must have a digital copy (suggestion: a picture taken with a smartphone) of his/her students homework about pollution examples. All these pictures must go in the Google Drive of the previously opened account. 1. Move the photos from your smartphone/camera to the computer. 2. Move the photos to Google Drive Doing so, students will see their pictures when it's time to insert the image content on the Google Site. *** Activity procedure**** Before starting to use the digital devices (computers or tablets), the teacher show the worksheet (attachment: U1_L5_ALL1) to the students. S/he reads through the document, and the students repeat. Doing so, the students will have a clearer idea about what to do

Communicative structures
Interaction with students are based on descriptions "I can see a..." "I can see people..." "I can see plastic in the water"... interaction with the teacher is in English when asking for support and simple questions, using consolidated structures (e.g "Come here, please" - "I don't understand" - "Can you repeat please")

when inserting the content on the Google Site. Students work together, possibly in pairs (two students every digital device). The teacher logs in the devices to the school Google account. The teacher guide the students to open the Google Site application from the Google Account. Once the students are landed on the home page, the teacher guides them to the "pollution examples page". Then they follow the instructions written on the worksheet to complete the task. When writing the description, students look at the word mat for modeling their sentence (a brief description). As usual, they can call the teacher for help. Important: after clicking on "Pictures" ("immagini", the Google suite UI is left in Italian) it's

			important to tell the students to select the tag "Google Drive" to				
2	20m (homework)	- Repeating the steps of a procedure (Speaking) - Looking again at the overall collective work (Environmental Awareness - Life Skills)	Students are invited to speak English to explain (helping themselves with the worksheet) to a family member of theirs how to insert a picture on a Google Site. After that, they will complete a feedback item about the activity. Finally, they can show the Pollution Examples page to their family following the URL provided in the worksheet.	**Skills** L **S** **R** W **Key vocabulary** add - do you like - using - site **Communicative structures** Use of commands - imperative (click on... select the picture.... write the description...)	☐ Whole class ☐ Group work ☐ Pair work ☑ Individual work	• U1_L5_ALL1.odt • U1_L1_ALL4.odt U1_L5_ALL1 - worksheet	-

CLIL Lesson Plan

Unit number	1	Lesson number	6	Title	Why do we need energy?

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	10m	- Speaking using a pre-made structure – Reading aloud a sentence – Identifying things that need energy, thinking about different kinds of energy (Scientific Reasoning) - Writing a list of words (new or already known)	Working in groups, students discuss about what energy is important for., reading the pre-made question and the sentence starter for the answer. After that, they write a list of things that need energy (they can ask the teacher for the words they don't know). Finally, every group reads the complete answer to the other ones.	**Skills** L · **S** · **R** · **W** **Key vocabulary** need – important - energy	☐ Whole class ☑ Group work ☐ Pair work ☐ Individual work	• U1_L6_ALL1.odt • U1_L1_ALL4.odt U1_L6_ALL1 – worksheet U1_L1_ALL4 - Teacher Assessement Grid (TAG)	The teacher assessment for every lesson is managed by the Teacher Assessment Grid (U1_L1_ALL4), a checklist for a summative and ongoing assessment about the four scientific competencies, the language skills the and life skills developed during the lesson tasks.

Communicative structures
The interaction between students is based on a guided structure (Why-because) The interaction with the teacher is in English when asking for support and simple questions, using consolidated structures (e.g "Come here, please" - "I don't understand" - "Can you repeat please" - "What's …. in English?")

| 2 | 10m | - Speaking using a pre-made structure – Reading aloud a sentence – Identifying things that need energy (Scientific Reasoning) - Writing words related to the pictures – Managing turns in a group (social skill) | Students have to mark YES (= it needs energy) or NO (it doesn't need energy) above the pictures, then they label them ((they can ask the teacher for the words they don't know). After that, they speak taking turns telling if a thing needs or doesn't need energy, helping with the example on the worksheet. | **Skills**

L S R W

Key vocabulary
need – doesn't need - energy

Communicative structures
The interaction between students is based on a guided structure (..... need / doesn't need energy) The interaction with the teacher is in English when asking for support and simple questions, using consolidated structures (e.g "Come here, please" - "I don't understand" - "Can you repeat please?") | ☐ Whole class
☑ Group work
☐ Pair work
☐ Individual work | • U1_L6_ALL1.odt
• U1_L1_ALL4.odt

U1_L6_ALL1 – worksheet (included pictures from Wikihow)
U1_L1_ALL4 - Teacher Assessement Grid (TAG) | The teacher assessment for every lesson is managed by the Teacher Assessment Grid (U1_L1_ALL4), a checklist for a summative and ongoing assessment about the four scientific competencies, the language skills the and life skills developed during the lesson tasks. |

| 3 | 5m | - Reading the text - Listening to the teacher who scaffolds the meaning and the new vocabulary – Understanding the concept of fuel and energy source (Concepts and related content) | The teacher read the text in the box sentence by sentence, and the students repeats, focusing on the pronunciation when reading. The teacher scaffolds the key words (burn, source, come from). Then the teacher ask around to check if the students have understood the concept of fuel, helping with the board (doodling, writing...) e.g.: "Is gasoline a fuel? Why?" | **Skills**

| L | S | **R** | W |

Key vocabulary
need – source – fuel - to burn

Communicative structures
The interaction with the teacher is in English when answering to the questions and when asking for support, using consolidated structures (e.g "Come here, please" - "I don't understand" - "Can you repeat please") | ▣ Whole class
☐ Group work
☐ Pair work
☐ Individual work | • U1_L6_ALL1.odt
• U1_L1_ALL4.odt

U1_L6_ALL1 – worksheet (fire picture from Wikihow)
U1_L1_ALL4 - Teacher Assessement Grid (TAG) | The teacher assessment for every lesson is managed by the Teacher Assessment Grid (U1_L1_ALL4), a checklist for a summative and ongoing assessment about the four scientific competencies, the language skills the and life skills developed during the lesson tasks. |

| 4 | 15m | - Separating fuels from renewable energy (Concepts and related content) | Students work together discussing about what is a fuel (something that needs to be burned to produce energy) and what is not. They see eight pictures and the definitions of the two kinds of energy sources (fuels – renewable sources). Students must list the 5 fuels and the 3 renewable sources correctly. After that, teacher will give the correct answers, and students correct if necesary, asking questions about their possible mistakes. | **Skills**

L · S · **R** · W

Key vocabulary
fuel – renewable source

Communicative structures
The interaction with the teacher is in English when asking for support and simple questions, using consolidated structures (e.g "Come here, please" - "I don't understand" - "Can you repeat please") | ☐ Whole class
☑ Group work
☐ Pair work
☐ Individual work | • U1_L6_ALL1.odt
• U1_L1_ALL4.odt

U1_L6_ALL1 – worksheet (included pictures from Wikihow)
U1_L1_ALL4 - Teacher Assessement Grid (TAG) | The teacher assessment for every lesson is managed by the Teacher Assessment Grid (U1_L1_ALL4), a checklist for a summative and ongoing assessment about the four scientific competencies, the language skills the and life skills developed during the lesson tasks. |

| 5 | 10m | - Recognize what is a fuel and what is not (Concepts and related content – Scientific Reasoning) – Writing some words correctly – Figuring out the meaning of "impact" - Thinking about the energy sources used by students' families (Scientific Reasoning) | This individual activity, which can be given for homework, check the degree of understanding about the introduced concepts (fuel, energy source), and test the students about figuring out the meaning of "impact" in one of the items. Some are multiple choice items, in other the students have to write (at least 2 renewable energy sources; the energy sources used by their families). All the items are focused on the scientific reasoning. | **Skills**

L S **R** **W**

Key vocabulary
fuel – renewable source

Communicative structures
The interaction with the teacher is in English when asking for support and simple questions, using consolidated structures (e.g "Come here, please" - "I don't understand" - "Can you repeat please?") | ☐ Whole class
☐ Group work
☐ Pair work
☑ Individual work | • U1_L6_ALL1.odt
• U1_L1_ALL4.odt

U1_L6_ALL1 – worksheet
U1_L1_ALL4 - Teacher Assessement Grid (TAG) | The teacher assessment for every lesson is managed by the Teacher Assessment Grid (U1_L1_ALL4), a checklist for a summative and ongoing assessment about the four scientific competencies, the language skills the and life skills developed during the lesson tasks. |

CLIL Lesson Plan

Unit number	1	Lesson number	7	Title	What's happening to the Earth's atmosphere?

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	15m	- Recalling pre-knowledge about plants (Concepts and related content) – Reasoning correctly about a given scheme – completing words correctly (writing) - Understand the questions (Reading)	Students work with a partner, examining the drawing about the gases in the atmosphere. Then they asnwer to the multiple choice questions and complete the sentences when necessary, helping each other.	**Skills** | L	S	**R**	**W** | **Key vocabulary** gas – gases – carbon dioxide – oxygen – most important - live **Communicative structures** The interaction with the teacher is in English when asking for support and simple questions, using consolidated structures (e.g "Come here, please" - "I don't understand" - "Can you repeat please" - "What's .... in English?")	☐ Whole class ☐ Group work ☑ Pair work ☐ Individual work	• U1_L7_ALL1.odt U1_L7_ALL1 – worksheet U1_L1_ALL4 - Teacher Assessement Grid (TAG)	The teacher assessment for every lesson is managed by the Teacher Assessment Grid (U1_L1_ALL4), a checklist for a summative and ongoing assessment about the four scientific competencies, the language skills the and life skills developed during the lesson tasks.

| 2 | 25m | - Predicting a result examining data (Scientific Reasoning) – Understand the context and the content (Reading) – Answering question about related content (Concepts) | The teacher introduces the chart reading through text. The students repeat, focusing on the pronunciation. After that, they discuss on how to complete the 2050 column. Before starting, the teacher writes on the board a simple Q&A structure: "How many triangles/circles/bars would you draw?" "I'd draw...... triangles/circles/bars". When they are finished, students complete the multiple choice items and read them aloud. | **Skills** | ▣ Whole class | • U1_L7_ALL1.odt | The teacher assessment for every lesson is managed by the Teacher Assessment Grid (U1_L1_ALL4), a checklist for a summative and ongoing assessment about the four scientific competencies, the language skills and the life skills developed during the lesson tasks. |
| | | | | | | | |

Skills

L	**S**	**R**	**W**

Key vocabulary
fuel – to burn - concentration – atmosphere – average – temperature – colder/warmer – higher/lower – more/less

Communicative structures
Interaction between students - simple Q&A structure: "How many triangles/circles/bars would you draw?" "I'd draw...... triangles/circles/bars". The interaction with the teacher is in English when asking for support and simple questions, using consolidated structures (e.g "Come here, please" - "I don't understand" - "Can you repeat please?")

☐ Group work
▣ Pair work
☐ Individual work

U1_L7_ALL1 – worksheet
U1_L1_ALL4 - Teacher Assessement Grid (TAG)

| 3 | 10m (homework) | - Environmental awareness (concept and related content) – Hypothesizing (Scientific Reasoning) – Read and speak using a given structure | The students ask their families about climate change with the given questions and complete the answers. In the following lesson the teacher will ask the students to check if their outcomes are generally the same. | **Skills**

 L · **S** · **R** · W

 Key vocabulary
 - comparison - years ago – Winters - colder/warmer – snowier – less snowy – water level – higher/lower – getting warmer

 Communicative structures
 The students can ask their family members in English first, then ask again in Italian if necessary. | ☐ Whole class
 ☐ Group work
 ☐ Pair work
 ☑ Individual work | • U1_L7_ALL1.odt

 U1_L7_ALL1 – worksheet | The teacher assessment for every lesson is managed by the Teacher Assessment Grid (U1_L1_ALL4), a checklist for a summative and ongoing assessment about the four scientific competencies, the language skills and the life skills developed during the lesson tasks. |

CLIL Lesson Plan

Unit number	2	Lesson number	1	Title	What is the greenhouse effect? (PART 1: Experiment preparation)

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	20m	- Recalling pre-knowledge about the scientific method (Concepts and related content) – Reasoning correctly following a given scheme – copying words correctly (writing) - Understand the questions (Reading)	First, students put in the correct order the missing four steps of the scientific method (third-year pre-knowledge). When everybody is finished, the teacher ask to look at the previous lesson, and reads the next two sentences. Everybody repeats, focusing on the meaning and the pronunciation. After that, the students work in pairs answering the multiple choice question and completing the sentence about the hypothesis which the experiment they are going to do is based on.	**Skills** | L	S	**R**	**W** | **Key vocabulary** Sharing – experiment – analysis - data – hypotesis – to warm up – fuel – carbon dioxide – air temperature - inside – to see - container	☐ Whole class ☐ Group work ☑ Pair work ☐ Individual work	• U2_L1_ALL1.odt • U1_L1_ALL4.odt U2_L1_ALL1 – worksheet (included pictures are from Wikihow.com) U1_L1_ALL4 - Teacher Assessement Grid (TAG)	The teacher assessment for every lesson is managed by the Teacher Assessment Grid (U1_L1_ALL4), a checklist for a summative and ongoing assessment about the four scientific competencies, the language skills and the life skills developed during the lesson tasks.

| | | | | **Communicative structures** The interaction with the teacher is in English when asking for support and simple questions, using consolidated structures (e.g "Come here, please" - "I don't understand" - "Can you repeat please" - "What's .... in English?") | | | |

| 2 | 20m | - Predicting the experiment procedure with the given materials and premises (Scientific Reasoning) – Learning the new vocabulary about the experiment materials (Reading) – Discuss their own ideas (life skills) | - Predicting the experiment procedure with the given materials and premises (Scientific Reasoning) –Learning the new vocabulary about the experiment materials (Reading) – Discuss their own ideas (life skills) | **Skills**

 L \| **S** \| **R** \| **W**

 Key vocabulary
 Plastic bottle – halves - digital thermometers – wrap – effervescent tablet - sunlight

 Communicative structures
 The interaction with the teacher is in English when asking for support and simple questions, using consolidated structures (e.g "Come here, please" - "I don't understand" - "Can you repeat please?") | ☐ Whole class
 ☐ Group work
 ☑ Pair work
 ☐ Individual work | • U2_L1_ALL1.odt
 • U1_L1_ALL4.odt

 U2_L1_ALL1 – worksheet (included pictures from Wikihow.com)
 U1_L1_ALL4 - Teacher Assessement Grid (TAG) | The teacher assessment for every lesson is managed by the Teacher Assessment Grid (U1_L1_ALL4), a checklist for a summative and ongoing assessment about the four scientific competencies, the language skills and the life skills developed during the lesson tasks. |

CLIL Lesson Plan

Unit number	2	Lesson number	2	Title	What is the greenhouse effect? (PART 2: Let's do our experiment!)

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	40m	- Check and report information (Language + Life skills) – Taking temperature correctly (Use of tools) – Figuring out how to test a hypothesis (Scientific reasoning and procedures) – Listening and following the teacher's instructions (Listening – Scientific procedures)	First, students fill the general information in the form (date, weather, air temperature, material list....). Then, every group decide the turns for taking the temperature. The teacher calls the students to take the temperature of bottle A and bottle B for three times, every minute for three minutes. The one who takes the temperature reports it to the others (in English). After three takes, the teacher stops and the groups must answer to the multiple choice item after discussing what is the best option in order to test the hypotesis previously made about the effects of the carbon	**Skills** L S R W **Key vocabulary** Bottles – tablets – to warm up – temperature – carbon dioxide – increase – concentration – release – plastic wrap	☐ Whole class ☑ Group work ☐ Pair work ☐ Individual work	• U2_L2_ALL1.odt • U1_L1_ALL4.odt U2_L2_ALL1 – worksheet U1_L1_ALL4 - Teacher Assessement Grid (TAG) - Experimental activity materials: - plastic wrap – 2 plastic bottle bottom halves – 2 digital thermometers – Efferescent tablets Important: sunlight is required (in its absence, it can be replaced by a halogen lamp)	The teacher assessment for every lesson is managed by the Teacher Assessment Grid (U1_L1_ALL4), a checklist for a summative and ongoing assessment about the four scientific competencies, the language skills and the life skills developed during the lesson tasks.

procedures) the effects of the carbon dioxide on the air temperature. When everybody is finished, the teacher calls up three times again to take the temperatures, every minute for three minutes.

Communicative structures
Students report the temperatures to their groups (e.g. bottle A is twenty-two; bottle B is twenty-four) The interaction with the teacher is in English when asking for support and simple questions, using consolidated structures (e.g "Come here, please" - "I don't understand" - "Can you repeat please" - "What's …. in English?")

2	10m	- Self and peer assessment (life skills, Scientific Reasoning, social skills)	Once the experimental activity is over, every student fill the assesment grid for his/her group, marking the performance level. The students have to motivate their feedback as well (L1).	**Skills**	☐ Whole class	• U2_L2_ALL1.odt • U1_L1_ALL4.odt	The teacher assessment for every lesson is managed by the Teacher Assessment Grid (U1_L1_ALL4), a checklist for a summative and ongoing assessment about the four scientific competencies, the language skills and the life skills developed during the lesson tasks.
				L **S** **R** **W**	☐ Group work	U2_L2_ALL1 – worksheet U1_L1_ALL4 - Teacher Assessement Grid (TAG)	
				Key vocabulary To report – to think – strategies - surprising	☐ Pair work ▣ Individual work		
				Communicative structures The interaction with the teacher is in English when asking for support and simple questions, using consolidated structures (e.g "Come here, please" - "I don't understand" - "Can you repeat please")			

CLIL Lesson Plan

Unit number	2	Lesson number	3	Title	What is the greenhouse effect? (PART 3: Preparing the presentation)

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	45m	- Reading and understanding a scientific procedure (Language skills – Scientific procedures) – Writing words correclty - Listening to the presentation and the presentation instruction – Repeating the sentences focusing on the pronunciation	After the homework checking, students work in groups and start reading the presentation parts, discussing about how completing the words with the missing letters. Before starting, the teacher writes on the board a simple Q&A structure to start the interaction between them ("Can you complete this word?" "Yes I can! / No I can't"). They can call the teacher for help. When a group is finished, they start reading the presentation in silence, focusing on the meaning. If all the groups are finished, the teacher start reading all the presentation steps	**Skills** L S R W **Key vocabulary** Nod – blanks – audience – mime – raise – point – index finger – to underline – explain – procedure – inside – trap – phenomenon – carbon dioxide	☐ Whole class ☐■ Group work ☐ Pair work ☐ Individual work	• U2_L3-4_ALL1.odt • U1_L1_ALL4.odt U2_L3-4_ALL1 – worksheet (included pictures from Wikihow.com) U1_L1_ALL4 - Teacher Assessement Grid (TAG)	The teacher assessment for every lesson is managed by the Teacher Assessment Grid (U1_L1_ALL4), a checklist for a summative and ongoing assessment about the four scientific competencies, the language skills and the life skills developed during the lesson tasks.

the presentation steps, and the class repeats them. The teacher also explains the importance of the tips (movements to scaffold the meaning when presenting). In the next lesson, the students will practice the presentations taking turns.

Communicative structures
The interaction between the students is based on a guided structure ("Can you complete this word?" "Yes I can! / No I can't") The interaction with the teacher is in English when asking for support and simple questions, using consolidated structures (e.g "Come here, please" - "I don't understand" - "Can you repeat please" - "What's …. in English?")

CLIL Lesson Plan

Unit number	2	Lesson number	4	Title	What is the greenhouse effect? (PART 4: Presentation practice)

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	1 hour or 1 time unit	– Listening to the presentation – Repeating the sentences focusing on the pronunciation - Preparing a presentation (Scientific communication – Life skills) – Organizing turns (social skills) – Memorizing sentences to say in the presentation (Speaking)	The teacher start reading all the presentation steps doing the moves described in the "tips" column, and the class repeats them. After that, every group practices the presentation. Every group is formed by four or three students, and they take turns in presenting the explanation for the next time. The teacher recommends to try memorizing the parts. If it's too difficult for somebody, the students can read the text when presenting	**Skills** L S R W **Key vocabulary** Nod – blanks – audience – mime – raise – point – index finger – to underline – explain – procedure – inside – trap – phenomenon – carbon dioxide	☐ Whole class ☒ Group work ☐ Pair work ☐ Individual work	• U2_L3-4_ALL1.odt • U1_L1_ALL4.odt U2_L3-4_ALL1 – worksheet U1_L1_ALL4 - Teacher Assessement Grid (TAG)	The teacher assessment for every lesson is managed by the Teacher Assessment Grid (U1_L1_ALL4), a checklist for a summative and ongoing assessment about the four scientific competencies, the language skills and the life skills developed during the lesson tasks.

presenting.

Communicative structures
The interaction between students is based on a guided structure ("Your turn – It's my turn") when practicing the presentation The interaction with the teacher is in English when asking for support and simple questions, using consolidated structures (e.g "Come here, please" - "I don't understand" - "Can you repeat please" - "What's …. in English?")

CLIL Lesson Plan

Unit number	2	Lesson number	5	Title	What is the greenhouse effect? (PART 5: Let's do our presentation!)

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	1 hour or 1 time unit (the time needed can be more or less depending on the number of students)	- Presenting a scientific procedure (Speaking/Reading – depending on language skill; Social skills; Life Skills) – Peer-assessing and self-assessing (Social – Skills – Life skills)	All the groups of students present the presentation parts, taking turns. When a group is presenting, the other sutdents fill the peer assement grid (see the worksheet attached to this lesson) with the students' names and marking the performance level and writing a brief explanation (L1). Before starting, the teacher introduces the perfomance level	**Skills** L S R W **Key vocabulary** explain – procedure – inside – trap – phenomenon – carbon dioxide - brilliant - clear - mistake	☐ Whole class ☑ Group work ☐ Pair work ☐ Individual work	• U2_L5_ALL1.odt • U1_L1_ALL4.odt U2_L5_ALL1 – worksheet U1_L1_ALL4 - Teacher Assessement Grid (TAG)	The teacher assessment for every lesson is managed by the Teacher Assessment Grid (U1_L1_ALL4), a checklist for a summative and ongoing assessment about the four scientific competencies, the language skills and the life skills developed during the lesson tasks.

performance level, reading them aloud, with the students repeating and focusing on the pronunciation.

Communicative structures
The interaction with the teacher is in English when asking for support and simple questions, using consolidated structures (e.g "Come here, please" - "I don't understand" - "Can you repeat please" - "What's …. in English?")

CLIL Lesson Plan

Unit number	3	Lesson number	1	Title	From the greenhouse effect to global warming

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	20m	Understanding the scientific concept related to an experiment previously made (Concepts and related content) - Repeating words focusing on the pronunciation and the comprehension – Observing scientific schemes and make correct hypotheses based on them (Scientific Reasoning)	The teacher reads the statements and the students repeat focusing on the pronunciation and the comprehension, The students work in pairs. Everyone proceed answering to every item. After the second item, the teacher explains in detail the greenhouse effect scheme. Then the students	**Skills** L **S** R **W** **Key vocabulary** IF/THEN - to go up/down – carbon dioxide – atmosphere – layer of gases – moon – too much – too high/low – sunlight - heat	☐ Whole class ☐ Group work ☑ Pair work ☐ Individual work	• U3_L1_ALL1.odt • U1_L1_ALL4.odt U3_L1_ALL1 – worksheet (included picture: greenhouse effect: link - modified with with moon - Pixabay) U1_L1_ALL4 - Teacher Assessement Grid (TAG)	The teacher assessment for every lesson is managed by the Teacher Assessment Grid (U1_L1_ALL4) a checklist for a summative and ongoing assessment about the four scientific competencies the language skills and the life skills developed during the lesson tasks.

		Reasoning)	students discuss in pairs and answer to the following four items (previously read and repeated). Before starting, the teacher remembers the communicative structure to ask for ideas ("Have you got any ideas?" - "Yes I have (an idea)!"/ "No I haven't. Have you?")	**Communicative structures** The interaction between students is based on a guided structure ("Have you got any ideas?" - "Yes I have (an idea)!"/ "No I haven't. Have you?) The interaction with the teacher is in English when asking for support and simple questions, using consolidated structures (e.g "Come here, please" - "I don't understand" - "Can you repeat please")			
2	30m	- Recalling the pre-knowledge about the water cycle (Concepts and related	The teacher reads aloud the sentence, and the students repeat, focusing on the	**Skills** L **S R W**	☐ Whole class ☐ Group work ▣ Pair work	• U3_L1_ALL1.odt • U1_L1_ALL4.odt U3_L1_ALL1 – worksheet (included pictures: - polar bear on the ice pack (www.twenty20.com/photos/a5513e70-95cf-4d7a-b338-dea2b47e7648) -	The teacher assessment for every lesson is managed by the Teacher

content) – Predicting the consquence of the globlal warming (Scientific Reasoning)	pronunciation and the comprehension. Then they complete the task, discussing in pairs about what happens in the described situation and drawing the predicted effects of the global warming. When they're finished, the teacher calls some students to check if the prediction is correct. If not, the students correct their drawing. After that, the teacher reads aloud the multiple choice questions and the related options. The students repeat focusing on the pronunciation and the	**Key vocabulary** More/less – rainfall – precipitation – to rise/to lower – to go up/down – air temperature **Communicative structures** The interaction between students is based on a guided structure ("Have you got any ideas?" - "Yes I have (an idea)!"/ "No I haven't. Have you?) The interaction with the teacher is in English when asking for support and simple questions, using consolidated structures (e.g "Come here, please" - "I don't understand" - "Can you repeat please")	☐ Individual work	mountain glacier (www.pexels.com/photo/snowy-mountain-and-body-of-water-1145371/) - houses by the sea (www.pexels.com/photo/aerial-view-of-city-during-daytime-163802/) - litte island (www.pexels.com/photo/aerial-architecture-buildings-city-286758/) U1_L1_ALL4 - Teacher Assessement Grid (TAG)	Assessment Grid (U1_L1_ALL4) a checklist for a summative and ongoing assessment about the four scientific competencies the language skills and the life skills developed during the lesson tasks.

comprehension. Then they start to answert to the items, confronting in pairs each other. When they're finished, the teacher calls some students to check if the prediction is correct. If not, the students correct their choices. Finally they complete the last task, discussing about what happens in the described situation and drawing the predicted effects caused by the rise of the sea level. When they're finished, the teacher calls some students to check if the prediction is correct. If not,

			the students correct their drawing.			

CLIL Lesson Plan

Unit number	3	Lesson number	2	Title	Plastic pollution

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	1 hour or 1 time unit	- Producing hypotheses about the biodegrading times of some objects made of different materials (Scientific Reasoning, Scientific Concepts and related content) - Communicating using a simple pre-made structure - Say numbers correctly - Managing turns in a workgroup (life and social skills)	The students are divided into groups (3-6 students each). They discuss about how many years/months are needed for biodegrading five different objects. Before starting, the teacher writes on the board a simple communicative structure ("What do you think?" - "I think it's .... years!") Once they're finished, every group tell the others what they've written (every member take turns at reading). The teacher writes on the blackboard	**Skills** L **S** **R** **W** **Key vocabulary** Carboard box - apple core - bottle - fishing line - nylon - aluminum can - to biodegrade	☐ Whole class ◉ Group work ☐ Pair work ☐ Individual work	• U3_L2_ALL1.odt • U1_L1_ALL4.odt U3_L2_ALL1 - worksheet (included pictures from wikihow.com) U1_L1_ALL4 - teacher assessment grid (TAG)	The teacher assessment for every lesson is managed by the Teacher Assessment Grid (U1_L1_ALL4), a checklist for a summative and ongoing assessment about the four scientific competencies, the language skills and the life skills developed during the lesson tasks.

			on the blackboard all the outcomes. Then, the teacher reveals the correct answer, highlighting the fact that apples and carboards takes less than a year to biodegrade. After that, the students discuss about providing a meaningful reason to explain this fact. The teacher invites the students to answer in English, helping in producing a correct sentence. If the concept is too difficult to express, they can answer in Italian first. After having listened to all the hypotheses from the groups, the teacher concludes with the whole class what is the best answer, and everyone writes it down.	**Communicative structures** The interaction between students is based on a guided structure ("What do you think?" - "I think it's *number* years!") The interaction with the teacher is in English when asking for support and simple questions, using consolidated structures (e.g "Come here, please" - "I don't understand" - "Can you repeat please")			

2	30m	Listening to mother tongue speakers and	Video 1 - The teacher turns on the subtitles and starts	**Skills**	☐ Whole class	• U3_L2_ALL1.odt • U1_L1_ALL4.odt	The teacher assessment for every

| | | concentrating on the meaning - | the video. Whenever a written sentence appears, the teacher pauses the video and reads the sentence aloud, scaffolding the meaning with body language and asnwering to the students' questions. When the kids in the video talk, the teacher repeats the keywords and help the students to understand what they are saying. The teacher stops the video at 0.57 and make a question: "What kind of things do you think the kids will see on the real photos?" - The students discuss in pairs about the answer, and they write a list of words related to their answer. After that, the teacher makes the video goes on. The teacher stops the video again at 1:43 and read aloud | **L** **S** **R** **W**

Key vocabulary
Sea - ocean - real - to think - junk - to dump - rubbish - more than - upset - to clean up - to pay a fine - to look like - to get into - to blow - to flow - drains - toothpaste - washing machine - wet wipes - (to) dump - unhinabitated

Communicative structures
The teacher guides the students when they answer to the question related to the videos, introducing the correct sentence starters.
Video 1 - The kids will see .... (say a list of things!) - I think we can .... (say an action!) Video 2 - Plastic ends up in our oceans because .... (somebody does something somewhere!) | ☐ Group work
☑ Pair work
☐ Individual work | U3_L2_ALL1 - worksheet Video 1: Kids react to plastic pollution (youtu.be/jiGR9HzRrgk) Video 2: How does plastic end up in our oceans? (youtu.be/Our5CZz5qoU) U1_L1_ALL4 - Teacher Assessement Grid (TAG) | lesson is managed by the Teacher Assessment Grid (U1_L1_ALL4), a checklist for a summative and ongoing assessment about the four scientific competencies, the language skills and the life skills developed during the lesson tasks. |

the question on the worksheet, which is nearly the same one on the screen: "How do you think we can end the problem?". The answer can be difficult for their language level, so after the pairs have discussed, the teacher listens to them in L1 if needed, then help the students to write in English a correct sentence for their hypothesis on the worksheet. The teacher resumes the video and the students watch it to the end. Video 2 - Before watching the video, the teacher reads the question on the worksheet, which is the video title: "How does plastic end up in our oceans?". After a brief pair discussing, the teacher calls some of them to hear some answers. The teacher guides

			the students to build a correct English sentence. This time the students don't write their hypotheses. After that, the teacher makes the video start. After the video has ended, the teacher checks with some questions if the main information is achieved by the students.				

3	15m	Learning content examining an infographic (Concepts and related content) - Listening to the teacher explaining in details the content about the scientific data - Answering questions connecting what has been learned to	Every students looks at the infographic about plastic litter in the oceans. The teachers explains in a more detailed and understandable way the data, making some questions to check the degree of attention and comprehension and answering the students' questions. After that, the teacher invites the students to answer autonomously to the	**Skills** L | S | R | W **Key vocabulary** Surface - coast - fishing - shipping - litter - sea floor - beach - marine environment - vehicle - textiles - materials - something yours	☑ Whole class ☐ Group work ☐ Pair work ☑ Individual work	• U3_L2_ALL1.odt • U1_L1_ALL4.odt U3_L2_ALL1 (picture from eunomia.co.uk - link) U1_L1_ALL4 Teacher Assessment Grid (TAG)	The teacher assessment for every lesson is managed by the Teacher Assessment Grid (U1_L1_ALL4), a checklist for a summative and ongoing assessment about the four scientific competencies, the language skills and the life skills

| | | learned to everyday life (Scientific reasoning) | autonomously to the questions written on the worksheet. Finally, the teacher ask the students to stand up and ask each other the question :"Is there something yours in the ocean now?" "Yes, a ...., a....." (the students read the list of things they've written) | **Communicative structures** In the final part, the students interact with this simple communicative structure: "Is there something yours in the ocean now?" "Yes, a ...., a........." The interaction with the teacher is in English when asking for support and simple questions, using consolidated structures (e.g "Come here, please" - "I don't understand" - "Can you repeat please") | | | | life skills developed during the lesson tasks. |

CLIL Lesson Plan

Unit number	3	Lesson number	3	Title	Let's talk about waste

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment

| 1 | 15m | Listening to the sentences of the song – Repeating the words focusing on the pronunciation – Understanding the environmental message (Concepts and Scientific content) | The students start to watch the music video, which displays words and pictures related to the "3 Rs" (Reduce, Reuse and Recycle), providing useful examples to better understand these concepts. During the first watching, the teacher invites the students to repeat the main words. The teacher moves his/her hands to scaffold the meaning of Reduce (lowering hands), Reuse (turn the hands upwards), Recycle (moving hands in circle). During the second and the third watching, the teacher invites to sing along and clap hands to the rhythm. | **Skills**

L **S** **R** W

Key vocabulary
Reduce – Reuse – Recycle – take care of the Earth – take a shower – brush your teeth – turn off – electricity – plugs – throw away litter – pick up trash – stuff – use it again – containers – rags – someone else - clothes – cans – light bulbs – choose

Communicative structures
- | ☐ Whole class
☐ Group work
☐ Pair work
☒ Individual work | • U3_L3_ALL1.odt
• U1_L1_ALL4.odt

link – Youtube video "Going Green" song | - |

| 2 | 30m | - Speaking using a pre-made structure – Writing short sentences – Complete inserting a meaningful solution (problem solving) – Think about cause and effect relationship (Scientific Reasoning, Concepts and related content) | Working in pairs, the students decide what's the best solution for reducing, rusing o recycling waste. They can ask the teacher for words they don't know and for building the descriptions for the actions. Before starting, the teacher writes on the board a simple communicative structure for starting the pair work ("Have you got any ideas?" - "Yes I have (an idea)!" / "No I haven't. Have you?"). | **Skills**

| L | **S** | **R** | **W** |

Key vocabulary
Reduce – Reuse – Recycle – Cereals – paper box – cars – newspapers – envelopes - toothbrush

Communicative structures
The interaction between students is based on a guided structure ("Have you got any ideas?" - "Yes I have (an idea)!"/ "No I haven't. Have you?)
The interaction with the teacher is in English when asking for support and simple questions, using consolidated structures (e.g "Come here, please" - "I don't understand" - "Can you repeat please") | ☐ Whole class
☐ Group work
▣ Pair work
☐ Individual work | • U3_L3_ALL1.odt
• U1_L1_ALL4.odt

U3_L3_ALL1 - worksheet | The teacher assessment for every lesson is managed by the Teacher Assessment Grid (U1_L1_ALL4), a checklist for a summative and ongoing assessment about the four scientific competencies, the language skills and the life skills developed during the lesson tasks. |

CLIL Lesson Plan

Unit number	3	Lesson number	4	Title	Global food production VS local food production

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Asses
1	1 hour or 1 time unit	Learning about the differences in food production (Concepts and related concepts) - Discussing and reasoning about what is better for the environment (Scientific reasoning)	The teacher introduces the examples in the worksheet reading aloud, and the students repeat focusing on the pronunciation. The teacher also explain in details the situation and the new specific vocabulary. After that, they start discussing the answer to write. In order to complete	**Skills** L S R W **Key vocabulary** Global/Local - food transport - intensive - chemical - sustainable - organic - compost - packaging	☐ Whole class ☐ Group work ☑ Pair work ☐ Individual work	• U3_L4_ALL1.odt • U1_L1_ALL4.odt U3_L4_ALL1 - worksheet (included pictures: - cherries from Chile (www.repstatic.it/content/localirep/img/rep-firenze/2014/06/04/112000334-2182907b-3cd8-4be6-a4e3-f72b89625dd6.jpg) - world map (www.fly4free.com/wp-content/uploads/2018/03/map-81.png) - cherries (link) - Trentino map (link) - trees cut down (linkárbol-dibujo-stumps-bosque-de-compensación-gm453289447-30892270) - chemical fertilisers (link) - insecticides (link) - compost symbol (Wikihow.com) - apple harvest (link) - supermarket packaging (link) - tomatoes packaging (link) - fruit market (link) - fruit in paper bag (link) U1_L1_ALL4 - Teacher Assessement Grid (TAG)	The te assess for eve lesson manag the Te Assess Grid (U1_L1 a chec a summ and or assess about scienti compe the lar skills a life ski develo during lesson

| | | | | to complete the task, they ask the teacher for producing correct sentences. Before starting, the teacher writes on the board a simple communicative structure for start the interaction in the groups ("What do you think is better for the environment? - "I think this is better". | **Communicative structures** The interaction between students is based on a guided structure (…"What do you think is better for the environment? - "I think this is better") The interaction with the teacher is in English when asking for support and simple questions, using consolidated structures (e.g "Come here, please" - "I don't understand" - "Can you repeat please") | | | |

| 2 | 15m (homework) | Environmental awareness (Scientific compentece) - Asking family about scientific concepts (Life skills - Scientific reasoning) | The students ask one or some family members about the questions written on the worksheet. | **Skills** L **S** **R** W **Key vocabulary** easiest - most difficult - when buying **Communicative structures** The students can read aloud the questions to their family members. If necessary, they ask the questions in L1. | ☐ Whole class ☐ Group work ☐ Pair work ☑ Individual work | • U3_L4_ALL1.odt • U1_L1_ALL4.odt U3_L4_ALL1 – worksheet U1_L1_ALL4 - Teacher Assessement Grid (TAG) | The te ask qu the stu what a answe the be of the lesson check studen worke skills). |

CLIL Lesson Plan

Unit number	3	Lesson number	5	Title	Let's make the SavEarth booklet (Test preparation)

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	2 hours/time units	Reading and understanding tasks and the related content – Recalling what has been learned (Concepts and related content) – Identifying, defining and labeling keywords, actions or situations related to the scientific concepts and contents - managing time and complete	Students work in groups (4-6 people). The teacher makes them aware that the following activity will be a about making a scientific booklet for preparing them for the final individual test. Every group is given a copy of the booklet to build. The teacher tell the students to distribute the pages between the group members (i.e.: two pages each for a group of four students). They can exchange the pages with another member and cooperate in order to complete all the pages (the	**Skills** L S R W **Key vocabulary** For this activity, please refer to the KEYS section in the U3_L5_ALL1 attachment (page 2, section "Instructions and keys")	☐ Whole class ☑ Group work ☐ Pair work ☐ Individual work	• U3_L5_ALL1.odt • U1_L1_ALL4.odt U3_L5_ALL1 – SavEarth booklet + Instructions and Keys link Instructions for building an eight-pages paper booklet (Youtube video) U1_L1_ALL4 - Teacher Assessement Grid (TAG)	The teacher assessment for every lesson is managed by the Teacher Assessment Grid (U1_L1_ALL4), a checklist for a summative and ongoing assessment about the four scientific competencies, the language skills and the life skills developed during the lesson tasks.

complete objectives in a group work (Life and Social skills)	the pages (the teacher writes on the board a simple communicative structure for asking this - "Who wants to exchange this page?" "Me! / Not me."). When the students start working on the pages, one student for each group follows the teacher's instruction to make a booklet out of an A3 sheet of paper (see video URL in Materials list to see how to build it). The students can always ask the teacher when something is not clear. If they can't understand what is requested, the teacher gives them more specific instructions (see the U3_L5_ALL1 attachment (page 2, section "Instructions and keys"). Every page is completed after the whole group approval and the teacher approval. When a group is	**Communicative structures** The interaction between students are structured when asking to exchange the page/s they are working on ("Who wants to exchange this page?" "Me! / Not me.") The interaction with the teacher is in English when asking for support and simple questions, using consolidated structures (e.g "Come here, please" - "I don't understand" - "Can you repeat please" - "What's …. in English?" - "What does it mean"?)

			finished, the students of that group start reading aloud the pages of the booklet, looking at the content and reviewing what they have learned during the previous lessons.				

CLIL Lesson Plan

Unit number		3	Lesson number		6	Title	Final test

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	1 hour or 1 time unit	- Reading and understanding tasks – Recalling what has been learned (Concepts and related content) – Applying what has been learned to solve problems (Scientific Reasoning) – Explaining a scientific concept, drawing and writing (Scientific Communication)	Students are given the copy of the test. The teacher reads through all the items, and the students listen and make questions if they need to. The teacher specifies that the students can ask for words they don't remember and that writing in Italian is more acceptable that leaving a blank space in the item. After that, the students start doing the test. For Special Needs kids, besides the general helping measures (longer time allowed, suggestions from the teacher..) the item number 4 can be scaffolded by giving	**Skills** L S R W **Key vocabulary** Pollution examples – main cause – fuel – to burn – carbon dioxide – release – biodegrade – renewable – absorb – reduce – reuse - recycle	☐ Whole class ☐ Group work ☐ Pair work ☑ Individual work	• U3_L6_ALL1.odt • U3_L6_ALL2.odt U3_L6_ALL1 – worksheet U3_L6_ALL2 – Correction Keys	U3_L6_ALL2 - Correction keys - Each item gives different points, for a total score of 36 points. The summative assessment is divided into seven outcomes: 33-36: Excellent 30-33: Very good 26-29: Good 23-25: Almost good 20-22: Fair 17-19: Almost fair > 17 No good

			scaffolded by giving them the picture of the greenhouse effect (U3_L1_ALL1). The time allowed for competing the test is 40-45 minutes.	**Communicative structures** The interaction with the teacher is in English when asking for support and simple questions, using consolidated structures (e.g "Come here, please" - "I don't understand" - "Can you repeat please" - "What's …. in English?" - "What does it mean"?)		17 No good After the correction, the teacher invites the students to rewrite the corrected items on their workbooks.