CLIL Module Plan

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School	Liceo F. Filzi			
School Grade	○ Primary	○ Middle		◉ High
School Year	○ 1	○ 2	○ 3	◉ 4 ○ 5

Subject	Scienze naturali	**Topic**	(Personal Skill languages in SciencE) project
CLIL Language	◉ English		○ Deutsch

Personal and social-cultural preconditions of all people involved	This project has been carried on in the identical way in three different classes: 4LUA (23 students), 4LUB (23 students), 4LUC (21 students) The three groups of students are entirely made of students coming from local communities located in the centre of Rovereto or small towns/villages in the surroundings of this town. Other characteristics are: They have been attended this school (Liceo Filzi) in all the previous 3 years Parents of students works in private as well as public companies and mainly in the following sectors of economy: secondary sector (manufacturing), tertiary (services) and quaternary (knowledge) No students with certified special educational needs (BES)

Students' prior knowledge, skills, competencies	Subject		Language
	Students prior knowledge, skills and competencies are aligned to those described in the Piani di Studio Provinciali, as well as curriculum of Liceo Fabio Filzi for this school year. In particular, the attending students had these sets of characteristics (with different levels of achievement) Main knowledge Student were able to demonstrate knowledge of Physical quantities, units and tools of measure Basic principles of general, inorganic and organic chemistry (atoms-molecules, state of matter, properties of water, solutions, chemical reactions, pH) Basic principles of biology (characteristics of life, duplication of cells and reproduction) Main skills Student were be able to: manipulate scientific information and numerical data present reasoned explanations for scientific phenomena make predictions and hypotheses solve problems Main Competencies Competencies of attending students were To observe describe and analyze main parts of natural phenomena and discriminate elements of system and complexity To analyze quantitatively and qualitatively the transformation energy phenomena from experiments To handle scientific knowledge in order to elaborate personal critical thinking on issues related to science and society field To be aware of nature, development, effects of consequences of scientific and technological progresses		An average language level of B1 (CEFR framework) NO previous experiences of CLIL NO student with mother tongue different from italian

Timetable fit	⦿ Module	Length 23 hours	

Description of teaching and learning strategies	These are the main LEARNING OUTCOMES expected for this module - make the student AWARE of the fact that he can improve his communication skills - the student develop SELF-REFLECTION attitude on language and on each on of the communicative skill - the student IDENTIFIES those elements (tools, techniques and hints) most effective in improving each one of his personal skill - the student ELABORATE a personal plan for each skill and to be adopted for the progress in communication Learning object in the form of CAN DO STATEMENT - Student can FIND OUT evidences that every time that he communicates he can have a hint to improve his communication skills - Student can PRODUCE a personal plan for the improvement of each skills - Student can CONCLUDE that using and updating regularly his plan can lead to significant skills improvements CONTENT This module has been taught in the given period, simultaneously with the curricula of Science in L1 in collaboration with an Science english teacher (Mr Harry Fitch). For that reason the scientific topic of each unit is coherent with that sequence of subjects. It has to be highlighted the fact that the whole module has a strong focus on communication and is divided in 3 unit, one for each communication skill. The distribution of topics for each unit are the following Unit 1 - Introduction to CLIL and PoSSiblE project Unit 2 - Listening - "Carbon the backbone of life" Unit 3 - Reading - "The martian" Unit 4 - Writing and framing In each Unit students have chances to develop all the comunicative skills, nevertheless each Unit is deisgned to empasize only one of them. The distribution of skills along the whole module has, intentionally, the receptive skills before the productive ones. Originally the module was designed to include a fifth Unit on "Speaking skill". During the testing I've collected evidences indicating that a it would have been more convenient to develop a section on Framing so it has been included in Unit 4. I've foun

Overall Module Plan

Unit: 1 U1 - Introduction to CLIL and PoSSiblE project **Unit length:** 3 hour	**Lesson 1** U1L1 - Introduction to CLIL
	Lesson 2 U1L2 - Introduction to PoSSiblE project

Unit: 2 U2 - LISTENING SKILL. Carbon, the backbone of life **Unit length:** 6 hours	**Lesson 1** U2L1 - Listening
	Lesson 2 U2L2 - Listening preTEST
	Lesson 3 U2L3 - Listening TEST

Unit: 3 U3 - READING SKILL. The Martian **Unit length:** 8	**Lesson 1** U3L1 - Reading
	Lesson 2 U3L2 - Reading preTEST
	Lesson 3 U3L3 - ReadingTEST

Unit: 4 U4 - WRITING SKILL. and Framing **Unit length:** 6 hours	**Lesson 1** U4L1 - Writing and framing
	Lesson 2 U4L2 - Writing and framing preTEST
	Lesson 3 U4L3 Writing and framing TEST

Unit: 5	Lesson 1
Additional Material and info (after evaluation and review)	1
Unit length:	

CLIL Lesson Plan

Unit number	1	Lesson number	1	Title	U1L1 - Introduction to CLIL

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment

| 1 | 1 hour | Students know the meaning of words composing the CLIL acronym Students are aware that these lessons will have an additional focus on language and that the first two C's are Content and Communication Students are aware of the main role of each one of the two teachers giving the lecture | Plenary and dialogical discussion supported by slides and multimedia. Students mainly listen, take notes and pose questions > Introduction Eliciting previous knowledge on the CLIL acronym meaning Explaining a set of characteristics that are NOT of a CLIL lesson Teacher uses a lists of behaves/situations that are NOT of a CLIL lesson > Explaining the first two C of every CLIL lesson Teacher explains that CLIL lesson is focusing mainly on content Teachers explains the meaning of "language" focus Teacher emphasize the importance of students communication > Explaining the role of teachers | **Skills**

L S R W

Key vocabulary
CLIL Double focus (science AND communication)

Communicative structures
Have you ever heard about CLIL? What do you know about this acronym? | ☑ Whole class
☐ Group work
☐ Pair work
☐ Individual work | • U1 Intro to CLIL.pdf

First 6 slides of the given presentation | |

| 2 | 1 hour | Students are aware that the other 2 ingredients of CLIL are Cognition and Culture Students are aware that the teacher will provide graphical support to highlight the focus language Students understand that there will be two level of assessment | Plenary and dialogical discussion supported by slides and multimedia. Students mainly listen, take notes and pose questions Group work and (eventually) online answers through an online form > Teacher explain the third and fourth C (Cognition, Culture) > Teacher make an assessment (formative) giving a video and an online form as tool for surveying answers > Teacher shows the results of the online survey > Teacher explain the most important criteria of the summative assessment > Teacher provide further resources for study. Some of these resources are related to topics studied in the regular Science lesson (Circular reporting) | **Skills**

L S R **W**

Key vocabulary
Cognition, Culture,

Communicative structures
Obligation forms, Where do you think is this particular C in the given video? | ▣ Whole class
☐ Group work
☐ Pair work
▣ Individual work | • U1 Intro to CLIL.pdf
• U1 Intro to CLIL - assessment.pdf

U1 Intro to CLIL from slide 6 onward U1 Intro to CLIL-assessment | The assessment is explained in detail in the slide. Is focusing mainly on verifying (and let students be aware) that they understand the 4 main ingredients of the CLIL lesson |

CLIL Lesson Plan

Unit number	1	Lesson number	2	Title	U1L2 - Introduction to PoSSiblE project

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	1 hour	Student can explain the main aim of the Possible project Student can explain what is a Personal Strategic Plan Student can describe the lifecycle of the Possible project	Plenary and dialogical discussion supported by slides and multimedia. Students mainly listen, take notes and pose questions Teacher elicit previous content and topics describing the CLIL method Teacher explain the acronym of the name PoSSiblE project Teacher explain the term "Personal Strategic Plan" (PSP) Teacher explain the lifecycle of PSP	**Skills** `L` S R `W` **Key vocabulary** Possibile, Personal Strategic Plan, Flowchart of the lifecycle **Communicative structures** Did you remember the meaning of CLIL acronym? Can you understand the flowchart representing the lifecycle of the Personal Strategic Plan?	☒ Whole class ☐ Group work ☐ Pair work ☒ Individual work	• U1 Intro to Possible project.pdf	

CLIL Lesson Plan

Unit number	2	Lesson number		1	Title	U2L1 - Listening

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment

| 1 | 1 hour | Student become aware that BBC is one of the most important and authoritative media company Student learn to consider BBC as one of the most important source of information for their future studies Student predict the meaning of words | Plenary and dialogical discussion supported by slides and multimedia. Students mainly listen, take notes and pose questions Pairgroups and workgroups > Teacher elicit previous content (CLIL, Possible project) > Teacher present BBC company and service with a particular focus on those usefull to foreign language learner > Teacher highlight the meaning of the title of the prohram "In their element" stressing the multiple and figurative meaning > Teacher encourage students to make a word-meaning match working in pairs > Students work in pairs > Students compare the results of the pairgroup | **Skills** L S R W **Key vocabulary** BBC, In their element, pairgroup **Communicative structures** Can you guess the meaning of this word? Work in group and compare the results. | ☐ Whole class ☐ Group work ☐ Pair work ☐ Individual work | • U2 Listening.pdf • U2 Listening worksheet.pdf From slide 1 to 6 of the given presentation (U2 - Listening.pdf) Listening worksheet | |

| 2 | 2 hour | Students try to reflect on their personal listening skills Students identify and list hints and elements helpfull for improving his listening skill Each student start to build a Personal Strategic Plan on listening | Plenary and dialogical discussion supported by slides and multimedia. Students mainly listen teacher presentation, take notes and pose questions Students listen the audio as carefully as possible > 1st Listening of audio file on Carbon episode of the "In their element" radio BBC4 program > Students try to find the right sequence of given sentences > Students compare the results with another group and take notes of elements for his own PSP-listening > 2nd listening of audio file on Carbon episode of the "In their element" radio BBC4 program > Students try to answer to open questions > Students compare the results with another group and take notes of elements for his own | **Skills**

 L S R W

 Key vocabulary
 PSP, hints for improving listening skill, workgroup. transcript software

 Communicative structures
 Can you identify / recognize elements (i.e. technique, behave, method, action) that help you to feel comfortable during a listening activity? | ▣ Whole class
 ▣ Group work
 ▣ Pair work
 ▣ Individual work | • U2 Listening.pdf
 • U2 Listening worksheet.pdf
 • U2 BBC_Radio_4 Carbon_the_backbone of_life.zip

 From slide 7 to 12 of the given presentation U2 - Listening.pdf Listening worksheet Interactive transcription with Trint of the Carbon episode of the BBC radio program | | |

			PSP-listening > 3rd listening and reading of audio file on Carbon episode of the "In their element" radio BBC4 program using the transcription program Trint > Each student gather and write information usefull to build is personal strategic plan on Listening				

3	1 hour	Student share their personal strategic plan (PSP) Each students implement his PSP with contributions coming from other student	Teacher recap the stages of the lifecycle of PSP done so far Teacher encourages, promotes, supports students in sharing their PSP Eache student explain his PSP (on voluntary basis) Each student produces a 1st draft of his PSP	**Skills** L **S** R **W** **Key vocabulary** PSP, sharing, **Communicative structures** Can you explain to the whole class your PSP	☐ Whole class ☑ Group work ☐ Pair work ☑ Individual work	• U2 Listening.pdf Slide 13 to 16 of the presentation U2 - Listening.pdf	(continous assessment) Teacher take notes of the number of explanations given by each student

CLIL Lesson Plan

Unit number		2	Lesson number		2	Title	U2L2 - Listening preTEST

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	1 hour	Students try to apply hints and suggestions of their PSP Students make further development of the PSP S. face the fact that collecting and applying personal hints and indications might greatly enhance communication skills	> Students read the PSP trying to memorize it > Students make a first listening of an audio file > Students try to answer to simple questions > Students make a second listening of the same audio file with video > Students follow the PSP and make further development during the whole lesson	**Skills** **L** **S** R **W** **Key vocabulary** PSP, implementation, **Communicative structures**	☐ Whole class ☐ Group work ☐ Pair work ☒ Individual work	• U2 Listening.pdf Slides from 17 to 22	The whole activity is a formative assessment

CLIL Lesson Plan

Unit number	2	Lesson number		3	Title	U2L3 - Listening TEST

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	1 hour	Students have the chance to use the PSP elaborated in the previous stages Students perform a further self reflection guided by teacher on the questions as well as on the results of the test in order to enhance analytical skills	Students listen to the audio file (only audio) Teacher eventually let the student listen the audio more then once Teacher encourage students to follow the PSP and try to answer to the given questions At the end teacher show the video and help students to reflect on the given answers	**Skills** L S R W **Key vocabulary** test, enhacing self reflection, fossil fuels **Communicative structures**	☐ Whole class ☐ Group work ☐ Pair work ☑ Individual work	• U2 Listening.pdf • U2 Listening TEST - worksheet.pdf From slide 23 to 26 of the presentation U2 - Listening.pdf Test worksheet	The whole activity is a summative formative assessment

CLIL Lesson Plan

Unit number		3	Lesson number		1	Title	U3L1 - Reading

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	1 hour	Introduce the general topic of the Reading Unit of the "Possible Project" Encourage students to make hypothesis	Teacher recall the "Possible diagram" and his main general aim T. draw the attention to the fact that the unit will be focusing on a fiction novel that inspired a movie too T. encourage students to make hypothesis on the main topic of the novel from the picture of the cover of the book Students write short sentences explaining their hypothesis T. highlight some common feature of the sentences like the "hypothesizing" function	**Skills** ☐ L ☐ S ☐ R ☐ W **Key vocabulary** Reading, hypothesis, fiction novel **Communicative structures**	☐ Whole class ☐ Group work ☐ Pair work ☑ Individual work	• U3 READING.pdf > from slide #1 to #7 of U3 - Reading skill	

| 2 | 2 hour | Student apply the method of Personal Strategic Plan (PSP) to the reading skill S. practice reading skill on a enjoyable story in order to gather usefull information to build up his personal PSP on reading S. enjoy the beauty of the novel and their scientific subjects | Students make 4 readings of the same text (Chapter "ENTRY LOG: Sol25") according to the instruction given with slides and worksheet. Questions and activities related with each reading have an increasing difficulty T. turns the light on specific language structure titled "Comparing" S. along the steps of the activity collect hints usefull for making a first draft of their PSP-Reading S. asses the reading skills in stage 1E answering specific set of questions The activity ends up with the display of some sequence of the film "The Martian" in order to keep high level of attention and motivation | **Skills**

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

Key vocabulary
Energy, food, cultivation, land, calories

Communicative structures | ☐ Whole class
☐ Group work
☒ Pair work
☒ Individual work | • U3 READING - Worksheet1.pdf
• U3 READING.pdf

> From Slide 7 to 13 of U3 - Reading > U3 - Reading worksheet1 > ONLINE MATERIAL Chapter "LOG ENTRY: Sol25" link link link | S. at the end of the activity reads the chapter for the fourth time and answer to set of questions requiring a deep understanding of the given text. Here I expect that students have a clear demonstration that hints gathered in previous activity are usefull in order to implement an effective PSP. This is a formative assessement and might be carried on in pairs |

| 3 | 2 hour | Students work in group in order to study a short text of the novel where they have the chance to improve their reading skills as well as their personal PSP. S. share hints and information aimed at improving practical reading skills | The whole activity is divided in 3 stages and is aimed at highlighting one of the 4 basic aspect of the main character, the martian Mark: Water, Potato Seed, Soil, Oxygen. In the first stage students work in group on a given text focusing on the study of the details Mark's plan for each of the 4 components. Here they have to answer to specific questions explained in the given worksheet. During the second stage students are rearranged in different mixed group aimed at sharing informations gained in the previous phase. The activity ends up with the display of some sequence of the film "The Martian" in order to keep high level of attention and motivation | **Skills**

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

Key vocabulary
workgroup, soil, water, potato seed, oxygen

Communicative structures | ☐ Whole class
☑ Group work
☑ Pair work
☐ Individual work | • U3 READING.pdf
• U3 READING Worksheet2 w-answers, material.pdf

U3 - Reading from slide #15 to #18 U3 READING Worksheet2 w-answers, material. | |

CLIL Lesson Plan

Unit number	3	Lesson number	2	Title	U3L2 - Reading preTEST

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	2 hour	Students try to apply hints and suggestions of their PSP S. make further development of the PSP to prepare it for the final TEST S. face the fact that collecting and applying personal hints and indications might greatly enhance communication skills	The pre-Test is made of the following parts - a preliminary display of sequences of the film "The martian" - a reading of the novel of the same events displayed in the previous phase - answer to several questions by means of the indications of the PSP	**Skills** L S **R** **W** **Key vocabulary** **Communicative structures**	☐ Whole class ☐ Group work ☐ Pair work ☑ Individual work	• U3 READING.pdf • U3 READING Pre Test w-answers, material.pdf U3 READING from slide 20 to 21 U3 READING Pre Test w/answers ONLINE RESOURCES link	This activity is focusing on some events of the novel that are the object of the questions which are told firstly in the visual form (in the movie) then explained in the text used. The questions are shaped in order to help students to see the effectiveness of the PSP.

CLIL Lesson Plan

Unit number	3	Lesson number		3	Title	U3L3 - ReadingTEST

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	1 hour	Students have the chance to use the PSP-Reading that has been elaborated in the previous stages S. should reflect on progresses of reading skill as a consequence of the adoption of the PSP	Students follow the instructions given in the detailed worksheet and anwer to the questions with the help of their PSP	**Skills** L S **R** **W** **Key vocabulary** Energy, radioactivity, isotopes **Communicative structures**	☐ Whole class ☐ Group work ☐ Pair work ◼ Individual work	• U3 READING TEST w-answers, material.pdf	The main aim of this activity is a summative assessment. The text used is on an event of the story that has not been previously studied. The test ask students to read a second text not of the novel but that is clearly linked to the events told in the novel. Questions posed are increasingly difficult according to a format adopted in the previous Unit (on Listening)

CLIL Lesson Plan

Unit number	4	Lesson number	1	Title	U4L1 - Writing and framing

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment

1	2 hour	Students learn to approach a written text in a visual form S. become aware of the importance of framing S discover the multiple advantages and benefits in using framing technique S gain knowledge of the existence of "learning styles"	Teacher try to recall the story of the novel "The Martian" studied in previous activities S are engaged in making a free visual representation of the story of the novel "The Martian" T encourage S to reflect on the previous action of creating a visual representation T define the term "framing" and the main alternative meanings T carries on a dialogical discussion on main advantages of framing in relation to two type of communicative skills (productive and receptive) T stress the fact that framing is very helpfull in writing since it helps to identify usefull language structures to adopt T ends the lesson inviting student to ponder that framing is even more important if we consider that ways of learning are personal and grouped in "learning style"	**Skills** L **S** R **W** **Key vocabulary** Framing **Communicative structures**	☑ Whole class ☐ Group work ☐ Pair work ☐ Individual work	• U4 WRITING and Framing.pdf U4 WRITING and framing from slide #1 to slide #10	
2	2 hour	Students experience the importance of framing S familiarize with framing	T elicit the structure and aim of the PoSSiblE flowchart T carry on a dialogical discussion starting from frame and sketches made by students in the previous activity and aimed at bringing them to consider the	**Skills** L S **R** **W** **Key vocabulary** Connectives, frame, flowchart, timeline	☑ Whole class ☐ Group work ☐ Pair work ☑ Individual work	• U4 WRITING and Framing.pdf U4 WRITING and framing from slide #11 to slide	

		technique S realize that frames can be grouped in brought categories each one with typical language features	timeline as the most important frame for narrative text T shows some online example of frame of The Martian story T stress the fact that each part of the timeline has a specific function and, consequently should have some specific language feature Then T introduce the next activity were students will work alone in order to frame another text (in the form of video footage) studied in a previous unit. T display the video one section at the time and invites student to focus on the structure of that section S see that the structure of the frame is growing step by step, one connective after the other. S notice that the growing structure is that one of the flowchart T stress the fact that in this case the purpose is an Explanation and the frame is "Flowchart" T emphasize differences and similarities among connectives of the two different frame (timeline and flowchart)	**Communicative structures**	#27	

CLIL Lesson Plan

Unit number	4	Lesson number	2	Title	U4L2 - Writing and framing preTEST

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	1 hour	S have the chance to apply the PSP-writing S can enhance the PSP	Students follow the instructions described in detail in the given slide	**Skills** L S R **W** **Key vocabulary** framing **Communicative structures**	☐ Whole class ☐ Group work ☐ Pair work ☑ Individual work	• U4 WRITING and Framing.pdf U4 Writing and framing slide #29	

CLIL Lesson Plan

Unit number	4	Lesson number	3	Title	U4L3 Writing and framing TEST

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	1 hour			**Skills** L | S | R | W **Key vocabulary** **Communicative structures**	☐ Whole class ☐ Group work ☐ Pair work ☐ Individual work	• U4 Writing TEST.pdf	

CLIL Lesson Plan

Unit number		5	Lesson number		1	Title	1

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1		-- this is not a lesson --- According to the evaluation I have made the following actions - a complete language revision of all documents with the help of english native teacher involved in the project (Harry Fitch) - I here include a folder with pictures taken from notebook of participants students with examples of real PSP implemented during the project Matteo Cattadori 25th Sept 2018		**Skills** 	L	S	R	W	 **Key vocabulary** **Communicative structures**	☐ Whole class ☐ Group work ☐ Pair work ☐ Individual work	• ESEMPI DI PSP DI STUDENTI.zip	