CLIL Module Plan

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School Grade	○ Primary		○ Middle	⊙ High
School Year	○ 1	○ 2	○ 3	○ 4	⊙ 5
Subject	Informatica	**Topic**	Project management (GPOI)	
CLIL Language	⊙ English		○ Deutsch	

Personal and social-cultural preconditions of all people involved	This lesson plan is thought for two computer address final classes, 5INA (19 students) and 5INB (17 students), of the ITT 'Buonarroti-Pozzo' in Trento. This school is a technical-technological institute that has many different specializations (computer address, electrotechnical address, chemical address, mechanical address, …) and that provides the skills both to face directly the labor market and to continue studying at the university. In the two classes involved, there are very different situations since the students have various socio-cultural backgrounds (some students have migratory background, special needs or are high levels athletes) or different learning preconditions (some students are more motivated or have a higher level of performance or willingness to learn than others). This situation leads the teacher to use different learning approaches to involve the whole class, for example debates, team working, cooperative learning. Teacher: Main Teacher (C1). Previous CLIL experience: CLIL-ing me softly (Liceo "L. Da Vinci"). Student group profile: Average CEFR Level: B2/B2+ whose mother tongues are Italian, Moroccan, Albanian, … languages. Previous CLIL experience with the same teacher: None. Previous CLIL experience with other teachers (no mother tongue teachers): 5INA: 10h in Informatics (2015/2016); 30h in Informatics (2016/2017); 37h in Informatics and 14 in Mathematics (2017/2018); 5INB: 12h in Informatics (2016/2017); 40h in Informatics (2017/2018). Special Educational Needs: Even if there are such different situations, no special educational need is necessary in both the classes.

Students' prior knowledge, skills, competencies	Subject	Language
	Since GPOI is introduced only in the final class, the students do not need any previous knowledge. They already have laboratory and computational experience that can be expanded during this module.	The students should have the following knowledge and skills: - conditional construct (if - then clause) and consequential thinking; - making assumption (present simple tense, zero and first conditional tense); - use of modal verbs (to have to, must, need, should,...); - ability to describe facts and objects; - ability to provide opinions.

Timetable fit	◉ Module	Length 22 h (12x1h lessons+5x2h lessons)

Description of teaching and learning strategies	To integrate language and content I use: - Methodological approaches: Project-Based Learning, Cooperative Learning, Jigsaw, Brainstorming, Open debates... - To promote interaction and communication during the lesson involving students, teachers and group work: debates, team working; - Learning activities connected to expected learning outcomes: the learning activities are based on: - a mixture of frontal and student-centered lesson, teacher-student or group interaction; - the observation and/or supervision of students group work; - the supervision of students individual work; - the assignment of tasks and supervision of group work; - slides or videos, assignment of researches, exercises to do or to study; - discussions about particular topics; and these are connected to the following expected learning outcomes: - understanding of the main reasons, advantages and disadvantages of project planning; - choosing the correct terminology; - ability to describe different kinds of situations; - ability to create a Gantt, Pert and Cpm chart; - ability to plan a project and to create all the needed documents; - ability to work in groups and to collaborate. - Learning tools: Computer, projector, Internet, LIM, text, blackboard, slide; - Materials to support content and language scaffolding: slide, text (this course follows the book 'Gestione del progetto e organizzazione d'impresa' by Conte, Camagni, Nikolassy), videos, ... In most of the activities, I lead students to interact and work together as a team with a specific goal. Classroom activities will be as communicative as possible and there will be a lot of discussions about particular topics so to improve students language, involve them and motivate them.

Overall Module Plan

Unit: 1	**Lesson 1**
A project and its phases	What is a project?
Unit length: 14	**Lesson 2**
	Constraints anticipation and project objectives
	Lesson 3
	The organizational structures
	Lesson 4
	The team working
	Lesson 5
	How to organize a project
	Lesson 6
	How to plan project activities
	Lesson 7
	How to temporally control a project
	Lesson 8
	Temporal control in practice (Part 1)
	Lesson 9
	Temporal control in practice (Part 2)
	Lesson 10
	Test
	Lesson 11
	How to plan and control costs and risks
	Lesson 12
	How to plan and control the quality of a project

Unit: 2	**Lesson 1**
Informatic projects	An informatic project
Unit length: 4	**Lesson 2**
	How to develop a software
	Lesson 3
	Software requirements analysis

Unit: 3	**Lesson 1**
Project planning	How to plan a project in practice (Part 1)
Unit length: 4	**Lesson 2**
	How to plan a project in practice (Part 2)

CLIL Lesson Plan

Unit number	1	Lesson number	1	Title	What is a project?

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	0.1h	To be able to: - understand the aim of the plan - create a paper-based glossary	T. introduces the whole project and asks S. to create their own papar-based glossary with all the new words that will be introduced during the lessons.	**Skills** L S R W **Key vocabulary** project, project management, CLIL **Communicative structures**	☒ Whole class ☐ Group work ☐ Pair work ☐ Individual work		

| 2 | 0.8 | To be able to: - Understand what a project is, its main characteristics and phases. - Describe what a project is. - Listen what T. is saying. - Develop communication - Explain and support their own opinions | T. introduces what a project is using a presentation on the LIM and by asking them what their opinions are (open class debate). S. keep their own paper-based glossary by adding all the new words and interact with T. by sharing their own opinions on what a project could be. | **Skills** L S R W **Key vocabulary** project, project manager, project management, milestone, critical path method, program evaluation, review technique, total quality management, organize, plan, control, coordinate, direct **Communicative structures** Describe… What do you think about…? Explain your opinion Explain… Which are the phases of a project? | ▣ Whole class ☐ Group work ☐ Pair work ☐ Individual work | • U1_L1_ALL1.pdf *U1_L1_ALL1 (Slide: What is a project?) *U1_L1_ALL2 (link) *U1_L1_ALL3 (link) | Formative assessment, self assessment and ongoing assessment. T. and S. check: - Knowledge - Participation -Interest to understand how to develop the whole project and how to adapt it to the class. |

3	0.1h	- Recall the main concepts of the lesson	T. recalls the main concepts of the lesson by summarizing what has been done by asking questions to S (open class debate).	**Skills**	☑ Whole class		Self assessment on what they remember of the lesson.

Skills

L	**S**	R	W

Key vocabulary
All the words prevously introduced

Communicative structures
Do you remember what.... is? What have we said about... I remember that.... We have said that....

☑ Whole class

☐ Group work

☐ Pair work

☐ Individual work

CLIL Lesson Plan

Unit number	1	Lesson number	2	Title	Constraints anticipation and project objectives

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	0.25h	To be able to: - Answer the T.'s questions. - Recall the previous lesson. - Discuss about the topic.	Brief review of the previous lesson (open class debate).	**Skills** L S R W **Key vocabulary** all the previous key vocabulary **Communicative structures** all the previous communicative structure	☒ Whole class ☐ Group work ☐ Pair work ☐ Individual work	• U1_L1_ALL1.pdf *U1_L1_ALL1 (Slide: What is a project?)	Formative assessment, self assessment and ongoing assessment: T. and S. check: Knowledge Study

2	0,65h	To be able to: - Learn what it does mean to anticipate constraints and which the project objectives are. - Ask question on the topic of the lesson. - Discuss with T. and S. on what T. asks. - Explain their own opinions.	T. defines which are the project management key principles and discusses with S. (open class debate). S. take notes and add new words to the glossaries.	**Skills**	☑ Whole class ☐ Group work ☐ Pair work ☐ Individual work	• U1_L2_ALL1.pdf *U1_L2_ALL1 (Slide: Constraints anticipation and project objectives)	Formative assessment, self assessment and ongoing assessment: T. and S. check: Knowledge Participation Interest
				L | **S** | **R** | W			
				Key vocabulary constraints, constraints anticipation, project objectives, opportunity, problem, error, project stakeholder, teamwork, continuity objectives, specificity objectives, project responsible, tangible benefits			
				Communicative structures What do you think about...? Can you consider...? Compare... Consider... Explain... In my opinion....			

| 3 | 0.1h | To be able to: - Recall what has been done during the lesson - Summarize the main concepts - Understand the key principles - Understand what they have really understood of the lesson | T. and S. discuss togheter on what has been done during the lesson by trying to summarize the main concepts. T. writes on the blackboard the key words of the lesson to emphasize the main concepts. | **Skills**

L S R W

Key vocabulary
all the previous key words

Communicative structures
We have said that... The main concept of this lesson are... In my opinion... What do you remember? Which are the main concept introduced during this lesson? | ▣ Whole class
☐ Group work
☐ Pair work
☐ Individual work | | Self assessment on what they really remember of what has been done. |

CLIL Lesson Plan

Unit number	1	Lesson number	3	Title	The organizational structures

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	0.2h	To be able to: - Remember what has been done - Refresh the key vocabulary - Explain their own opinion - Discuss about the topic. - Answer the T.'s questions.	Brief review of the previous lesson using an open class debate.	**Skills** L S R W **Key vocabulary** all the previous key vocabulary **Communicative structures** all the previous communicative structure	▣ Whole class ☐ Group work ☐ Pair work ☐ Individual work	• U1_L2_ALL1.pdf *U1_L2_ALL1 (Slide: Constraints anticipation and project objectives)	Formative assessment, self assessment and ongoing assessment: T. and S. check: Knowledge Study

| 2 | 0.7h | To be able to: - Learn how to organize a project, who a project manager is and how to manage human resources. - Listen videos and T. - Understand what an organization and the role of the PM are. - Discuss with T. and S. on what T. asks. | T. briefly defines the main organizational structures, the role of the PM and how to manage human resources using both the slides and different kind of videos. S. take notes, add new key vocabulary to their own glossaries and discuss with T. on what they see on the videos (open class debate). | **Skills**

L \| S \| R \| W

Key vocabulary
task force, functional structure, matrix structure, functional responsible, project manager, project leader, human resources, conflicts

Communicative structures
What do you think about...? Who is the PM? What is an organization? In my opinion.... I think... If I consider... By comparing... I agree with... | ▣ Whole class
☐ Group work
☐ Pair work
☐ Individual work | • U1_L3_ALL1.pdf

*U1_L3_ALL1 (Slide: How to organize a project.)
*U1_L3_ALL2 (link)
*U1_L3_ALL3 (link)
*U1_L3_ALL4 (link) | Formative assessment, self assessment and ongoing assessment: T. and S. check: Participation Collaboration Interest Autonomy Innovative idea Cooperativity |

3	0.1h	To be able to: - Recall what has been done during the lesson - Summarize the main concepts - Remember the new key words - Discuss about the topic with S. and T.	Open class debate on the lesson to summarize the main concepts and recall all the key words of the lesson that T. writes againg on the blackboard (S. check if they have written all the new words).	**Skills**		Self assessment on what they really understood of the lesson.

Skills

L	S	R	W

Key vocabulary
all the previous key words

Communicative structures
Do you remember...? We have said that... I think... One of the main concepts of the lesson is...

☑ Whole class
☐ Group work
☐ Pair work
☐ Individual work

CLIL Lesson Plan

Unit number	1	Lesson number	4	Title	The team working

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	0.15h	To be able to: - Recall the previous lesson - Remember the main concepts - Recall the key vocabulary - Answer and ask questions - Discuss about the topic with S. and T.	Open class debate on to recall the main concepts of the previous lesson. T. writes on the blackboard the key words that S. do not remember.	**Skills** L S R W **Key vocabulary** all the previous key words **Communicative structures** I remember that... I think... I agree with.. We have said that... Do you remember..?	☑ Whole class ☐ Group work ☐ Pair work ☐ Individual work		Self assessment on what they remember of the previous lesson

| 2 | 0.5h | To be able to: - Learn what group work and meetings are. - Discuss with T. and S. on what T. asks. | T. discusses with S. if group work and meetings are important (open class debate). T. writes on the blackboard the new words introduced during the lesson. | **Skills** | ☒ Whole class | | Formative assessment, self assessment and ongoing assessment: T. and S. check: Knowledge Participation Interest |

Skills

L	S	R	W

Key vocabulary
team working, staffing, forming, storming, norming, performing, team member

Communicative structures
Do you think that meetings are important? Why? What do you think? Explain... Discuss... In my opinion...

☒ Whole class
☐ Group work
☐ Pair work
☐ Individual work

| 3 | 0.25h | To be able to: - Learn what a report is and how to create a report to communicate. - Discuss with T. and S. on what T. asks. - Learn how to write reports and be able to do that. | Open class debate on what a report is. After a brief discussion with S.,T. explains how to create a report to communicate and asks S. to create a fictional report to communicate with him by dividing them in small heterogenous groups. | **Skills** | ☑ Whole class | *U1_L4_ALL1 (How to realize a report (link)) | Formative assessment, self assessment and ongoing assessment: T. and S. check: Knowledge Participation Interest |

Skills

| L | S | R | W |

Key vocabulary
report, reporting, project activity, project meeting, project status, design review, major problems, project manager, programme, board, project management office, team member, consultant, stakeholder, sponsor, client, groupware

Communicative structures
How would you create a report? What do you think about...? What is a report? I think... In my opinion... I agree... By considering...

☑ Whole class
☑ Group work
☐ Pair work
☐ Individual work

4	0.1h	To be able to: - Summarize the lesson - Recall the key words - Remember the main concepts	Brainstorming on what has been done during the lesson. T. writes again on the blackboard the new key words that S. do not remember (they add these words on their own glossaries) and the main concept of the lesson when S. speak about them.	**Skills**	☑ Whole class		Self assessment on what they remember of the lesson and what they have understood.
					☐ Group work		
				L **S** R W	☐ Pair work		
				Key vocabulary all the previous key words	☐ Individual work		
				Communicative structures all the previous communicative structures			

CLIL Lesson Plan

Unit number	1	Lesson number	5	Title	How to organize a project

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	0.1h	To be able to: - Remember what has been done the previous lesson - Recall the key words - Discuss about the topic	Brief overview of the previous lesson using an open class debate. T. writes on the blackboard the key words that S. do not remember and the main concepts. S. write in their glossaries all the key words they do not remember.	**Skills** L S R W **Key vocabulary** all the previous key words **Communicative structures** Do you remember... In my opinion... By considering... One of the main concepts... The main key words...	☑ Whole class ☐ Group work ☐ Pair work ☐ Individual work		Self assessment on what they remember of the previous lesson.

| 2 | 0.4h | To be able to: - Discuss with T. and S. on what T. asks. - Describe their work. - Make assumptions on a project. - Draw schemes. - Organize their own work. - Learn how to write reports and be able to do that. | T. asks S. to consider a particular project and discuss about it with them. T. divides S. in small heterogeneous groups and asks them to discuss about the fictional project and about all the possible documents needed to manage it and what to write on a possible report. T. listen what the different groups say and gives feedback or help. After it, T. begins an open class debate on the key concepts they have discussed in groups. | **Skills**

 L   S   R   W

 Key vocabulary all the previous key words

 Communicative structures all the previous communicative structures | ▣ Whole class
 ▣ Group work
 ☐ Pair work
 ☐ Individual work | | Formative assessment, self assessment and ongoing assessment: T. and S. check: Knowledge Participation Interest |
| 3 | 0.4h | To be able to: - Discuss with T. and S. on what T. asks. - Describe their work. - Make assumptions on a project. - Draw schemes. - Organize their own work. - Remember how to write reports and be able to do that. | T. asks S. to create the report they discussed to communicate with him, the PM. S., divided again in small groups discuss about the work, make assumptions and begin to draw schemes to list what they want to write and create their own report. After it, T. discuss with S. the written reports by giving some constructive feedbacks. | **Skills**

 L   S   R   W

 Key vocabulary all the previous key vocabulary

 Communicative structures all the previous communicative structures | ▣ Whole class
 ▣ Group work
 ☐ Pair work
 ☐ Individual work | *U1_L4_ALL1 (How to realize a report (link)) | Formative assessment, self assessment and ongoing assessment: T. and S. check: Knowledge Participation Interest Cooperativity Collaboration Self organization |

4	0.1h	To be able to: - Summarize the lesson - Remember the new key words - Recall the main concepts of the lesson - Discuss with S. and T.	Brainstorming on what has been done during the lesson. T. writes again the new key words that S. do not remember and creates a list of the main concepts that they say by adding what they do not remember or by giving feedbacks.	**Skills**	☑ Whole class		Self assessment on what they remember and have understood of the lesson.
					☐ Group work		
					☐ Pair work		
					☐ Individual work		

Skills

L	S	R	W

Key vocabulary
all the previous key words

Communicative structures
I think... In my opinion... We have said that... One of the main concept of this lesson is... I do not remember... What do you think? Do you agree? Do you remember...?

CLIL Lesson Plan

Unit number	1	Lesson number	6	Title	How to plan project activities

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	0.15h	To be able to: - Discuss about the topic. - Ask questions. - Remeber the previous lesson - Recall the key words	Brief review of the previous lesson using an open class debate. T. writes on the blackboard all the key words that S. do not remember and lists all the main concepts that S. talk about. S. write in their glossaries the key words they do not remember.	**Skills** L S R W **Key vocabulary** all the previous key vocabulary **Communicative structures** I think… We have said… One of the main concepts is… Do you remember? Do you agree? I agree… I think… In my opinion…	▣ Whole class ☐ Group work ☐ Pair work ☐ Individual work	• U1_L3_ALL1.pdf *U1_L3_ALL1 (Slide: How to organize a project) *U1_L4_ALL1 (How to realize a report (link))	Formative assessment, self assessment and ongoing assessment: T. and S. check: Knowledge Participation Interest

| 2 | 0.35h | To be able to: - Learn how to plan a project. - Ask questions on WBS. - Answer T. - Listen T. and videos. - Understand what a WBS is and how to create a new WBS. | T. ask S. how they would plan project's activities, gives them some feedbacks and suggestions and shows them a video. After it, T. briefly discuss the video with S. and explains what the Work Breakdown Structure is and how to create a new WBS. T. divides S. in groups and asks them to create a WBS. | **Skills** | ☒ Whole class | • U1_L6_ALL1.pdf | Formative assessment, self assessment and ongoing assessment: |

Skills

L	S	R	W

Key vocabulary
plan, control, milestone, scope of work, responsibility, resources, risk area, work breakdown structure, deliverable, fast tracking, problem solving, sequential approach, concurrent approach, work package, works, enterprise resource planning, requirement, test, deployment

Communicative structures
How would you plan a project? Is the WBS useful? What do you think about...? In my opinion... I think...

☒ Whole class
☒ Group work
☐ Pair work
☐ Individual work

*U1_L6_ALL1 (Slide: Planning techniques and temporal control.)
*U1_L6_ALL2 (link)
*U1_L6_ALL3 (1 link)
*U1_L6_ALL4 (link)
*U1_L6_ALL5 (link)
*U1_L6_ALL6 (link)

Formative assessment, self assessment and ongoing assessment: T. and S. check:
Knowledge
Interest
Collaboration
Cooperativity
Participation
Innovative idea
Creativity
Autonomy
Self organisation

| 3 | 0.4h | To be able to:
- Work in group -
Discuss about the topic -
Recall the new concepts -
Create a WBS | S., divided in small heterogeneous groups, discuss about how to create the WBS and try to do that. T. listens and gives feedbacks and advices to S. When all the WBS are ready, T. and S. discuss together by comparing all the works and by selecting the main features of each work. T. writes on the blackboard the key concepts that S. say. | **Skills**

| L | S | R | W |

Key vocabulary
all the previous key vocabulary

Communicative structures
all te previous communicative structures | ☐ Whole class
☐ Group work
☐ Pair work
☐ Individual work | | Formative assessment, self assessment and ongoing assessment: T. and S. check:
Knowledge
Interest
Collaboration
Cooperativity
Participation
Innovative idea
Creativity
Autonomy
Self organisation |

4	0.1h	To be able to: - Summarize the lesson - Recall the new key words - Discuss about the topic	Brief brainstorming on the lesson to emphasize the main concepts. T. writes them on the blackboard and lists all the new key words that S. do not remember. S. write these words in their glossaries.	**Skills**	☑ Whole class		Self assessment on what they remember or have understood of the lesson
					☐ Group work		
				L | S | R | W	☐ Pair work		
				Key vocabulary all the previous key words	☐ Individual work		
				Communicative structures Do you remember...? What do you think about...? I think... In my opinion... We have said... We have done...			

CLIL Lesson Plan

Unit number		1	Lesson number		7	Title	How to temporally control a project

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	0.2h	To be able to: - Remember the previous lesson - Recall the key words - Discuss about the topic	Brief overview of the previous lesson usind an open class debate. T. asks S. to list the main concepts of the previous lesson on the blackboard and to discuss about them. T. writes again on the blackbaord the key words that S. do not remember and S. write them in their glossaries.	**Skills** L S R W **Key vocabulary** all the previous key vocabulary **Communicative structures** all the previous communicative structures	☑ Whole class ☐ Group work ☐ Pair work ☐ Individual work		Self assessment on what they remember of the previous lesson

| 2 | 0.3h | To be able to: - Learn how to temporal control a project. - Learn what a Gantt, a Pert and a Cpm are. - Discuss about the topic. | T. shows how to temporally control a project (Gantt, Pert, Cpm) using both slides and a video. T. and S discuss together about the video and how to temporal control a project. T. divides S. in small groups and ask them to create a list with the main phases in which they would divide a project. S. organize their work, create the lists and discuss them with T. After that, T. asks them to create a Gantt, a Pert and a Cpm chart. | **Skills**

L \| S \| R \| W

Key vocabulary
Gantt chart, Pert chart, reticular techniques, critical path, cpm, program evaluation review technique, activities scheduling, slack, early start/finish, late start/finish, expected time, standard deviation

Communicative structures
What do you think about…? How would you temporally control a project? Explain… Discuss… In my opinion.. By considering… I think… | ☒ Whole class
☒ Group work
☐ Pair work
☐ Individual work | • U1_L6_ALL1.pdf

*U1_L6_ALL1 (Slide: Planning techniques and temporal control.)
*U1_L6_ALL2 (link) | Formative assessment, self assessment and ongoing assessment: T. and S. check: Knowledge Participation Interest |

| 3 | 0.4h | To be able to: - Use in practice what they have learned during the lesson - Discuss about the topic - Create a Gantt, Pert and Cpm chart | S., divided in small groups, discuss about the topic and, after having organized their work, create a Gantt, a Pert and a Cpm chart. T. gives feedback and advices and, when all the charts are ready, discuss with S. about the provided documents by comparing their works. | **Skills**

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

Key vocabulary
all the previous key vocabulary

Communicative structures
all the previous communicative structures | ▣ Whole class
▣ Group work
☐ Pair work
☐ Individual work | | Formative assessment, self assessment and ongoing assessment: T. and S. check: Knowledge Participation Interest |
| 4 | 0.1h | To be able to: - Summarize the lesson - Recall the new key words - Emphasize the main concepts - Discuss about the topic | Brainstorming on the lesson to consolidate the main concepts. T. writes again on the blackboard the new key words that S. do not remember and that S. write in their glossaries. | **Skills**

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

Key vocabulary
all the previous key words

Communicative structures
all the previous communicative structures | ▣ Whole class
☐ Group work
☐ Pair work
☐ Individual work | | Self assessment on what they remember and have understood about the lesson. |

CLIL Lesson Plan

Unit number		1	Lesson number		8	Title	Temporal control in practice (Part 1)

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	0.1h	To be able to: - Remeber the main concepts of the previous lesson - Recall the key words - Discuss about the topic	Brief overview on what and how to create a Gantt, Cpm and Pert charts are using an open class debate. T. writes on the blackboard the key words that S. do not remember and S. write them in their own glossaries.	**Skills** L S R W **Key vocabulary** all the previous key words **Communicative structures** all the previous communicative structures	☑ Whole class ☐ Group work ☐ Pair work ☐ Individual work		Self assessment on what they remember of the previous lesson.

					Skills				
2	0.4h	To be able to: - Learn how to create a Gantt chart with Excel. - Collaborate in group works. - Organize their own work. - Describe what they have done.	T. divides S. in small groups and asks them to create a Gantt chart with Excel by following video instructions and provided exercises. T. discuss with S. the provided exercises and the video by explaining exactly what they have to do. S., divided in groups, begin to discuss the exercises and to create paper-based charts that they will reproduce on Excel.	**Skills** L | S | R | W **Key vocabulary** all the previous key words **Communicative structures** all the previous communicative stuctures	▣ Whole class ▣ Group work ☐ Pair work ☐ Individual work	• U1_L8_ALL1.pdf *U1_L8_ALL1 (Exercises (Gantt-CPM-PERT)) *U1_L8_ALL2 (link)	Formative assessment, self assessment and ongoing assessment: T. and S. check: Knowledge Interest Participation
3	0.4h	To be able to: - Create a Gantt chart with Excel. - Collaborate in group works. - Organize their own work. - Describe what they have done.	S., divided in small groups, create a Gantt chart with Excel by following video instructions for the exercises they have discussed during the lesson. T. gives feedback and advices by checking what they are doing. S. try to do again, individually, the same chart to understand if the whole group is able to use Excel to create a Gantt chart.	**Skills** L | S | R | W **Key vocabulary** all the previous key vocabulary **Communicative structures** all the previous communicative structures	☐ Whole class ▣ Group work ☐ Pair work ▣ Individual work	• U1_L8_ALL1.pdf *U1_L8_ALL1 (Exercises (Gantt-CPM-PERT)) *U1_L8_ALL2 (link)	Formative assessment, self assessment and ongoing assessment: T. and S. check: Knowledge Interest Autonomy Self organisation

| 4 | 0.1h | To be able to: - Summarize the lesson - Recall the main key words - Discuss about the topic | Brainstorming on the lesson (open class debate). T. writes on the blackboard all the new words and key concepts that S. do not remember. | **Skills**

| L | S | R | W |

Key vocabulary
all the previous key words

Communicative structures
all the previous communicative structures | ▣ Whole class
☐ Group work
☐ Pair work
☐ Individual work | | Self assessment on what they remember of the lesson. |

CLIL Lesson Plan

Unit number		1	Lesson number		9	Title	Temporal control in practice (Part 2)

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	0.2h	To be able to: - Recall the main key words - Remember the main concepts - Discuss about the topic	Brief overview of the main concepts of the previous lesson using an open class debate. T. writes on the blackboard the key words that S. do not remember and S. write them in their glossaries. T. and S., together, create on the blackboard some examples of Gantt, Pert and Cpm charts for a fictional project.	**Skills** **L** **S** R **W** **Key vocabulary** all the previous key vocabulary **Communicative structures** all the previous commucative structures	☒ Whole class ☐ Group work ☐ Pair work ☐ Individual work		Self assessment and formative assessment on what they remember.

| 2 | 0.5h | To be able to: - Learn the differences between Gantt and the reticular techniques. - Discuss about the topic. | T. asks S. what are the differences between Gantt and the reticular techniques, divides them in small groups and asks them to discuss about it. S. discuss about the topic and, after a fixed time, report to T. their opinion. T. discuss with the whole class (open class debate) the main differences between the two techniques and create a list on the blackboard. | **Skills**

 L S R ☐W

 Key vocabulary all the previous key vocabulary

 Communicative structures all the previous communicative structures | ▣ Whole class
 ▣ Group work
 ☐ Pair work
 ☐ Individual work | • U1_L6_ALL1.pdf
 *U1_L6_ALL1 (Slide: Planning techniques and temporal control.) | Formative assessment, self assessment and ongoing assessment: T. and S. check: Knowledge Participation |
| 3 | 0.5h | To be able to: - Learn how to and create a Pert/CPM chart with Excel. - Collaborate in group works. - Organize their own work. - Describe what they have done. | T. asks S. to create Pert/Cpm charts with Excel by following video instructions and provided exercises. T. discuss with S. the execises by explaining exactly what they have to do and the provided video. S. divided in small groups, discuss which are the main phases of a fictional problem and create a paper-based Pert/Cpm chart. T. gives feedbacks and advices. | **Skills**

 L S R W

 Key vocabulary all the previous key vocabulary

 Communicative structures all the previous communicative structures | ▣ Whole class
 ▣ Group work
 ☐ Pair work
 ☐ Individual work | • U1_L8_ALL1.pdf
 *U1_L8_ALL1 (Exercises (Gantt-CPM-PERT))
 *U1_L9_ALL1 (link) | Formative assessment, self assessment and ongoing assessment: T. and S. check: Knowledge Interest Autonomy Self organisation |

| 4 | 0.7h | To be able to: - Create a Pert/Cpm chart with Excel. - Collaborate in group works. - Organize their own work. - Describe what they have done. | S., divided in groups, create a Pert/Cpm chart with Excel by following video instructions for each exercise by reporting what they have already done on the paper. T. gives feedbacks and adviced. S. try to do again, individually, the same chart to understand if the whole group is able to use Excel to create such a document. | **Skills**

L \| S \| R \| W

Key vocabulary
all the previous key vocabulary

Communicative structures
all the previous communicative structures | ▣ Whole class
▣ Group work
☐ Pair work
▣ Individual work | • U1_L8_ALL1.pdf

*U1_L8_ALL1 (Exercises (Gantt-CPM-PERT))

*U1_L9_ALL1 (link) | Formative assessment, self assessment and ongoing assessment: T. and S. check: Knowledge Interest Autonomy Self organisation |
| 5 | 0.1h | To be able to: - Summarize what has been done - Recall the new key words - Discuss about the topic | Brainstorming on the main concept of the lesson. T. writes again the new key words that S. do not remember and S. write them in their glossaries. | **Skills**

L \| S \| R \| W

Key vocabulary
all the previous key vocabulary

Communicative structures
all the previous communicative structures | ▣ Whole class
☐ Group work
☐ Pair work
☐ Individual work | | Self assessment on what they remember and have understood about the lesson. |

CLIL Lesson Plan

Unit number	1	Lesson number	10	Title	Test

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	1h	To be able to: - Discuss about the topic.	T. tests S. with open questions and exercises on what they have done.	**Skills** L | S | **R** | **W** **Key vocabulary** all the previous key vocabulary **Communicative structures** all the previous communicative structures	☐ Whole class ☐ Group work ☐ Pair work ☑ Individual work	• U1_L10_ALL3.pdf • U1_L10_ALL2 .pdf • U1_L10_ALL1.pdf *U1_L10_ALL1 (Test-1) *U1_L10_ALL2 (Test-2A) *U1_L10_ALL3 (Test-2B)	Summative assessment

CLIL Lesson Plan

Unit number	1	Lesson number	11	Title	How to plan and control costs and risks

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	0.3h	To be able to: - Remember the previous lesson - Recall the key words - Discuss about the topic	Brief review of lesson 9 using an open class debate and discussion of the test with each single student. T. writes on the blackboard the keywords that S. do not remember that S. write in their glossaries.	**Skills** L S R W **Key vocabulary** all the previous key vocabulary **Communicative structures** all the previous communicative structures	▣ Whole class ☐ Group work ☐ Pair work ▣ Individual work		Self assessment on what they remember of lesson 9 and test correction.

2	0.45h	To be able to: - Discuss with T. and S. on what T. asks.	Discussion of the created charts using an open class debate. S. compare the different charts and T. gives some feedbacks and advices.	**Skills**	☑ Whole class	• U1_L6_ALL1.pdf	Formative assessment, self assessment and ongoing assessment: T. and S. check: Knowledge Participation
					☐ Group work	*U1_L6_ALL1 (Slide: Planning techniques and temporal control.)	
				L | **S** | R | W	☐ Pair work		
				Key vocabulary all the previous key vocabulary	☐ Individual work		
				Communicative structures all the previous communicative structures			
3	0.65h	To be able to: - Learn how to program and control costs and risks. - Ask question on costs control and risks management. - Create documents. - Collaborate with T. and S. - Explain how they would use these informations in a real project.	T. asks S. to explain how they would program and control costs and manage risks (open class debate). T. gives advices and explains which are the different kinds of cost in a project. T. divides S. in small heterogeneous groups and asks them to discuss how they would use these informations in a real project. S. create a list with their ideas and share their work with the rest of the class. T.	**Skills** **L** | **S** | **R** | **W**	☑ Whole class ☑ Group work ☐ Pair work ☐ Individual work	• U1_L11_ALL1.pdf *U1_L11_ALL1 (Slide: How to control costs and risks) *U1_L11_ALL2 (link)	Formative assessment, self assessment and ongoing assessment: T. and S. check: Knowledge Interest Collaboration Participation

				Key vocabulary			
			gives advices and feedback.	work breakdown structure, parametric estimation, bottom-up, top-down,, cost estimating, budget, baseline, management reserve, planned value, budgeted cost of work scheduled, cost control, actual cost of work performed, budgeted cost of work performed, period breakdown of progress analysis, actual costs, planned/actual earned value, forecast costs, cost/schedule variance, date variance, expected overall costs			
4	0.5h	To be able to: - Collaborate with T. and S. - Explain how they would use these informations in a real project.	T. discusses with S. how they would use these informations in a real project by giving some examples and asks to create some document to manage costs and risks. S., divided in groups, discuss about a fictional project and create the proper documents. T. gives advices and feedbacks.	**Skills** L | S | R | W **Key vocabulary** all the previous key vocabulary **Communicative structures** all the previous communicative structure **Communicative structures** How would you plan and control costs and risks? What do you think about...? Explain... I think... In my opinion... I agree	☒ Whole class ☒ Group work ☐ Pair work ☐ Individual work		Formative assessment, self assessment and ongoing assessment: T. and S. check: Knowledge Interest Participation Innovative idea Creativity

| 5 | 0.1h | To be able to: - Summarize the lesson - Recall the main key words - Undertand what has been done | Brainstorming on the lesson. T. writes again on the blackboard the key words that S. do not remember and the main concepts. | **Skills**

| L | S | R | W |

Key vocabulary
all the previous key words

Communicative structures
all the previous communicative structures | ☒ Whole class
☐ Group work
☐ Pair work
☐ Individual work | | Self assessment on what they remember of the lesson. |

CLIL Lesson Plan

Unit number	1	Lesson number	12	Title	How to plan and control the quality of a project

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	0.1h	To be able to: - Remember the main concepts of the previous lesson - Recall the key words - Discuss about the topic	Brief review of the previous lesson using an open class debate. T. writes on the blackboard the key words that S. do not remember and S. write them in their glossaries.	**Skills** | L	S	R	W | **Key vocabulary** all the previous key vocabulary **Communicative structures** all the previous communicative structures	▣ Whole class ☐ Group work ☐ Pair work ☐ Individual work		Self assessment on what they remember.

2	0.55h	To be able to: - Learn what a quality plan is and how to manage project documentation. - Learn what a quality plan, a project charter or a deliverable are. - Discuss with T. and S.	Open class debate on what S. think about the quality of a project. S. share their opinion. T. explains briefly the procedures to manage the quality of a project and introduces the quality plan and the project charter. T. asks how S. would use these documents and S. share their opinion.	**Skills**	▣ Whole class	• U1_L12_ALL1.pdf	Formative assessment, self assessment and ongoing assessment: T. and S. check: Participation Interest Creativity

Skills

L	S	R	W

Key vocabulary
quality plan, quality standard, deliverable, project charter, start up, project status, issue log, lesson learned, earned value, business case

Communicative structures
How would you manage the quality of a project? What does project quality mean? What do you think about...? In my opinion... I think...

☐ Group work
☐ Pair work
☐ Individual work

*U1_L12_ALL1 (Slide:Quality control)

| 3 | 0.25h | To be able to: - Learn how to create a project chart/deliverable and create them. - Discuss about the topic. - Collaborate with T. and S. - Explain how they would create a project charter or a deliverable. | T. discusses with S. how to create a project charter or a deliverable (open class debate). S. explain how the would create the required documents. | **Skills**

| L | S | R | W |

Key vocabulary
all the previous key vocabulary

Communicative structures
all the previous communicative structure | ☒ Whole class
☐ Group work
☐ Pair work
☐ Individual work | • U1_L12_ALL1.pdf

*U1_L12_ALL1 (Slide:Quality control) | Formative assessment, self assessment and ongoing assessment: T. and S. check: Knowledge Interest Collaboration Innovative idea Creativity |

| 4 | 0.1h | To be able to: - Summarize the lesson - Recall the key words - Discuss about the topic | Brainstorming on the lesson (open class debate). T. writes again on the blackboard all the new words and key concepts that S. do not remember. | **Skills**

| L | S | R | W |

Key vocabulary
all the previous key vocabulary

Communicative structures
all the previous communicative structures | ☒ Whole class
☐ Group work
☐ Pair work
☐ Individual work | | Self assessment on what S. remember of the lesson. |

CLIL Lesson Plan

Unit number	2	Lesson number		1	Title	An informatic project

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	0.1h	To be able to: - Remember the previous lesson - Recall the main key words - Discuss about the topic	Brief review of the previous lesson using an open class debate. T. writes on the blackboard the key words that S. do not remember and S. write them in their glossaries.	**Skills** | L	S	R	W | **Key vocabulary** all the previous key vocabulary **Communicative structures** I think... We said... One of the main concepts is.... What do you remember?	☑ Whole class ☐ Group work ☐ Pair work ☐ Individual work		Self assessment on what they remember.

| 2 | 0.55h | To be able to: - Learn different typologies of informatic projects and their failures. - Discuss with T. and S. on what T. asks. | T. asks S. what they think that an informatic project is by opening a debate also by providing some examples to work on. After it T. gives the formal definition, divides S. in small groups and asks to think about how to plan such a project and why it can fail. S. list all the possible failures of an informatic project and the documents needed to plan it. T. and S. compare their works in an open debate. | **Skills**

| L | S | R | W |

Key vocabulary
project, informatic project, commercial on the shelf, software crisis, requirements

Communicative structures
What is an informatic project? Give me some examples. What do you think about...? Why can an informatic project fail? | ▣ Whole class
▣ Group work
☐ Pair work
☐ Individual work | • U2_L1_ALL1.pdf

*U2_L1_ALL1 (Slide:Informatic projects) | Formative assessment, self assessment and ongoing assessment: T. and S. check: Participation Interest Innovative idea |

3	0.25h	To be able to: - Discuss about the topic. - Learn who a software engineer is. - Collaborate with T. and S.	T. discusses with S. who a software engineer is and what they should do in a project.	**Skills**	☑ Whole class	• U2_L1_ALL1.pdf	Formative assessment, self assessment and ongoing assessment:
					☐ Group work	*U2_L1_ALL1 (Slide:Informatic projects)	T. and S. check:
				L S R W	☐ Pair work		Knowledge
					☐ Individual work		Interest
				Key vocabulary software engineering, software engineer, programming in the small/large, skill shortage, skill gap, staff turnover, office automation, call center, eCommerce, eMarket			Participation Innovative idea Creativity
				Communicative structures Who is a software engineer? What does he do? Why do you think he is so important? What do you think about...? Explain			

| 4 | 0.1h | To be able to: - Summarize the lesson - Remember the key words - Discuss about the topic | Brainstorming on the lesson. T. writes again on the blackboard the main concepts and new words that S. do not remember. S. write them in their glossaries. | **Skills**

L S R W

Key vocabulary
all the previous key vocabulary

Communicative structures
all the previous communicative structures | ▣ Whole class
☐ Group work
☐ Pair work
☐ Individual work | | Self assessment on what they remember. |

CLIL Lesson Plan

Unit number	2	Lesson number		2	Title	How to develop a software

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	0.2h	To be able to: - Remember the previous lesson - Recall the main key words - Discuss about the topic	Brief review of the previous lesson using an open class debate. T. writes on the blackboard the main concepts and words that S. do not remember. S. take notes in their glossaries.	**Skills** **L** **S** R W **Key vocabulary** all the previous key vocabulary **Communicative structures** all the previous communicative structures	☑ Whole class ☐ Group work ☐ Pair work ☐ Individual work		Self assessment on what they remember.

#	Time	Objectives	Activities	Skills / Vocabulary / Structures	Grouping	Materials	Assessment
2	0.3h	To be able to: - Learn what a software is and who its developers are. - Discuss about the topic.	Discussion on what a software is or should be in an open debate.	**Skills** [L] [S] [R] W **Key vocabulary** all the previous key vocabulary **Communicative structures** all the previous communicative structure	▣ Whole class ☐ Group work ☐ Pair work ☐ Individual work	• U2_L2_ALL1.pdf • U2_L1_ALL1.pdf *U2_L1_ALL1 (Slide: Informatic projects) *U2_L2_ALL1 (Slide: How to develop a software)	Formative assessment, self assessment and ongoing assessment: T. and S. check: Knowledge Collaboration Participation Interest
3	0.9h	To be able to: - Discuss with T. and S. on what T. asks. - Organize their own work. - Explain how they would develop a software. - Write projects documents.	T. asks S. to work in groups and to discuss how they would develop a software, who the main characters in a software development are and how they would communicate with their clients and to create a presentation. S. organize their work, discuss about the topic and create all the needed documents.	**Skills** [L] [S] [R] [W] **Key vocabulary** all the previous key vocabulary **Communicative structures** all the previous communicative structures	▣ Whole class ▣ Group work ☐ Pair work ☐ Individual work		Formative assessment, self assessment and ongoing assessment: T. and S. check: Collaboration Cooperativity Participation Innovative idea Creativity Autonomy Self organisation

| 4 | 0.5h | To be able to: - Discuss about the topic. | T. discusses with S. by giving some examples and formal definitions and explanations (open class debate). | **Skills**

| L | S | R | W |

Key vocabulary
software, human intensive, project model, pre-analysis, software requirements, furnisher, client, legacy, stakeholder, body rental, call for tenders

Communicative structures
How would you develop a software? Who are the main characters in a software development? How would they communicate with ttheir clients? What do you think about...? Give me some examples of... Explain your point of view. In my opinion... I think... | ☒ Whole class
☐ Group work
☐ Pair work
☐ Individual work | • U2_L2_ALL1.pdf

*U2_L2_ALL1 (Slide: How to develop a software) | Formative assessment, self assessment and ongoing assessment: T. and S. check: Knowledge Interest Participation Innovative idea |

| 5 | 0.1h | To be able to: - Summarize the lesson - Remember the key words - Discuss about the topic | Brainstormin on the lesson. T. writes on the blackboard the main concepts and new words that S. do not remember. | **Skills** L S R W **Key vocabulary** all the previous key vocabulary **Communicative structures** all the previous communicative structures | ◉ Whole class ☐ Group work ☐ Pair work ☐ Individual work | | Self assessment on what they remember. |

CLIL Lesson Plan

Unit number	2	Lesson number	3	Title	Software requirements analysis

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	0.1h	To be able to: - Remember the previous lesson - Recall the main key words - Discuss about the topic	Brief review of the previous lesson using an open debate. T. writes on the blackboard the main concepts or key words that S. do not remember. S. take notes.	**Skills** | L	S	R	W | (L, S selected) **Key vocabulary** all the previous key vocabulary **Communicative structures** all the previous communicative structures	☑ Whole class ☐ Group work ☐ Pair work ☐ Individual work		Self assessment on what they remember.
2	0.3h	To be able to: - Learn different typologies of software or system requirements.	T. explains the different software/system requirement typologies and discuss with S. how they would write an SRS. T. gives some examples and S. read and discuss about them.	**Skills** | L	S	R	W | (L, S, R selected)	☑ Whole class ☐ Group work ☐ Pair work ☑ Individual work	• U2_L3_ALL1.pdf *U2_L3_ALL1 (Slide: Software and system requirements) *U2_L3_ALL2 (link) *U2_L3_ALL3 (link) *U2_L3_ALL4 (link)	Formative assessment, self assessment and ongoing assessment: T. and S. check: Knowledge

| | | | | | **Key vocabulary** pre-analysis, software requirement specification, requirements engineering, engagement, end-users, manager, user requirements, system requirements, functional/non-functional requirements, domain requirements, user-id, functionality, usability, reliability, performance, supportability, packaging,, the tree swing | | | Participation Interest |
| | | | | | **Communicative structures** What do you think a requirement is? Explain… Give me some examples. Have you already studied what a SRS is? What do you think you should write in a SRS? | | | |

| 3 | 0.5h | To be able to: - Discuss about the topic | T. analyses with S. a fictional project by giving them some exercises. | **Skills**

 L \| S \| R \| W

 Key vocabulary
 all the previous key vocabulary

 Communicative structures
 all the previous communicative structures | ☒ Whole class
 ☐ Group work
 ☐ Pair work
 ☐ Individual work | • U2_L3_ALL5 .pdf

 * U2_L3_ALL5 (Exercises (Requirements)) | Formative assessment, self assessment and ongoing assessment: T. and S. check: Knowledge Interest Participation Innovative idea Creativity |
| 4 | 0.1h | To be able to: - Summarize the lesson - Remember the key words - Discuss about the topic | Brainstorming on the lesson. T. writes again on the blackboard all the concepts and new words that S. do not remember and S. write them in their glossaries. | **Skills**

 L \| S \| R \| W

 Key vocabulary
 all the previous key words

 Communicative structures
 all the previous communicative structures | ☒ Whole class
 ☐ Group work
 ☐ Pair work
 ☐ Individual work | | Self assessment on what they remember. |

CLIL Lesson Plan

Unit number	3	Lesson number	1	Title	How to plan a project in practice (Part 1)

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	0.2h	To be able to: - Remember the main concepts of the previous lesson - Recall the key words - Discuss about the topic	Brief review of the previous lesson (open class debate). T. writes on the blackboard the main concepts and key words the S. do not remember. S. take notes.	**Skills** L S R W **Key vocabulary** all the previous key vocabulary **Communicative structures** all the previous communicative structures	☑ Whole class ☐ Group work ☐ Pair work ☐ Individual work		Self assessment on what they remember.

2	0.3h	To be able to: - Learn how to plan a project and to define the Work Breakdown Structure. - Discuss with T. and S. on what T. asks.	T. opens a debate to remind what the WBS is and how to plan a project. S. explain their opinions.	**Skills**	☑ Whole class	*U3_L1_ALL1 (Slide: Project planning)	Formative assessment, self assessment and ongoing assessment: T. and S. check: Collaboration Cooperativity Autonomy Self organisation Creativity Knowledge
				L | **S** | R | W	☐ Group work		
				Key vocabulary all the previous key vocabulary	☐ Pair work		
				Communicative structures all the previous communicative structures	☐ Individual work		

3	1.3h	To be able to: - Create WBS, Gantt and CPM charts. - Collaborate with T. and S. - Discuss on the assigned project. - Write projects documents.	S. work in groups on given exercises and try to create a project planning with all the charts and documents that they have seen.	**Skills**	☐ Whole class	• U3_L1_ALL3.pdf • U3_L1_ALL2.pdf *U3_L1_ALL2 (Exercises (Software)) *U3_L1_ALL3 (Exercises (Call for tenders))	Summative assessment: T. checks: Collaboration Cooperativity Autonomy Self organisation Creativity Knowledge
				L | **S** | **R** | **W**	☑ Group work		
				Key vocabulary all the previous key vocabulary	☐ Pair work		
				Communicative structures all the previous communicative structures	☐ Individual work		

| 4 | 0.3h | To be able to: - Remember what has been done - Summarize the lesson and the groupwork | Brainstorming on what has been done (open class debate). The different groups compare themselves to check the progresses. T. gives feedbacks and advices. | **Skills**

| L | S | R | W |

Key vocabulary
all the previous key vocabulary

Communicative structures
all the previous communicative structures | ☒ Whole class
☒ Group work
☐ Pair work
☐ Individual work | | Self assessment on what has been done. |

CLIL Lesson Plan

Unit number		3	Lesson number		2	Title	How to plan a project in practice (Part 2)

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	0.2h	To be able to: - Remember what has been done - Recall the key words - Organize their own work	Brief review of what has been done (open class debate). T. gives feedbacks and advices on the work.	**Skills** L S R W **Key vocabulary** all the previous key vocabulary **Communicative structures** all the previous communicative structures	▣ Whole class ▣ Group work ☐ Pair work ☐ Individual work		Self assessment on what has been done.

2	1.2h	To be able to: - Create WBS, Gantt and CPM charts. - Collaborate with T. and S. - Discuss on the assigned project. - Write projects documents.	S. work in groups on given exercises and try to create a project planning with all the charts and documents that they have seen.	**Skills**	☐ Whole class	• U3_L1_ALL3.pdf	Summative assessment: T. checks: Collaboration Cooperativity Autonomy Self organisation Creativity
					■ Group work	• U3_L2_ALL3.pdf	
				L **S** **R** **W**	☐ Pair work	• U3_L2_ALL2 .pdf	
					☐ Individual work	• U3_L2_ALL1.pdf	
				Key vocabulary all the previous key words		*U3_L1_ALL3 (Exercises (Call for tenders)) *U3_L2_ALL1 (Griglia osservativa) *U3_L2_ALL2 (Valutazione colloquio) *U3_L2_ALL3 (Valutazione comportamento)	
				Communicative structures all the previous communicative structures			

3	0.3h	To be able to: - Discuss about the topic.	T. discusses the exercises with S.	**Skills**	■ Whole class		Formative assessment, self assessment and ongoing assessment: T. and S. check: Collaboration Cooperativity Autonomy Self organisation Creativity Knowledge
				L **S** R W	☐ Group work		
					☐ Pair work		
				Key vocabulary all the previous key words	☐ Individual work		
				Communicative structures all the previous communicative structures			

4	0.3h	To be able to: - Think about what has been done in the whole project	Self assessment test to evaluate what has been done and if S. have any suggestion for the future.	**Skills** L S **R** **W** **Key vocabulary** all the previous key words **Communicative structures** all the previous communicative structures	☐ Whole class ☐ Group work ☐ Pair work ☑ Individual work	* U3_L2_ALL4 (Autovalutazione gruppo (link)) *U3_L2_ALL5 (Autovalutazione CLIL (link)) *U3_L2_ALL6 (Valutazione finale CLIL (link))	Self assessment
5	0.2h	To be able to: - Summarize the whole project - Recall the main concepts - Understand the aim of the project	Brainstorming on the whole project and conclusions (open class debate).	**Skills** **L** **S** R W **Key vocabulary** all the previous key words **Communicative structures** all the previous communicative structures	☑ Whole class ☐ Group work ☐ Pair work ☐ Individual work		Self assessment on the whole project.