

# CLIL Module Plan

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<b>School</b>	I.I.S. Don Milani, via Balista, Rovereto				
<b>School Grade</b>	<input type="radio"/> Primary		<input type="radio"/> Middle		<input checked="" type="radio"/> High
<b>School Year</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input checked="" type="radio"/> 4	<input type="radio"/> 5
<b>Subject</b>	Altro - Health and medical culture/Business Economics			<b>Topic</b>	Autism
<b>CLIL Language</b>	<input checked="" type="radio"/> English		<input type="radio"/> Deutsch		

<b>Personal and social-cultural preconditions of all people involved</b>	25 students, 5 students with a migratory background (other languages spoken: moldovan, moroccan, arab, french, spanish); special educational needs: 3. CEFR level: A2
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<b>Students' prior knowledge, skills, competencies</b>	<b>Subject</b>	<b>Language</b>
	Prior knowledge of Autism through the project together with University of Trento (researchers and educators working with autistic people, mainly children); the nervous system as part of the subject topic (in Italian). Business Economics is a new subject for fourth year students of this course, so the aim is to provide them with the basis of the academic language in Economics.	Language skills and competencies: use of present, past simple, modal verbs. Academic language learnt in Italian related to the topic useful to develop language knowledge in L2.

<b>Timetable fit</b>	<input checked="" type="radio"/> Module	Length 20 h
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<b>Description of teaching and learning strategies</b>	<p>This module is the result of a collaboration among three teachers , two of whom teach Health and Medical Culture and one theaches Business Economics). A CLIL support teacher helped to revise activities. Students are therefore provided both the clinical point of view of Autism and also the basic elements of Economics. The objective is to enable students to understand what's needed to build a structure designed to help autistic subjects also from a financial costs-benefits perspective. At the end of the module they have the possibility to go and see a real non profit organisation where autistic subjects are cared for (Casa Sebastiano). The final output is a power point or a report where students sum up their impressions of this structure using their acquired knowledge. Teaching and learning strategies: task based learning (crosswords, gap-fill exercises, matching exercises); cooperative learning, group works activities, learning through ICT tools (ppt, videos, kahoot quizzes, usage of on-line dictionaries...). Each activity has the aim to consolidate both academic and functional language, promoting interaction and communication during the lessons. .</p>
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# Overall Module Plan

<b>Unit: 1</b> We are all different! <b>Unit length:</b> 50 min	<b>Lesson 1</b>  Introduction to Autism
<b>Unit: 2</b> What is Autism? <b>Unit length:</b> 100 min (50+50)	<b>Lesson 1</b>  Characteristics and definitions of Autism
<b>Unit: 3</b> The biology of Autism <b>Unit length:</b> 150 min (50+50+50)	<b>Lesson 1</b>  The Brain Areas
	<b>Lesson 2</b>  Quizlet activities on brain areas and their functions
	<b>Lesson 3</b>  The autistic brain and the five senses
<b>Unit: 4</b> A life with Autism <b>Unit length:</b> 100 min (50+50)	<b>Lesson 1</b>  Interview to Naoki Higashida
<b>Unit: 5</b> Possible causes of Autism <b>Unit length:</b> 100 min (50+50)	<b>Lesson 1</b>  Do researchers have some clues?
<b>Unit: 6</b> A-U-T-I-S-M <b>Unit length:</b> 100 min	<b>Lesson 1</b>  Be creative! Find an acronym and test your knowledge on Autism

<b>Unit: 7</b> Business and enterprise <b>Unit length:</b> 50+50 min	<b>Lesson 1</b> Definitions of business and enterprise
<b>Unit: 8</b> Primary, secondary and tertiary sectors <b>Unit length:</b> 50 min	<b>Lesson 1</b> Identification and comparison among primary, secondary and tertiary sectors
<b>Unit: 9</b> Goods and services <b>Unit length:</b> 50 min	<b>Lesson 1</b> Identifications and comparison between goods and services
<b>Unit: 10</b> Profit and non profit organisations <b>Unit length:</b> 100 min	<b>Lesson 1</b> Characteristics of profit and non profit organisations
<b>Unit: 11</b> Costs of Autism <b>Unit length:</b> 350 min (50+200+100)	<b>Lesson 1</b> Facts and statistics of Autism
	<b>Lesson 2</b> Visit to Casa Sebastiano
<b>Unit: 12</b> Final assessment <b>Unit length:</b> 30 min	<b>Lesson 1</b> Final Kahoot

# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	1	<b>Title</b>	Introduction to Autism
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	10 min	Being able to identify the general topic's name, which the students will learn about in the following classes	Students watch a video, focusing on the animations and they have to introduce the topic in one word	<b>Skills</b>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	• U1_L1_ALL1.pdf  See attached file: U1_L1_All1	
				<div>L</div> <div>S</div> <div>R</div> <div>W</div>			
				<b>Key vocabulary</b> See activity 2			
				<b>Communicative structures</b> ///			

2	15 min +10 (self assessment)	Building a students' glossary on the topic	Students watch the video again taking notes about unknown vocabulary and they ask their schoolmates for help; students answer T/F to questions related to the video	<div data-bbox="1032 92 1377 129"> <b>Skills</b> </div> <div data-bbox="1032 165 1377 209"> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div data-bbox="1032 245 1377 379"> <b>Key vocabulary</b>  wiring, skills, tasks, overwhelmed.. </div> <div data-bbox="1032 384 1377 715"> <b>Communicative structures</b>  How to ask a question about the meaning of unknown vocabulary:  Could you tell me...? Do you know the meaning of the word...? </div>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>• U1_L1_ALL1.pdf</li> </ul> U1_L1_all1	Self-assessment: fill in the gaps exercise on the video transcription.
3	15 min	Identifying and learning do's and don'ts of dealing with an autistic person	Answer the final question 'What should you not do when you see a person with autism having a hard time?' with a brainstorming activity on the black board	<div data-bbox="1032 852 1377 888"> <b>Skills</b> </div> <div data-bbox="1032 925 1377 968"> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div data-bbox="1032 1005 1377 1219"> <b>Key vocabulary</b>  hard time, to mock someone, to get crossed, to make fun of someone </div> <div data-bbox="1032 1224 1377 1394"> <b>Communicative structures</b>  use of modal verbs and negative sentences </div>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>• U1_L1_ALL1.pdf</li> </ul> See U1_L1_all1	

# CLIL Lesson Plan

<b>Unit number</b>	2	<b>Lesson number</b>	1	<b>Title</b>	Characteristics and definitions of Autism
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	10 min	Recapping informations and vocabulary of the previous lesson.	Brainstorming	<b>Skills</b> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <b>Key vocabulary</b> Functional and academic language of Lesson 1 (brain functioning in autism like wiring)	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Blackboard	///
				<b>Communicative structures</b> Phrases generally use to revise subject content: I remember we spoke about, we learnt..			

2	20	Identity and compare different types of Autism	Students watch a video then, in pairs, they do a matching exercise on different kinds of autism and the characters shown in the video.	<b>Skills</b>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	• U2_L1_L2_ALL1.pdf U2_L1/L2_All1	Formative ass.: teacher circulates checking if students do the matching exercise correctly
				<div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div>			
				<b>Key vocabulary</b> Persons affected by...; they think literally			
				<b>Communicative structures</b>			

3	10 min	Select informations to answer a specific question: 'What is Autism?'	Students watch the previous video again selecting informations to answer the question.	<b>Skills</b>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	• U2_L1_L2_ALL1.pdf U2_L1/L2_all1	Teacher circulates checking if students are able to find in the video only the needed information.
				<div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div>			
				<b>Key vocabulary</b> same as act 2			
				<b>Communicative structures</b>			



4	20	Making students aware on how to define Autism	Teacher's explanation (with slides in ppt) on the definition of Autism; students ask the teacher for the meaning of unknown terms (possibility of switching code L1/L2) and they write them to build a specific glossary.	<b>Skills</b>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	• U2_L1_L2_ALL1.pdf see U2_L1/L2_All1	Formative: teacher can check the level of understanding of the topic's specific language
				<div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div>			
				<b>Key vocabulary</b> Academic vocabulary: neurodevelopmental disorder, impaired social interaction, verbal/non verbal communication, restricted/repetitive behaviour...			
				<b>Communicative structures</b> Question sentences about the meaning of unknown vocabulary.			

5	20 min	Consolidation of important specific information on Autism; students learn how to give an essential and comprehensive scientific definition of it.	Students explain the meaning of Autism through the use of previous slides' terminology (self made glossary) and/or key-words shown on the slide.	<b>Skills</b>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	• U2_L1_L2_ALL1.pdf See U2_L1/L2_All1	Teacher facilitates and circulates
				<div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div>			
				<b>Key vocabulary</b> see activity 4			
				<b>Communicative structures</b> Scientific/descriptive language			

6	10 min	Revise and consolidate keywords of previous activities	Students are given a crossword they have to solve in pairs	<b>Skills</b>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>• U2_L1_L2_ALL2.pdf</li> <li>• U2_L1_L2_ALL2(sol).pdf</li> </ul> See U2_L1/L2_ALL2 , U2_L1_2_ALL2(sol)	Teacher collects the crosswords checking if students did the exercise correctly
				<div>L</div> <div>S</div> <div>R</div> <div>W</div>			
				<b>Key vocabulary</b> same as act 5			
				<b>Communicative structures</b>			
7	10 min	Intermediate assement on the subject's content	Answer a Kahoot! quiz	<b>Skills</b>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>• U2_L1_L2_ALL1.pdf</li> </ul> See U2_L1/L2_All1 (link of Kahoot! quiz is on the final slide)	This is an assessment with grades
				<div>L</div> <div>S</div> <div>R</div> <div>W</div>			
				<b>Key vocabulary</b> Vocabulary of the entire lesson			
				<b>Communicative structures</b>			

# CLIL Lesson Plan

<b>Unit number</b>	3	<b>Lesson number</b>	1	<b>Title</b>	The Brain Areas
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	10	Recapping information of previous lesson on the definition of Autism	Teacher asks some students how they can describe Autism (oral brainstorming activity)	Skills	<div><input checked="" type="checkbox"/> Whole class</div> <div><input type="checkbox"/> Group work</div> <div><input type="checkbox"/> Pair work</div> <div><input type="checkbox"/> Individual work</div>		
				<div><div>L</div><div>S</div><div>R</div><div>W</div></div>			
				Key vocabulary			
				Communicative structures			
Vocabulary of Unit 2							

2	20	Identify and compare different areas of the human brain, associating the proper function to each brain area	Students receive two different sheets with a brain map, they have to fill it in by asking their schoolmates for the missing part (each student has a map with definitions for part of the brain, so they have to share their informations to complete it)	<div data-bbox="891 92 1245 129"> <b>Skills</b> </div> <div data-bbox="898 165 1238 210"> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div data-bbox="891 247 1245 459"> <b>Key vocabulary</b>            brain areas vocabulary:            frontal lobe, occipital lobe, cerebellum, temporal lobe...         </div> <div data-bbox="891 480 1245 683"> <b>Communicative structures</b>            Do you know the name/function of this area?         </div>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>• U3_L1_L2_L3_ALL2.jpeg</li> <li>• U3_L1_L2_L3_ALL3.jpeg</li> <li>• U3_L1_L2_L3_ALL1.pdf</li> </ul> see attached files U3_L1/L2/L3_ALL2 and 3	Teacher makes sure students use communicative structures
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3	20	Consolidate the comprehension of the different brain areas functions	Using the completed brain map, answer the question on the slide: "What happens if cerebellum, temporal lobe etc.... doesn't work? One student asks the question, another one answers using the map.	<div data-bbox="891 92 1245 129"> <b>Skills</b> </div> <div data-bbox="898 165 1238 209"> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div data-bbox="891 245 1245 339"> <b>Key vocabulary</b>  Brain areas function </div> <div data-bbox="891 352 1245 592"> <b>Communicative structures</b>  Use of negative sentences (e.g.: It doesn't allow the tranfer of information) </div>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>• U3_L1_L2_L3_ALL1.pdf</li> </ul>	Teacher circulates checking activity
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# CLIL Lesson Plan

<b>Unit number</b>	3	<b>Lesson number</b>	2	<b>Title</b>	Quizlet activities on brain areas and their functions
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	50	Students can identify different areas of the brain explaining their specific function	Students take time to do all the different activities on brain areas and their functions on Quizlet	Skills	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	• U3_L1_L2_L3_ALL1.pdf  see attached file U3_L1/L2/L3_ALL1 for the Quizlet link	Self assessment of learning by quizlet
				L S R W			
				Key vocabulary Human brain, lobes, brainstem, cerebellum, relationships, visual informations, motor skills...			
				Communicative structures			

# CLIL Lesson Plan

<b>Unit number</b>	3	<b>Lesson number</b>	3	<b>Title</b>	The autistic brain and the five senses
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	10	Learn which are the five senses and how they are affected in an autistic brain	Students watch a short piece of a video from Unit 1 and say what is the problem with an autistic person's senses and the brain	<b>Skills</b> <div>L S R W</div> <b>Key vocabulary</b> The same of previous activity  <b>Communicative structures</b> I think...In my opinion...If sentences, e.g: If this part doesn't work, an autistic person can't..	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>U3_L1_L2_L3_ALL1.pdf</li> </ul>	

2	15	Learning the specific terminology about the 5 senses	Teacher shows a scheme of the 5 senses to the class, explaining it; students draw the same scheme writing the corresponding organ for each sense on their whiteboard.	<div>Skills</div> <div>L S R W</div> <div>Key vocabulary</div> <div>hearing, sight/vision,taste, touch, smell...</div> <div>Communicative structures</div>	<div><input type="checkbox"/> Whole class</div> <div><input type="checkbox"/> Group work</div> <div><input type="checkbox"/> Pair work</div> <div><input checked="" type="checkbox"/> Individual work</div>	<div>• U3_L1_L2_L3_ALL1.pdf</div>	Teacher circulates
3	15+10min for final revision	Associate the different senses to the corresponding brain lobe	Students are shown a slide where they have to match the senses to the corresponding brain area, by colour labeling them.	<div>Skills</div> <div>L S R W</div> <div>Key vocabulary</div> <div>frontal lobe is responsible for smell, parietal lobe, the different areas talk to each other ...etc.</div> <div>Communicative structures</div>	<div><input type="checkbox"/> Whole class</div> <div><input type="checkbox"/> Group work</div> <div><input type="checkbox"/> Pair work</div> <div><input checked="" type="checkbox"/> Individual work</div>	<div>• U3_L1_L2_L3_ALL1.pdf</div>	Final brainstorming on blackboard to recap all information learnt in this unit (brain areas, 5 senses and the problem with communication among the different areas in autistic brains)



# CLIL Lesson Plan

<b>Unit number</b>	4	<b>Lesson number</b>	1	<b>Title</b>	Interview to Naoki Higashida
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	10 min	Speed reading/scanning for new vocabulary	Ask students to scan through the text, in order to find 4-5 words they don't know and write them on the given whiteboard.	Skills	<div><input type="checkbox"/> Whole class</div> <div><input type="checkbox"/> Group work</div> <div><input type="checkbox"/> Pair work</div> <div><input checked="" type="checkbox"/> Individual work</div>	<div><div><div>• U4_L1_L2_ALL1.pdf</div><div>• U4_L1_L2_ALL2.pdf</div></div><div>See attached file: U4_L1/L2_all1 and U4_L1/L2_all2 (handout); whiteboards</div></div>	///
				<div><div>L</div><div>S</div><div>R</div><div>W</div></div>			
				Key vocabulary See activity 2			
				Communicative structures See activity 2			

2	20 min	Learning how to ask a question in a formal way; acquire new vocabulary	Students ask their schoolmates for the meaning of unknown vocabulary by showing their whiteboard, teacher helps if needed. Students write a glossary with new acquired vocabulary	<div><div><div>Skills</div><div><div>L</div><div>S</div><div>R</div><div>W</div></div><div>Key vocabulary</div><div>fraught, to nudge back, misfortune, stuck, hassle , compelled...</div><div>Communicative structures</div><div>Could you please tell me the meaning of.. ?, Does somebody know what .... means?</div></div></div> <div><div><input checked="" type="checkbox"/> Whole class</div><div><input type="checkbox"/> Group work</div><div><input type="checkbox"/> Pair work</div><div><input type="checkbox"/> Individual work</div></div>	<div><div><ul style="list-style-type: none"><li>• U4_L1_L2_ALL1.pdf</li><li>• U4_L1_L2_ALL2.pdf</li></ul></div><div>see materials in Activity 1</div></div>	Formative: teacher checks students' interaction and answers too difficult questions.
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3	20 min	Reading comprehension: find the specific content for each paragraph in the article	Students read the article once again trying to match the given titles to the appropriate paragraphs	<div><b>Skills</b></div> <div><div>L</div><div>S</div><div>R</div><div>W</div></div> <div><b>Key vocabulary</b> vocabulary related to daily life of a non-verbal autistic person (letterboard,...)</div> <div><b>Communicative structures</b> ///</div>	<div><input type="checkbox"/> Whole class</div> <div><input type="checkbox"/> Group work</div> <div><input checked="" type="checkbox"/> Pair work</div> <div><input type="checkbox"/> Individual work</div>	<div><div>• U4_L1_L2_ALL1.pdf</div><div>• U4_L1_L2_ALL2.pdf</div></div> <div>See activity 2</div>	Teacher circulates and facilitates if needed
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4	10 min	Higher level comprehension of the given text giving reasons for choices	Activity for advanced students: students who already finished activity 3, can read the two missing paragraphs of the article and give/create for them an appropriate title; the rest of the class has extra-time to finish activity 3.	<b>Skills</b> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <b>Key vocabulary</b> See act.2  <b>Communicative structures</b> Giving reason for choices (I find, in my opinion, ...)	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>• U4_L1_L2_ALL1.pdf</li> <li>• U4_L1_L2_ALL2.pdf</li> </ul> See act.2	Teacher check if students chose the correct given title and more able students explain the class the main content of missing paragraphs.
5	20 min	Selecting important information from a given text	Answer questions on the article in small groups	<b>Skills</b> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <b>Key vocabulary</b> see act.2  <b>Communicative structures</b> Students' interaction to answer questions	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>• U4_L1_L2_ALL1.pdf</li> <li>• U4_L1_L2_ALL2.pdf</li> </ul> see activity 2	Teacher asks individual students of different groups to check if answers are correct.

6	20	Revise content, making hypothesis, giving opinions and being able to defend them.	The different groups of activity 5 come up with their own opinion on the difficulties that Naoki faces in his everyday life.	<div data-bbox="981 84 1335 132"> <b>Skills</b> </div> <div data-bbox="987 165 1328 210"> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div data-bbox="981 244 1335 459"> <b>Key vocabulary</b>  Students use vocabulary learnt during the previous activities </div> <div data-bbox="981 478 1335 882"> <b>Communicative structures</b>  Giving reasons and motivating them: I think, I suppose that...because, In my opinion... </div>	<div data-bbox="1357 84 1532 379"> <input type="checkbox"/> Whole class  <input checked="" type="checkbox"/> Group work  <input type="checkbox"/> Pair work  <input type="checkbox"/> Individual work </div>	<div data-bbox="1568 84 1928 228"> <ul style="list-style-type: none"> <li>• U4_L1_L2_ALL1.pdf</li> <li>• U4_L1_L2_ALL2.pdf</li> </ul> see act.2 </div>	Intermediate assessment: teacher checks if students can use the vocabulary they just learnt to express their own opinion on the topic.
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# CLIL Lesson Plan

<b>Unit number</b>	5	<b>Lesson number</b>	1	<b>Title</b>	Do researchers have some clues?
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	10 min	Revision of Unit 4	Ask some students to tell the class what the article was about	<b>Skills</b> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <b>Key vocabulary</b> same as Unit 4  <b>Communicative structures</b> Can you tell me..? Do you remember...?	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work		Teacher recaps general content of Unit4

2	20 min	Introducing a new topic: learn new facts on Autism and specific language	Students watch a video with English subtitles on the most recent research studies on Autism, its possible causes and future prospects	<div data-bbox="996 92 1350 518"> <div data-bbox="996 92 1350 148"><b>Skills</b></div> <div data-bbox="996 148 1350 212"> <div data-bbox="996 164 1075 212">L</div> <div data-bbox="1075 164 1153 212">S</div> <div data-bbox="1153 164 1232 212">R</div> <div data-bbox="1232 164 1310 212">W</div> </div> <div data-bbox="996 212 1350 379"> <div data-bbox="996 244 1350 379"><b>Key vocabulary</b> genetic, vaccine, siblings, paternal age,</div> </div> <div data-bbox="996 379 1350 518"> <div data-bbox="996 403 1350 518"><b>Communicative structures</b> ///</div> </div> </div>	<div data-bbox="1373 92 1559 379"> <input checked="" type="checkbox"/> Whole class  <input type="checkbox"/> Group work  <input type="checkbox"/> Pair work  <input type="checkbox"/> Individual work         </div>	<div data-bbox="1581 92 1928 268"> <ul style="list-style-type: none"> <li>• U5_L1_2_ALL1.pdf</li> </ul>           See att. file U5_L1/L2_ALL1; TedX video         </div>	
3	20	Learn new subject content: the "state of the art" research studies on Autism, possible causes.	Students watch again short parts of the video and answer questions directly using the Kahoot! tool (the video is cut and embedded in the Kahoot quiz)	<div data-bbox="996 707 1350 1050"> <div data-bbox="996 707 1350 762"><b>Skills</b></div> <div data-bbox="996 762 1350 826"> <div data-bbox="996 778 1075 826">L</div> <div data-bbox="1075 778 1153 826">S</div> <div data-bbox="1153 778 1232 826">R</div> <div data-bbox="1232 778 1310 826">W</div> </div> <div data-bbox="996 826 1350 954"> <div data-bbox="996 858 1350 954"><b>Key vocabulary</b> same as activity2</div> </div> <div data-bbox="996 954 1350 1050"> <div data-bbox="996 978 1350 1050"><b>Communicative structures</b></div> </div> </div>	<div data-bbox="1373 707 1559 994"> <input type="checkbox"/> Whole class  <input type="checkbox"/> Group work  <input type="checkbox"/> Pair work  <input checked="" type="checkbox"/> Individual work         </div>	<div data-bbox="1581 707 1928 850"> <ul style="list-style-type: none"> <li>• U5_L1_2_ALL1.pdf</li> </ul>           See att. file U5_L1/L2_ALL1         </div>	Kahoot quiz: assessment with grade

4	20 min	Work on a visual diagram (concept map)	Students are shown different types of concept maps and have to construct their diagram on the possible causes of Autism using a video transcription	<b>Skills</b>	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	• U5_L1_2_ALL1.pdf  See att. file U5_L1/L2_ALL1; whiteboards to draw the diagram	///
				<div>L</div> <div>S</div> <div>R</div> <div>W</div>			
				<b>Key vocabulary</b> same as activity2, words from video transcription			
				<b>Communicative structures</b> ///			
5	30 min	Self assessment	Students talk about their chosen diagram and show it to the class	<b>Skills</b>	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	• U5_L1_2_ALL1.pdf  Self produced diagrams	Teacher checks the correctness of the diagrams
				<div>L</div> <div>S</div> <div>R</div> <div>W</div>			
				<b>Key vocabulary</b>			
				<b>Communicative structures</b> Students explain their scheme through keywords			

# CLIL Lesson Plan

<b>Unit number</b>	6	<b>Lesson number</b>	1	<b>Title</b>	Be creative! Find an acronym and test your knowledge on Autism
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	30 min	Give a unique view on what is Autism through students' acquired knowledge and own perception of the topic; strengthen logical thinking by linking words which are coherent and that make sense.	Students express their creativity and how they see Autism by creating an acronym of the word A-U-T-I-S-M.	Skills	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"><li>U6_L1_L2_ALL1.pdf</li></ul> see attached file U6_L1/L2_All1	Teacher circulates and facilitates if needed				
				<table><tr><td>L</td><td>S</td><td>R</td><td>W</td></tr></table>				L	S	R	W
				L				S	R	W	
Key vocabulary Vocabulary taken from previous units or new descriptive terms (possibility of switching code L1/l2)  Communicative structures											



2	15min (Final ass/part1)	Identify main concepts belonging to the topic answering a Kahoot! quiz	Students start the test individually by answering the given Kahoot! quiz.	<div>Skills</div> <div><div>L</div><div>S</div><div>R</div><div>W</div></div> <div>Key vocabulary The whole vocabulary belonging to different units</div> <div>Communicative structures ///</div>	<div><input type="checkbox"/> Whole class</div> <div><input type="checkbox"/> Group work</div> <div><input type="checkbox"/> Pair work</div> <div><input checked="" type="checkbox"/> Individual work</div>	<div>• U6_L1_L2_ALL1.pdf</div> <div>kahoot link on the attached file U6_L1/L2_ALL1</div>	First part of summative assessment
3	20min (Final ass/part 2)	Students are able to sum up their knowledge through visual diagrams	Students create their own concept map on what is Autism considering the social, biological, behavioural aspects.	<div>Skills</div> <div><div>L</div><div>S</div><div>R</div><div>W</div></div> <div>Key vocabulary Whole vocabulary belonging to this part of the module</div> <div>Communicative structures</div>	<div><input type="checkbox"/> Whole class</div> <div><input type="checkbox"/> Group work</div> <div><input type="checkbox"/> Pair work</div> <div><input checked="" type="checkbox"/> Individual work</div>	<div>• U6_L1_L2_ALL1.pdf</div> <div>see attached file U6_L1/L2_ALL1</div>	Second part of summative assessment

4	30min (Final ass/part3) + 5min	Use of academic language and self- made glossary to describe Autism	Students answer open questions as part of the final test	<div>Skills</div> <div><div>L</div><div>S</div><div>R</div><div>W</div></div> <div>Key vocabulary</div> <div>Communicative structures</div>	<div><input type="checkbox"/> Whole class</div> <div><input type="checkbox"/> Group work</div> <div><input type="checkbox"/> Pair work</div> <div><input checked="" type="checkbox"/> Individual work</div>	<div><div><div>• U6_L1_L2_ALL1.pdf</div><div>• U6_L1_L2_ALL2.pdf</div></div><div>see attached test sheet U6_L1/L2_ALL2</div></div>	Final part of summative assessment; students have 5 minutes more to do an anonymous questionnaire on the general satisfaction of the module
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# CLIL Lesson Plan

<b>Unit number</b>	7	<b>Lesson number</b>	1	<b>Title</b>	Definitions of business and enterprise
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	50 min	Identify the main differences between the concepts of businesses and enterprises through the appropriate grammatical and sentence patterns.	Students are given 5 envelopes where different definitions of business and enterprise are cut into pieces. 5 groups of students have to recompose these definitions (like a jigsaw puzzle). Students ask for clarifications and the teacher circulates and facilitates.	<b>Skills</b>	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"><li>U7_L1_All1 (Business definitions).docx</li></ul> Photocopies and envelops to put into phrases cut in pieces. See material in att.U7_L1_all1	As it is the first lesson of Business Economics in the topic, the teacher could check if the level of comprehension of the task is well adapted to students and facilitates it circulating among students, exhorting them to speak among groups in English. (formative assessment).				
				<table><tr><td>L</td><td>S</td><td>R</td><td>W</td></tr></table>				L	S	R	W
				L				S	R	W	
<b>Key vocabulary</b> Key words helping the definitions of business and enterprise  <b>Communicative structures</b> Oral exchange of different opinions about building phrases; students ask for clarifications about new vocabulary (Could you tell me please...? Do you agree if the recomposed phrase is...)											

2	50 min	Sharing knowledge about the dealt topic, consolidating it through different given crosswords. Students have to use what they have just learnt in activity 1 to solve the game completely.	Students will be regrouped so that in each new group there is one member of the previous group. Each new group is given a crossword with 15 clues related to the five different definitions of business and enterprise built up during activity 1.	<div> <b>Skills</b> </div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div> <b>Key vocabulary</b>            To transact business activities, production of goods and services, to meet a need of society, investment, privately owned/state owned, profit...         </div> <div> <b>Communicative structures</b>            I think it fits well with..I agree, In my opinion....         </div>	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>• U7_L1AI2.1.pdf</li> <li>• U7_L1AI2.2.pdf</li> <li>• U7_L1AI2.3.pdf</li> <li>• U7_L1AI2.4.pdf</li> <li>• U7_L1AI2.5.pdf</li> <li>• U7_L1AI2.6 (sol).pdf</li> </ul> Crosswords (see att.file )	Formative assessment: through sharing informations among themselves, students succeed in completing the task.
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# CLIL Lesson Plan

<b>Unit number</b>	8	<b>Lesson number</b>	1	<b>Title</b>	Identification and comparison among primary, secondary and tertiary sectors
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	10	Listening comprehension: students learn how to obtain the end product from raw material and adapt it for selling	Students are shown a video (see link1): teacher solicits their feedback to ensure that they understand the vocabulary, stopping the video to check comprehension.	<b>Skills</b> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <b>Key vocabulary</b> grow and gather raw materials, factory, to turn into products, to sell to consumers...	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	link1: <a href="#">link</a>	
				<b>Communicative structures</b> How to formally ask for the meaning of unknown vocabulary (Could you explain, Can you tell me the meaning of the word...?)			

2	25 min	Students distinguish the different sectors of economy providing some examples to consolidate their knowledge	Students watch a video (see link2 below); the teacher solicits students to find other examples of economic activities, fitting them in the appropriate business sectors divided in column on the blackboard. They will then be given a gap fill exercise to complete.	<div data-bbox="1021 92 1370 129"><b>Skills</b></div> <div data-bbox="1021 165 1370 209"> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div data-bbox="1021 245 1370 539"> <b>Key vocabulary</b>  to categorize different activities, raw materials, manufacturing, to provide goods and services,,, </div> <div data-bbox="1021 560 1370 959"> <b>Communicative structures</b>  Express personal opinions using some given linguistic structures, e.g.:  "farming belongs to primary sector/ it fits well within the primary sector... </div>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>• U8_L1_All2.1.pdf</li> <li>• U8_L1_All2.2 (sol).pdf</li> </ul> <p>link2: <a href="#">link</a> Gap fill exercise:  U8_L1_All2.1 Gap fill solution: U8_L1_All2.2</p>	Teacher gives students a gap-fill exercise to revise the content of the topic
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# CLIL Lesson Plan

<b>Unit number</b>	9	<b>Lesson number</b>	1	<b>Title</b>	Identifications and comparison between goods and services
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	10 min	Students learn the difference between goods and service enterprises: to start with they are provided several examples of both, later on they are asked to name a few themselves.	Students are shown a partially interactive video that after clarifying the difference between goods and services encourages them to identify if a picture shown relates to a good or to a service.	<b>Skills</b> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <b>Key vocabulary</b> good: something you can touch service: a job you pay somebody else to do.	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<a href="#">link</a>	Formative ass: in plenary, teacher check if students are doing the activity correctly, discovering the main differences between goods and services.
				<b>Communicative structures</b>			

2	40 min	Students learn more sophisticated aspects distinguishing goods from services and the relative academic language .	Students are divided into 5 groups and each group is given an envelope containing 10 strips of paper related to features of services and goods. They are also provided with a cardboard and glue. Their task is to separate the goods from the services and to match to each goods feature the corresponding service feature. (e.g.goods are produced, services are performed). Students discuss and share opinions and glue the strips on the cardboard under the headings GOODS an SERVICES. See att.: U9_L1_1_all1	<div data-bbox="1055 92 1400 129"><b>Skills</b></div> <div data-bbox="1055 165 1400 209"> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div data-bbox="1055 245 1400 480"> <b>Key vocabulary</b>  tangible/untangible;  ownership, to get  refund, to keep in stock,  consumption,  production process... </div> <div data-bbox="1055 517 1400 711"> <b>Communicative structures</b>  How to describe a  process using passive  form </div>	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>• U9_L1_All1 (goods and services).docx</li> </ul> U9_L1_all1	During the activity the teacher approaches the different groups, checks their progress and, if needed, corrects wrong matches (formative ass./peer assessment)
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# CLIL Lesson Plan

<b>Unit number</b>	10	<b>Lesson number</b>	1	<b>Title</b>	Characteristics of profit and non profit organisations
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 min	Basic understanding of the key differences between profit and non profit organisations	Warming up activity to introduce the new subject content students are shown a power point presentation.	Skills	<div><input checked="" type="checkbox"/> Whole class</div> <div><input type="checkbox"/> Group work</div> <div><input type="checkbox"/> Pair work</div> <div><input type="checkbox"/> Individual work</div>	<a href="#">link</a>					
				<table><tr><td>L</td><td>S</td><td>R</td><td>W</td></tr></table>				L	S	R	W
				L				S	R	W	
				Key vocabulary revenues, shareholders, benefit of general public, to better the world							
Communicative structures S. ask for unknown vocabulary and expressions.											

2	30 +10 (assessment)		Students are shown a video ( link below), afterwards teacher provides students with its simplified transcript; teacher solicits the use of Cambridge on line Dictionary to find out the meaning of unknown academic language. Students, who had been provided with little whiteboards, raise and show these to the class asking first their schoolmates and then the teacher for help in clarifying residual doubts.	<div><div><div>Skills</div><div><table><tr><td>L</td><td>S</td><td>R</td><td>W</td></tr></table></div><div><div>Key vocabulary</div>fees, dividends, owners, shares, to trade, stock, to merge, tax exempt, dissolution, liquidate</div><div><div>Communicative structures</div></div></div><div><div><div><input type="checkbox"/> Whole class</div><div><input checked="" type="checkbox"/> Group work</div><div><input type="checkbox"/> Pair work</div><div><input type="checkbox"/> Individual work</div></div></div></div>	L	S	R	W	<div><div><div>• U10_L1_All1 (profit_non profit slide, video transcript, table).docx</div><div><a href="#">link</a> U10_L1_All1 <a href="#">link</a></div></div></div>	A) table to complete; B) an alternative table for more advanced students. The students could be provided with cut out strips of the table that they would have to put back together being careful of the correct matches and then glue it on cardboard. Kahoot quiz and table to complete to revise the lesson
L	S	R	W							

# CLIL Lesson Plan

<b>Unit number</b>	11	<b>Lesson number</b>	1	<b>Title</b>	Facts and statistics of Autism
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	20 min	Recapping subject content of the previous lesson	Students have to build a table and revise content through a Kahoot! activity	<b>Skills</b> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <b>Key vocabulary</b> Vocabulary of previous lesson  <b>Communicative structures</b>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	link for Kahoot! : <a href="#">link</a>	

2	30	Exercise of prediction, verifying hypothesis, drawing conclusions	Students have to answer some questions about incidence and lifelong costs of Autism; teacher gives students a text to verify their hypothesis about numbers of Autism in the US; students are led to this conclusion: the very high cost for affected people and their families can be reduced by early diagnosis and interventions. Teacher shows students the internet site of "Casa Sebastiano": this kind of structure can have an extremely positive role with regard to cost containment.	<div><b>Skills</b></div> <div><table><tr><td>L</td><td>S</td><td>R</td><td>W</td></tr></table></div> <div><b>Key vocabulary</b> Prevalence, incidence, lifelong care, early diagnosis, lifespan...</div> <div><b>Communicative structures</b> express personal thoughts and opinions</div>	L	S	R	W	<div><input type="checkbox"/> Whole class</div> <div><input type="checkbox"/> Group work</div> <div><input checked="" type="checkbox"/> Pair work</div> <div><input type="checkbox"/> Individual work</div>	<div><ul style="list-style-type: none"><li>• U11_L1_All1 (numbers on autism and questions on Casa di Sebastiano).docx</li></ul></div> <div>U11_L1_All1 Internet site of Casa Sebastiano: <a href="#">link</a></div>	Teachers guides students to assess costs of life long treatment of Autism
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	11	<b>Lesson number</b>	2	<b>Title</b>	Visit to Casa Sebastiano
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<b>Activity</b>	<b>Timing</b>	<b>Learning Outcomes</b>	<b>Activity Procedure</b>	<b>Language</b>	<b>Interaction</b>	<b>Materials</b>	<b>Assessment</b>
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1	200+100 min (Visit to Casa Sebastiano+ final assessment)	Through the visit of Casa Sebastiano and their knowledge about Autism and enterprises, students learn from a real context how is it possible to support autistic subjects and their families and significantly reduce the economic costs for society.	Before the visit, students are provided with a list of questions and, during the visit they are supposed to gather information from their guides ( Casa Sebastiano personal) to ensure that they will be able to answer them later at school. They are also encouraged to take some pictures to enrich their power point or report.	<div><div><div>Skills</div><div><table><tr><td>L</td><td>S</td><td>R</td><td>W</td></tr></table></div></div><div><div>Key vocabulary</div><div>Students use functional language and academic language learnt during the course.</div></div><div><div>Communicative structures</div><div>Oral presentation of their work</div></div></div>	L	S	R	W	<div><div><input type="checkbox"/> Whole class</div><div><input checked="" type="checkbox"/> Group work</div><div><input type="checkbox"/> Pair work</div><div><input checked="" type="checkbox"/> Individual work</div></div>	Allegato U11_L2_All1	Summative assessment: students can use the answers to given questions, photos and their notes to produce a ppt presentation (or a report) on Casa Sebastiano. Teacher explains students that at this point they are "competent " enough to assess this structure both from a clinical and an economic point of view. The presentation will be evaluated by all teachers involved in the project..
L	S	R	W								

2				Skills	<div><input type="checkbox"/> Whole class</div> <div><input type="checkbox"/> Group work</div> <div><input type="checkbox"/> Pair work</div> <div><input type="checkbox"/> Individual work</div>	
				<div>L S R W</div>		
				Key vocabulary		
				Communicative structures		

# CLIL Lesson Plan

<b>Unit number</b>	12	<b>Lesson number</b>	1	<b>Title</b>	Final Kahoot
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	30	Revise all the subject content of the second part of the module (Autism from an economic point of view)	Kahoot! quiz	<b>Skills</b>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<a href="#">link</a>	In addition to ppt or report teacher obtains a further element of assessment on the whole acquired knowledge of Units 7-11.
				<div>L   S   <b>R</b>   W</div>			
				<b>Key vocabulary</b> All vocabulary of the module part			
				<b>Communicative structures</b>			