CLIL Module Plan

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School Grade	○ Primary	◉ Middle	○ High		
School Year	○ 1	○ 2	◉ 3	○ 4	○ 5
Subject	Scienze	**Topic**	The structure of the Earth		
CLIL Language	◉ English	○ Deutsch			

Personal and social-cultural preconditions of all people involved	Teacher group profile The teachers involved have very different academic backgrounds and roles. The CLIL teacher is a linguistic expert and he/she is the one who actively does the lesson. On the other hand, the subject teacher provides the CLIL teacher with some support in the class as far as disciplinary matters are concerned, and helps the CLIL teacher programming the contents of the lessons. Student group profile CEFR Level: approximately at level A2 Previous CLIL Experience: 10 students out of 24 had already attended a CLIL curriculum in primary school, which consisted in 7 hours of CLIL per week. The remaining 14 started CLIL in first year middle school. At present, all 24 students are attending 2 CLIL classes per week, 1 in science and 1 in geography. Mother tongue: Italian Other mother tongues: dialect, Algerian, Ukrainian. In total there are 2 students with special educational needs and, although the program for them is the same as the rest of the class, teachers use accommodations for activities and written assessment like: instructions in L1 when required, use of more images, pictures, mind maps and tables especially during the written assessments as well as a more suitable layout and font and more time for activities, if required by the student. Moreover, the fact of being 2 teachers in the class allows to have more time for SEN students. Learning preconditions: learning level is quite homogenous among students, although it should be pointed out that 6-8 students show quite a significant proficiency in both content knowledge and cognitive development as well as in language competence. On the other hand, more or less the same number of students shows scarce willingness to learn. This is only partially due to the language gap that exists between those students with a more advanced CLIL back ground and those with a weak CLIL background, and is mainly due to a general lack of motivation towards the school. As far as the methodological competence is concerne

Students' prior knowledge, skills, competencies	Subject	Language
	Content knowledge: some of the students may have already dealt with the topic “The structure of the Earth” in primary school, but the extent of the accuracy to which it was dealt could have varied from teacher to teacher. However, I would say that there is no accurate prior experience concerning the contents. Skills and competences: as already mentioned, all students are already familiar with most of the activities recommended in a CLIL class and more over have already acquired some skills and competences such as: - seek information from tests, videos and diagrams, - seek information from tables and charts, - synthesize and build mind maps, - express opinions, compare and contrast, give example, show relationship, etc.. (see functional language) - formulate hypothesis (see lab work activities /experiments).	Vocabulary: Given the relatively new topic students show weak content-related vocabulary, hence the need, as we will see, to use scaffolding. Nevertheless students are already familiar with vocabulary related to environment. Grammar and linguistic structures: - adjectives related to shape (big, small, high, low, deep, thin, thick, etc..) and to temperature (hot, warm, cold); - to be, to have, auxiliary verb to do; - present simple, past simple (mostly regular verbs but also the most common irregular ones), present continuous, comparatives and superlatives; - regular and irregular plurals; - use of the indeterminate article a/an; - formulate questions using the 5 +1 Ws (who, what, when, where, why + how) and the auxiliary verb to do; - formulate answers both orally and written; - functional language (see lesson plans)

Timetable fit	◉ Module	Length 20 hours (20 lessons)

Description of teaching and learning strategies	The lessons are all built with a task-based approach where learners are actively involved in the process of learning. Therefore, apart from a brief moment at the beginning of the lesson when the teacher introduces the topic, almost entirely the lesson is “conducted” by the learner who will work in pair or in small groups, engaging himself/herself in a cooperative and collaborative way of learning (see activities in the lesson plan). As for the group works a ZPD approach is adopted where all students, from the strongest to the weakest, have their role in the group. In terms of communication students will be asked to express opinions, ideas, agreement, disagreement, formulate hypothesis, compare, contrast, etc..using functional language provided by the teacher. Besides developing their BICS language, several activities will be aimed at developing CALP language in both written and spoken modes, by asking learners to explain processes, read tables and diagrams, create links and connections between new knowledge and prior knowledge, as well as among the several topics dealt during the four units. Language is scaffolded, when necessary, mainly through the use of glossaries and footnotes. Lessons are conducted through the use of worksheets provided by the teacher, together with the support of power point presentations, images, videos and audios (therefore we suggest a projector/LIM to be made available in the classroom). The module includes some practical experiments and demonstrations which will be conducted in the science lab. All lessons and material will be published on the open source web site https://padlet.com/lorenz81fat. In order to foster motivation and language use, continuous assessment, especially during pair and group work, will be provided by the teachers (see rubric).

Overall Module Plan

Unit: 1 The Earth and its layers. **Unit length:** 5 hours	**Lesson 1** The layers of the Earth: the crust
	Lesson 2 The layers of the Earth: upper and lower mantle-lithosphere and asthenosphere
	Lesson 3 Convection currents: lab work activity - experiment
	Lesson 4 The layers of the Earth: outer and inner core.
	Lesson 5 Summative written assessment.

Unit: 2 Continental Drift and Plate Tectnonics **Unit length:** 5 hours	**Lesson 1** Introduction: Pangea
	Lesson 2 Continental Drift and Plate Tectonics.
	Lesson 3 Tectonic plates: a class experiment.
	Lesson 4 Different types of plate boundaries.
	Lesson 5 Summative written assessment.

Unit: 3 Earthquakes **Unit length:** 5 hours	**Lesson 1** Earthquakes: general overview.
	Lesson 2 How can we measure earthquakes?
	Lesson 3 Largest earthquakes in the World
	Lesson 4 Earthquakes in Italy.
	Lesson 5 Summative written assessment.

Unit: 4 Volcanoes **Unit length:** 5 hours	**Lesson 1** The parts of a volcano.
	Lesson 2 Types of volcanoes.
	Lesson 3 Lab work activity: effusive or explosive eruptions?
	Lesson 4 Lab work activity: undersea volcano and caldera demonstration model; secondary volcanism.
	Lesson 5 Summative written assessment.

CLIL Lesson Plan

Unit number	1	**Lesson number**	1	**Title**	The layers of the Earth: the crust

Activity	**Timing**	**Learning Outcomes**	**Activity Procedure**	**Language**	**Interaction**	**Materials**	**Assessment**
1	10 minutes	Activate prior knowledge and vocabulary builder. Students know the basic keywords necessary to perform the activities that will follow.	Students have to match the English words with their corresponding meaning in Italian and then they will be asked to say which words the know and which ones they don't know using the communicative structures below the grid.	**Skills** L **S** R **W** **Key vocabulary** Earth, crust, mantle, layers, surface, to make up, thick, dense, oceanic crust, continental crust, inner and outer core, tectonic plates. **Communicative structures** I know../I don't know.. I'm not sure about the meaning of …. I don't know the meaning of…	☑ Whole class ☐ Group work ☐ Pair work ☑ Individual work	• U1_L1_ALL1.doc.doc U1_L1_ALL1.doc	

2	15 minutes	Guiding understanding. Students know the layers of the Earth and are able to recognize and list them.	Students will watch a video and will then complete a diagram about the structure of the Earth.	**Skills** L S R W **Key vocabulary** Crust, continental crust, oceanic crust, mantle, upper mantle, lower mantle, outer core, inner core. **Communicative structures**	☐ Whole class ☐ Group work ☐ Pair work ☑ Individual work	U1_L1_ALL1.doc U1_ MINDMAP_ALL8.doc link U1_L1-L5_ALL7.ppt (slide 3-4)	
3	20 minutes	Students know the main features of the crust.	Students will read a short text and will then have to answer a few questions. Students will be shown the correction of the activity on the power point.	**Skills** L S R W **Key vocabulary** Crust, continental crust, oceanic crust, mantle, upper mantle, lower mantle, outer core, inner core. **Communicative structures**	☐ Whole class ☐ Group work ☐ Pair work ☑ Individual work	U1_L1_ALL1.doc U1_L1-L5_ALL7.ppt (slide 6)	

4	10 minutes	Students will be able to synthesize the main information dealt during the lesson.	Students partially fill in the mind map on their worksheet.	**Skills** L S R W **Key vocabulary** Structure, layers, crust, mantle, outer core, inner core, continental crust, oceanic crust **Communicative structures**	☐ Whole class ☐ Group work ☐ Pair work ▣ Individual work	U1_L1_ALL1.doc	

CLIL Lesson Plan

Unit number	1	**Lesson number**	2	**Title**	The layers of the Earth: upper and lower mantle-lithosphere and asthenosphere

Activity	**Timing**	**Learning Outcomes**	**Activity Procedure**	**Language**	**Interaction**	**Materials**	**Assessment**

1	45 minutes	Students know the parts of the mantle, and know also what the lithosphere and the asthenosphere are.	Each student will be given a number from 1 to 4 corresponding to a specific part of text. Students will have to form groups of four and will have to share their information with the other students. The idea is that each student has to read his/her part to the other 3, who will have to complete the empty parts. In the mean time the teacher will go around the class with a rubric where he/she will assess the speaking aspects of their interaction such as pronunciation/ mistakes, etc. If students don't understand, they will have to ask for clarifications using the English language. The teacher will provide the solutions to the activity on the power point presentation.	**Skills** L S R W **Key vocabulary** mantle, upper mantle, lower mantle, lithosphere, asthenosphere, boundary, to form, layer, rigid, fluid **Communicative structures** - Can you repeat please? - I'm not sure I understood correctly. - What did you just say?	☐ Whole class ☒ Group work ☐ Pair work ☐ Individual work	U1_L2_ALL2.doc U1_RUBRIC_ALL10.doc U1_L1-L5_ALL7.ppt (slide 8-9-10)	Formative assessment (see rubric)

2	10 minutes	Students will be able to synthesize the main information dealt during the lesson.	Students complete the mind map on their worksheet.	**Skills** L S R **W** **Key vocabulary** mantle, upper mantle, lower mantle, lithosphere, asthenosphere, **Communicative structures**	☐ Whole class ☐ Group work ☐ Pair work ☒ Individual work	U1_L2_ALL2.doc U1_MINDMAP_ALL9.doc U1_L1-L5_ALL7.ppt (slide 11)	

CLIL Lesson Plan

Unit number	1	**Lesson number**	3	**Title**	Convection currents: lab work activity - experiment

Activity	**Timing**	**Learning Outcomes**	**Activity Procedure**	**Language**	**Interaction**	**Materials**	**Assessment**
1	15 minutes	With regard to convection currents students know: - where they occur; - what they cause; - what are they caused by? - what happens during convection.	After a brief warm up activity on the topic dealt in the previous lesson the teacher will give a hand out with a short text about convection currents and the students will have to answer the questions and complete the diagram.	**Skills** L S **R** **W** **Key vocabulary** Convection currents, asthenosphere, lithosphere, tectonic plates, heat, core, fluids, to sink, to rise, convection **Communicative structures**	☐ Whole class ☐ Group work ☐ Pair work ☑ Individual work	U1_L3_ALL3.doc U1_L1-L5_ALL7.ppt (slide 12-13)	

2	35 minutes	Students learn how to formulate hypothesis about experiments. - Students learn how to describe an experiment using specific functional language. - Students learn how to draw conclusions about experiments. - Students are able to link the experimental activity with the contents of the lesson; students know what convection is and are able to apply this concept to that of the convection currents that occur in the mantle of the Earth.	- Teacher sets up the experiment and distributes each student a hand out. Teacher explains what he/she is going to do and asks to formulate a hypothesis about the conclusions. Students then will watch the experiment while the teacher explains every stage accurately. After the experiment students will be put into 6 groups, 4 students for each group, and each student will be given a number from 1 to 4 corresponding to a specific part of the experiment. Note that ZDP grouping is being used, since special needs students as well as less confident students will be given part number 1, which consists in a less challenging task than the others. Each student will complete his/her part and will then share his/her information with the other students.	**Skills** L S R W **Key vocabulary** Hot fluid, cold fluid, to sink, to rise, convection, convection currents, mantle, to show, heat **Communicative structures** - For this experiment we need.. - Firstly.. - Secondly.. - Thirdly../Finally.. - We observed that.. - In conclusion we can say that../ - It has been shown that..	☐ Whole class ☑ Group work ☐ Pair work ☐ Individual work	U1_L3_ALL3.doc U1_L1-L5_ALL7.ppt (slide 14) Material for the experiment: a beaker, an electric stove, paper confetti, water.	Formative assessment (see rubric)

3	5 minutes	The quicker students further consolidate their knowledge about convection currents.	- This is an extra activity for those students/groups who finish earlier activity 2, whereas those who finish later will have to do it at home.	**Skills** L S R W **Key vocabulary** **Communicative structures**	☐ Whole class ☐ Group work ☐ Pair work ☑ Individual work	U1_L3_ALL3.doc	

CLIL Lesson Plan

Unit number	1	**Lesson number**	4	**Title**	The layers of the Earth: outer and inner core.

Activity	**Timing**	**Learning Outcomes**	**Activity Procedure**	**Language**	**Interaction**	**Materials**	**Assessment**
1	5 minutes	-Building vocabulary	Warm up activity. The teacher writes a series of words on the blackboard and asks students to say if they know them or if they don’t know them. Then they will be asked to guess the topic of the lesson.	**Skills** L S R W **Key vocabulary** seismologist, outer core, inner core, earthquake, waves, to occur, to be made of, measurements, to discover, iron, surface **Communicative structures** I don’t know the meaning of.. I’m not sure abut the meaning of.. It means…	☒ Whole class ☐ Group work ☐ Pair work ☐ Individual work		

2	35 minutes	- Students know what the inner core and the outer core are and what they are made of.	Students will watch and listen to the video 1 time without being asked to do anything. Then they will be asked to watch the video a second time and to start answering the questions. Before each question the teacher stops the video. (n.b. The video has been transcribed on the worksheet.)	**Skills** L S R W **Key vocabulary** seismologist, outer core, inner core, earthquake, waves, to occur, to be made of, measurements, to discover, iron, surface **Communicative structures**	☐ Whole class ☐ Group work ☐ Pair work ☒ Individual work	U1_L4_ALL4.doc U1_L1-L5_ALL7.ppt (slide 15) link	

3	15 minutes	- Students know the main features of inner and outer core.	Pair work activity: One student will be given worksheet A, and the other student worksheet B. Student A will read his/her part to student B who will complete the missing information and vice versa. At the end of the lesson students will be given an unit review worksheet which will guide them in the study at home.	**Skills** L S R W **Key vocabulary** seismologist, outer core, inner core, earthquake, waves, to occur, to be made of, measurements, to discover, iron, surface **Communicative structures** Can you repeat please? I didn't quite understand. Can you go slower please?	☐ Whole class ☐ Group work ☒ Pair work ☐ Individual work	U1_L4_ALL4.doc U1_L1-L5_ALL7.ppt (slide 16-17) U1_UNIT REVIEW_ALL8.doc	Peer assessment

CLIL Lesson Plan

Unit number	1	**Lesson number**	5	**Title**	Summative written assessment.

Activity	**Timing**	**Learning Outcomes**	**Activity Procedure**	**Language**	**Interaction**	**Materials**	**Assessment**
1	35 minutes	-Students know the layers of the Earth and their main features and are able to label a diagram with their names. - Student can read a short text about the features of the layers of the Earth and are able to synthesize the information and classify them according to temperature/thickness/etc.. - Students know what convection is and why it is related to the layers of the Earth. - Students know how to use the language structures necessary to answer to “Wh-q” regarding the topic dealt in U1.	Learners will be administered a test and will be explained the tasks very carefully, using the mother tongue if necessary. Students with learning disabilities will be given a similar test but with modified tasks, more suitable to their needs.	**Skills** L S R **W** **Key vocabulary** All vocabulary seen in the previous lessons. **Communicative structures** -Convection is.. -Convection currents take place.. -Convection currents produce..	☐ Whole class ☐ Group work ☐ Pair work ☒ Individual work	U1_L5_ALL5.doc U1_L5_ALL6_DSA.doc	Summative assessment

2	20 minutes	- Students will recognize their mistakes and will be able to correct them.	Learners swap their assignment test with their desk mate to double check errors. After this first review they swap it again and the teacher corrects the test with them.	**Skills** L S R W **Key vocabulary** **Communicative structures**	☒ Whole class ☐ Group work ☐ Pair work ☐ Individual work		

CLIL Lesson Plan

Unit number	2	**Lesson number**	1	**Title**	Introduction: Pangea

Activity	**Timing**	**Learning Outcomes**	**Activity Procedure**	**Language**	**Interaction**	**Materials**	**Assessment**
1	15 minutes	By the end of the activity students are supposed to know the key vocabulary necessary to proceed with the lesson.	Introduction to the topic: students watch a video about Pangea and continental drift and complete a fill in the blanks activity. Correction of the exercise is projected in the power point presentation.	**Skills** L S R W **Key vocabulary** Pangea, land, continental drift, continents, to drift, to collide **Communicative structures** Could you stop the video please? Could we watch it another time?	☐ Whole class ☐ Group work ☐ Pair work ☑ Individual work	U2_L1_ALL1.doc U2_L1-L5_ALL7.ppt (slides 1-2-3) link	

2	30 minutes	Students know what Pangea is. Furthermore, guided by the example, they are able to build short dialogues.	Students are asked to answer T/F to the statements in activity 2 and then they have to check their answers with their peers using given linguistic structures. The teacher will use the rubric to assess students' pronunciation, grammar, language structure.	**Skills** L S R W **Key vocabulary** Pangea, land, continental drift, continents, to drift, to collide **Communicative structures** What did you answer to n°1/2/etc..? I answered.. Do you agree with me? Yes I do./No I don't./ I think you might be right/wrong.	☐ Whole class ☐ Group work ☑ Pair work ☐ Individual work	U2_L1_ALL1.doc U2_RUBRIC_ALL10.doc	Formative assessment (see rubric)
3	10 minutes	Students are able to reconstruct the main stages of continental drift from Pangea to present day.	Students have to collocate on a timeline information regarding the contents dealt during the lesson.	**Skills** L S R W **Key vocabulary** Pangea, land, continental drift, continents, to drift, to collide **Communicative structures**	☐ Whole class ☐ Group work ☐ Pair work ☑ Individual work	U2_L1_ALL1.doc	

CLIL Lesson Plan

Unit number	2	**Lesson number**	2	**Title**	Continental Drift and Plate Tectonics.

Activity	**Timing**	**Learning Outcomes**	**Activity Procedure**	**Language**	**Interaction**	**Materials**	**Assessment**
1	25 minutes	Students have to be able to understand what the other students read in order to complete the missing information.	Student A is given text A, student B is given text B. Student A reads his/her part to student B who completes the missing information and vice versa. Solutions to the activity will be provided by the teacher in the power point presentation.	**Skills** L S **R** W **Key vocabulary** continental drift, plate tectonics, tectonic plates, earthquakes, volcanoes, continents, scientist, plates, mantle, puzzle, layers, evidence **Communicative structures** Could you read slower please? Could you repeat the word/sentence?	☐ Whole class ☐ Group work ☑ Pair work ☐ Individual work	U2_L2_ALL2.doc U2_L1-L5_ALL7.ppt (slide 4-5-6)	

2	30 minutes	Students know what continental drift is and what theory explains it. They also know who proposed the theory, what evidence is the theory based on and what phenomena it explains. - Students are able to answer to a set of questions using the appropriate language and sentence structure. - Students are able to read the map and classify the information in the table.	Students are asked to answer some questions regarding continental drift and Plate Tectonics and to complete a table about tectonic plates. Solutions to the activity are offered in the power point presentation. (slide 7)	**Skills** L S R W **Key vocabulary** continental drift, plate tectonics, tectonic plates, earthquakes, volcanoes, continents, scientist, plates, mantle, puzzle, layers, evidence **Communicative structures** Continental drift is.. The theory of Plate tectonics explains... Alfred Wegener... The evidence to this theory is.. The theory explains..	☐ Whole class ☐ Group work ☐ Pair work ▣ Individual work	U2_L2_ALL2.doc U2_L1-L5_ALL7.ppt (slide 7)	

CLIL Lesson Plan

Unit number	2	**Lesson number**	3	**Title**	Tectonic plates: a class experiment.

Activity	**Timing**	**Learning Outcomes**	**Activity Procedure**	**Language**	**Interaction**	**Materials**	**Assessment**
1	10 minutes	Students know the three main types of plate boundaries.	The teacher explains the types of plate boundaries using a power point presentation.	**Skills** L S R W **Key vocabulary** plate boundaries, divergent boundaries, convergent boundaries, transform boundaries **Communicative structures** What does… mean? Could you repeat please? I didn't understand what you said. Could you explain it, please?	☒ Whole class ☐ Group work ☐ Pair work ☐ Individual work	U2_L1-L5_ALL7.ppt (slide 8)	
2	45 minutes	Students learn how to formulate hypothesis about	The teacher explains what he/she is going to do and asks students to formulate a hypothesis about the conclusions. Students then	**Skills** L S R W	☐ Whole class ☒ Group work	U2_L3_ALL3.doc U2_L1-L5_ALL7.ppt (slide 9)	Formative assessment

		experiments. Students are able to relate the conclusions of the experiment to the contents learnt in UNIT 1 (see convection currents) as well as to the new contents of UNIT 2. Students become more confident with the linguistic structures used to describe the experiment. (same linguistic structures were used in the experiment about convection currents U1)	will watch the experiment about tectonic plates after which they will be asked to describe it. Students will work in groups of four and each student will have to complete his/her part (1 materials needed/2 procedure/3 observation/4 conclusions) and then share it with the other students of his/her group. Also for this group work activity ZDP grouping will be used as the weaker students will be assigned part N°1 (materials needed) which is far more simpler than the other parts (2,3,4). The experiment creates a link with the concept of convection currents dealt in U1 and introduces the different types of plate boundaries that will be dealt in lesson 4. The teacher will use the rubric to assess students pronunciation while sharing their information with other students. A corrected version of the experiment description will provided by the teacher and projected in the power point presentation. After the	**Key vocabulary** convection currents, tectonic plates, plate boundaries, crust, mantle, divergent boundaries, convergent boundaries **Communicative structures** In my opinion../I'm pretty sure that.. For this experiment we need.. Firstly../Secondly../Finally.. We observed.. On the other hand.. In conclusion we can say that... ..as well as..	☐ Pair work ☐ Individual work	U2_L3_ALL8.ppt Material necessary for the experiment (see experiment for list of material)	

			correction of the activity the teacher will make some students repeat the experiment.				

CLIL Lesson Plan

Unit number	2	**Lesson number**	4	**Title**	Different types of plate boundaries.

Activity	**Timing**	**Learning Outcomes**	**Activity Procedure**	**Language**	**Interaction**	**Materials**	**Assessment**
1	20 minutes	Students start to get confident with the vocabulary that will be used in activity 2.	Guiding understanding: the teacher introduces the types of plate boundaries using a power point presentation rich in images and examples.	**Skills** L S R W **Key vocabulary** convergent, divergent and transform boundaries, spreading, subduction zone, lateral sliding, rift, ridge, volcano, earthquake, trench, fault, to occur, to cause, to collide, to separate, to grind, to slide **Communicative structures** Could you repeat please? I didn’t quite understand. I’m not sure about..	☒ Whole class ☐ Group work ☐ Pair work ☐ Individual work	U2_L1-L5_ALL7.ppt (slide 10-23)	

2	35 minutes	Students are able to recognize and reproduce with simple drawings the different types of plate boundaries. They have understood their relation with some of the processes of transformation of the Earth’s crust and can give examples for each one of them. Students are also able to synthesize the information in the texts and create mind maps.	Students will be administered a hand out with all the necessary information about different plate boundaries. (The same information discussed by the teacher during activity 1). Students will have to synthesize these information and create a mind map on their exercise book as the one provided as example on slide 24 of the power point presentation. Depending on the students’ ability this activity could take longer or shorter. For those students who finish earlier an exercise for each type of plate boundary is provided. For those who won’t be able to finish the activity in the class, they can finish it at home. In preparation for the test the teacher will give students an unit review.	**Skills** L S R **W** **Key vocabulary** convergent, divergent and transform boundaries, spreading, subduction zone, lateral sliding, rift, ridge, volcano, earthquake, trench, fault, to occur, to cause, to collide, to separate, to grind, to slide **Communicative structures**	☐ Whole class ☐ Group work ☐ Pair work ☑ Individual work	U2_L4_ALL4.doc U2_L1-L5_ALL7.ppt (slide24) U2_UNIT REVIEW_ALL9.doc	

CLIL Lesson Plan

Unit number	2	**Lesson number**	5	**Title**	Summative written assessment.

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment

1	35 minutes	Students are able to explain what continental drift is and what theory explains it. As for the theory of plate tectonics students know who proposed it, what evidence it is based on and what are tectonic plates. Students know the different types of plate boundaries and are able to recognize them giving some examples and differentiate them using proper vocabulary. Students know what causes tectonic plates to move and know what consequences they have on the Earth's crust.	Learners will be administered a test and will be explained the tasks very carefully, using the mother tongue if necessary. Students with learning disabilities will be given a similar test but with modified tasks, more suitable to their needs.	**Skills** L S **R** **W** **Key vocabulary** All key words seen in the unit. **Communicative structures**	☐ Whole class ☐ Group work ☐ Pair work ☒ Individual work	U2_L5_ALL6.doc U2_L5_ALL5_DSA.doc	Summative assessment

2	20 minutes	- Students will recognize their mistakes and will be able to correct them.	Learners swap their assignment test with their desk mate to double check errors. After this first review they swap it again and the teacher corrects the test with them.	**Skills** L S R W **Key vocabulary** **Communicative structures**	☑ Whole class ☐ Group work ☑ Pair work ☐ Individual work		

CLIL Lesson Plan

Unit number	3	**Lesson number**	1	**Title**	Earthquakes: general overview.

Activity	**Timing**	**Learning Outcomes**	**Activity Procedure**	**Language**	**Interaction**	**Materials**	**Assessment**
1	10 minutes	Students know the basic vocabulary necessary to understand some key concepts about earthquakes.	Activating vocabulary: the teacher gives each student a hand out with a list of words concerning earthquakes. They have to say whether they know or don't know it and write them in the opposite column.	**Skills** L S R **W** **Key vocabulary** earthquakes, fault, to shake, buildings, scale, seismic waves, plate boundaries, motion, ground, epicenter, hypocenter **Communicative structures** I know.. I'm not sure about the meaning of../I don't know what … means.	☐ Whole class ☐ Group work ☐ Pair work ☒ Individual work	U3_L1_ALL1.doc U3_L1-L5_ALL7.ppt (slides 1-7)	

2	35 minutes	By the end of the group activity students should know about earthquakes: - what is it? - where does it occur? - why does it occur? - what is the epicenter and the hypocenter? - types of earthquakes - basic terminology	Each student is given a hand out with a number going from 1 to 5, where each number corresponds to a part of text completed, whereas all the other numbers correspond to uncompleted parts of texts. Students will have to form groups where all numbers (from 1 to 5) are included. Each student will read his/her part to the others, who will fill in the gaps on their work sheet. Also for this group activity ZDP grouping will be used (special needs students will be assigned number 5, a diagram easier than the other parts to read). Rubric will be used by the teacher to assess students language competence.	**Skills** L S R W **Key vocabulary** earthquakes, fault, to shake, buildings, scale, seismic waves, plate boundaries, motion, ground, epicenter, hypocenter **Communicative structures** Can you repeat please? I didn't understand…	☐ Whole class ☑ Group work ☐ Pair work ☐ Individual work	U3_L1_ALL1.doc U3_RUBRIC_ALL8.doc U3_L1-L5_ALL7.ppt (slides 1-7)	Formative assessment

3	10 minutes	Consolidation of contents knowledge.	Students are asked to self-evaluate what they have learnt through a True and False activity. Correction for all activities are provided in the power point presentation.	**Skills** L S **R** W **Key vocabulary** earthquakes, fault, to shake, buildings, scale, seismic waves, plate boundaries, motion, ground, epicenter, hypocenter **Communicative structures** How many correct answers did you get? I got 1/2/3/...right answers out of...	☐ Whole class ☐ Group work ☐ Pair work ☒ Individual work	U3_L1_ALL1.doc U3_L1-L5_ALL7.ppt (slides 1-7)	Self assessment

CLIL Lesson Plan

Unit number	3	**Lesson number**	2	**Title**	How can we measure earthquakes?

Activity	**Timing**	**Learning Outcomes**	**Activity Procedure**	**Language**	**Interaction**	**Materials**	**Assessment**
1	10 minutes	Activate prior knowledge and strengthen students' vocabulary	The teacher divides the class into four teams, a, b, c, d, and draws 4 columns on the blackboard a, b, c, d. Then, in turns, he/she starts asking questions about the previous lesson's topic. The team that gets more points (correct answers) is rewarded with a good grade (a plus).	**Skills** L S R W **Key vocabulary** see vocabulary lesson 1 **Communicative structures** It's called the.. (epicenter, hypocenter, fault scarp) They are called ..(seimsic waves) Earthquakes are caused by..	☐ Whole class ☑ Group work ☐ Pair work ☐ Individual work	Blackboard	Formative assessment

2	20 minutes	Students know the difference between the Richter and the Mercalli scale and know the difference between magnitude and intensity.	Students are given a hand out with explanations of the two scales (see tab.1 and tab.2). In activity 2 they have to do a fill in the blanks activity and then they have to check it with their desk mate.	**Skills** L S **R** **W** **Key vocabulary** intensity, magnitude, scale, damage, to destroy, distortion, ground, to measure, to depend on, depth **Communicative structures** -How many correct answers did you get? - I got 1/2/3/…correct answers out of 4.	☐ Whole class ☐ Group work ☒ Pair work ☒ Individual work	U3_L2_ALL2.doc U3_L1-L5_ALL7.ppt (slide 9-10)	Peer assessment

3	25 minutes	Students are able to answer to some specific questions about the two scales using proper language structures.	Students have to answer to some questions concerning the topic of the lesson. At the end of the activity they will have to check their answers with their desk mate and take note of the language used.	**Skills** L S **R** **W** **Key vocabulary** see vocabulary activity 2 **Communicative structures** I think that../I'm pretty sure that../ I'm almost certain that...(these sentence starters could be used when answering to some of the questions of activity 3)	☐ Whole class ☐ Group work ☑ Pair work ☑ Individual work	U3_L2_ALL2.doc U3_L1-L5_ALL7.ppt (slide 9-10)	Peer assessment

CLIL Lesson Plan

Unit number	3	**Lesson number**	3	**Title**	Largest earthquakes in the World

Activity	**Timing**	**Learning Outcomes**	**Activity Procedure**	**Language**	**Interaction**	**Materials**	**Assessment**
1	20 minutes	Students practice their listening skills as well as their ability to take note of relevant information.	Learners watch 4 short videos about the four largest earthquakes in the world ever recorded. In the meantime they will be asked to take note of some relevant information. At the end of the listening task, the teacher will ask questions to the students (see communicative structures) and the students will have to answer using the appropriate structures.	**Skills** L S R W **Key vocabulary** magnitude, ground deformation, shaking, to last, to collapse, seismic waves, epicenter, to cause, to trigger, waves, seawalls, to devastate **Communicative structures** Where did it occur? When did it occur? What was the magnitude? How long did it last? What did it trigger? It occurred in.. The magnitude was.. It lasted… It triggered..	☑ Whole class ☐ Group work ☐ Pair work ☑ Individual work	link link link link	

2	35 minutes	Students practice their listening skills as well as their ability to take note of relevant information. Students are able to gather information about earthquakes using appropriate terminology and have acquired understanding of some of the most violent earthquakes that have shaken the surface of the earth in modern times. Students are able to gather information about earthquakes using appropriate terminology and have acquired understanding of some of the most violent earthquakes that have shaken the surface of the earth in modern times.	Group work: each group (4 groups) will be given a grid with information only about one of the four earthquakes previously seen. Each member of the group (6) will be given a number which corresponds to a specific typology of information that they will have to collect from the other groups, or task (see n°6) that they will have to perform. When asking for information about the other earthquakes students will have to formulate specific questions that the teacher will project on the white board. (slide 14) Note that, as for the other group works, ZDP grouping will be used (n°1 seems to be more suitable for special needs students). A rubric to	**Skills** L S R W **Key vocabulary** magnitude, ground deformation, shaking, to last, to collapse, seismic waves, epicenter, to cause, to trigger, waves, seawalls, to devastate **Communicative structures** Where did it occur? When did it occur? What was the magnitude? Where was the epicenter? How deep was the hypocenter? What did it trigger? It occurred in.. The magnitude was.. The epicenter was.. The hypocenter was...deep. It triggered..	☐ Whole class ☒ Group work ☐ Pair work ☐ Individual work	U3_L3_ALL3.doc U3_RUBRIC_ALL8.doc U3_L1-L5_ALL7.ppt (slide 14)	Formative assessment

			take note of students' language will be used by the teacher.				

CLIL Lesson Plan

Unit number	3	**Lesson number**	4	**Title**	Earthquakes in Italy.

Activity	**Timing**	**Learning Outcomes**	**Activity Procedure**	**Language**	**Interaction**	**Materials**	**Assessment**
1	20 minutes	Activate prior knowledge	Since it is very unlikely that the previous group work activity will be concluded in lesson 3, the part that belongs to student number 6 will be used as an activating prior knowledge activity, during this lesson. Student 6 reads a short text about his/her earthquake. The other students check that the information they have, match with the description.	**Skills** L S R W **Key vocabulary** **Communicative structures** see template U3_L3_ALL3 for the linguistic structures that students are supposed to use in their mini presentation.	☒ Whole class ☐ Group work ☐ Pair work ☐ Individual work	U3_L3_ALL3.doc	peer/group assessment

2	15 minutes	Students learn about recent earthquakes in Italy and are able to draw conclusions about damages to infrastructures by reading the Richter and Mercalli scale.	The teacher discusses with the students, about earthquakes in Italy by showing them a map about seismic activity in our country. Students are asked to interact with the help of the same map, on their worksheet.	**Skills** L S R W **Key vocabulary** same as lesson 3 **Communicative structures**	☑ Whole class ☐ Group work ☐ Pair work ☐ Individual work	U3_L4_ALL4.doc U3_L1-L5_ALL7.ppt (slide 15-16)	
3	20 minutes	Students know how to read a thematic map (about seismic activity) and are able to link the information acquired in unit 2 with those seen in the current unit.	Students will be asked to answer to a set of 4 questions by applying the information that they already have. Students can choose to work by themselves or with a partner. Before answering to question n°4 students will watch a video. Before the end of the lesson a unit review will be handed out to the students.	**Skills** L S R W **Key vocabulary** **Communicative structures** I have no idea/ Probably, a solution would be../ I believe that../ I think we should../	☐ Whole class ☐ Group work ☑ Pair work ☑ Individual work	U3_L4_ALL4.doc U3_L1-L5_ALL7.ppt (slide 15-16) U3_UNIT REVIEW_ALL9.doc link	

CLIL Lesson Plan

Unit number	3	**Lesson number**	5	**Title**	Summative written assessment.

Activity	**Timing**	**Learning Outcomes**	**Activity Procedure**	**Language**	**Interaction**	**Materials**	**Assessment**

1	35 minutes	Students know about earthquakes: - what are they? - what causes them? - where do they occur? - what is the epicenter and hypocenter of an earthquake? - what types of earthquakes are there? - how do we measure them? - what variables affect the intensity of an earthquakes? They are able to read a thematic map about seismic activity and make connections about that and the previous unit (unit 2) They know about some of the largest earthquakes that occurred on the Earth and also in Italy. They are aware of the risks that earthquakes represent and that there are some precautions that can be taken.	Learners will be administered a test and will be explained the tasks very carefully, using the mother tongue if necessary. Students with learning disabilities will be given a similar test but with modified tasks, more suitable to their needs.	**Skills** L S **R** **W** **Key vocabulary** see lesson plans **Communicative structures** see lesson plans	☐ Whole class ☐ Group work ☐ Pair work ☒ Individual work	U3_L5_ALL6.doc U3_L5_ALL5_DSA.doc	Summative assessment

2	20 minutes	- Students will recognize their mistakes and will be able to correct them.	Learners swap their assignment test with their desk mate to double check errors. After this first review they swap it again and the teacher corrects the test with them.	**Skills** L S **R** W **Key vocabulary** **Communicative structures**	☑ Whole class ☐ Group work ☑ Pair work ☐ Individual work		

CLIL Lesson Plan

Unit number	4	**Lesson number**	1	**Title**	The parts of a volcano.

Activity	**Timing**	**Learning Outcomes**	**Activity Procedure**	**Language**	**Interaction**	**Materials**	**Assessment**
1	20 minutes	Introduction to volcanoes. Students are introduced to the topic of the unit and will start learning the key vocabulary linked to this subject.	Students will be shown two times a video about the top 5 eruptions caught on camera. The first time will be a general view, during the second one they will also have to complete a fill in the blanks activity. The teacher will stop the video every paragraph in order to give students time to write the words. A solution will be projected in the power point presentation by the teacher.	**Skills** L S R W **Key vocabulary** volcano, volcanic eruption, ash, dust, lava, smoke, **Communicative structures** Could you stop the video please? Could we watch the video another time?	☐ Whole class ☐ Group work ☐ Pair work ☑ Individual work	link U4_L1_ALL1.doc U4_L1-L5_ALL7.ppt (slides 1-2)	

2	15 minutes	Students can relate the information of activity 1, to those learnt in unit 2, as well as, to those learnt in geography (namely UNIT 3 and 4).	Students will have to place the volcanic eruptions on a world map and will be asked to answer two questions and to make cross curricular references. (geography-science)	**Skills** L S R W **Key vocabulary** see activity 1 **Communicative structures** -In my opinion what caused the eruption../I think that what caused the eruption.. - It is called..	☐ Whole class ☐ Group work ☐ Pair work ☑ Individual work	U4_L1_ALL1.doc U4_L1-L5_ALL7.ppt (slides 1-2)	

3	20 minutes	Students know the key vocabulary about volcanoes.	Students will be shown a slide with the parts of a volcano and will be asked to memorize as many words as possible in 3 minutes. Then they will have to complete the same diagram trying to remember the words.	**Skills** L S R W **Key vocabulary** ash, ash cloud, magma chamber, lava flow, layers of ash and lava, main vent, secondary vent, cone, secondary cone, crater **Communicative structures** - Teacher could you help me with this word? - (classmate) could you help me with this word. - I got 6/7/...correct answers out of 10.	☐ Whole class ☐ Group work ☐ Pair work ☑ Individual work	U4_L1_ALL1.doc U4_L1-L5_ALL7.ppt (slides 2-4)	

CLIL Lesson Plan

Unit number	4	**Lesson number**	2	**Title**	Types of volcanoes.

Activity	**Timing**	**Learning Outcomes**	**Activity Procedure**	**Language**	**Interaction**	**Materials**	**Assessment**
1	20 minutes	Introduction to types of volcanoes. Students know that volcanoes can be classified according to different parameters, such as type of eruption, type of structure and emission time. They also know how to use specific communicative structures in order to read the mind map given. Students know where some of the most important	The teacher shows a power point presentation about different types of volcanoes and then hands out a mind map which the students will have to try to interpret and to read using some specific structures (see communicative structures). The teacher uses a rubric to assess students language accuracy.	**Skills** L S R W **Key vocabulary** eruption, effusive, explosive stratovolcano, shield volcano, lava dome, super-volcano, caldera, undersea, active, dormant, extinct	☒ Whole class ☐ Group work ☐ Pair work ☐ Individual work	U4_L2_ALL2.doc U4_RUBRIC_ALL10.doc U4_L1-L5_ALL7.ppt (slides 5_12)	Formative assessment (rubric)

		important volcanoes in Italy and in the rest of the world are.		**Communicative structures** -The mind map shows/displays/ presents/ different types of volcanoes - There are different types of.. -Volcanoes can be classified according to... - According to the type of eruption/type of structure/emission time there are....			

2	25 minutes	Students are able to elicit relevant information from a short text and are aware of the meaning of the vocabulary and language structured used.	Group work: the teacher gives the students a grid with a set of questions concerning a type of volcano that could be n°1,2,3,4 or 5. Since the students are 25 per class there will be 5 n°1, 5 n°2, 5 n°3, 5 n°4 and 5 n°5. Each student complete first its part and then will have to form a group with other students so to cover all 5 numbers. Once the groups are made, they can start completing the grid by asking questions to each other about their volcanoes. The teacher will use a rubric to assess students' language accuracy.	**Skills** L S **R** **W** **Key vocabulary** see activity 1 **Communicative structures** -What's the name of the volcano? - Its name is.. - How are its eruptions? - Its eruptions are.. -What type of volcano is it? - It is a ….. - What features does it have? - This volcano has… - Is it an/a active/dormant/extinct volcano? - It is a/an…	☐ Whole class ☒ Group work ☐ Pair work ☐ Individual work	U4_L2_ALL2.doc U4_RUBRIC_ALL10.doc	

3	10 minutes	Students are able, guided by a template, to write a short description about their volcano. Students are made aware of the use of some passive linguistic structures.	Following the template on their work sheet students have to write a short description of their volcano. This activity should take 5 minutes after which 5 students will have to quickly read their presentation.	**Skills** L S R W **Key vocabulary** see activity 1 **Communicative structures** see template on worksheet	☐ Whole class ☒ Group work ☐ Pair work ☐ Individual work	U4_L2_ALL2.doc U4_RUBRIC_ALL10.doc	Formative assessment (rubric)

CLIL Lesson Plan

Unit number	4	**Lesson number**	3	**Title**	Lab work activity: effusive or explosive eruptions?

Activity	**Timing**	**Learning Outcomes**	**Activity Procedure**	**Language**	**Interaction**	**Materials**	**Assessment**
1	10 minutes	Introduction to lab work activity. Students practice the language used in previous experiments to formulate hypothesis.	The teacher presents the experiment by showing the material that will be used and asks students to formulate a hypothesis about the conclusions by using the language chunks on their worksheet.	**Skills** L S R W **Key vocabulary** effusive, explosive, lava, crater, volcano **Communicative structures** In my opinion.. I'm pretty sure that... I think that....	☑ Whole class ☐ Group work ☐ Pair work ☐ Individual work	U4_L3_ALL3.doc U4_L4-L5_ALL8.ppt	

2	10 minutes	Students know that there are some specific stages in an experiment that need to be followed. Students know what an effusive eruption looks like.	The teacher, helped by some students, carries on the experiment while explaining it.	**Skills** L S R W **Key vocabulary** vinegar, bicarbonate of soda, fennel, paper machè volcano, tea spoons, to pour, to flow out, steadily, violently, to explode **Communicative structures** -For this experiment we need… - Firstly/secondly/finally… - We observed that.. - What has been shown is.. - On the contrary../On the other hand..	☒ Whole class ☐ Group work ☐ Pair work ☐ Individual work	U4_L3_ALL3.doc U4_L4-L5_ALL8.ppt Materials needed: -A paper machè volcano (this model of paper mâché volcano could be built in advance during the hour of IT, as we did) - bicarbonate of soda - vinegar - an empty plastic bottle	

3	35 minutes	Students are able to apply the linguistic structures used in previous lab work activity to this experiment. (see experiments of unit 1 and 2)	Group work. Students will be put into 6 groups of 4 students each. Each student will have to complete its part, n°1,2,3 or 4, which he/she will share it with the other members of the group. ZDP grouping will be used, since special needs students as well as less confident students will be given part number 1, which consists in a less challenging task than the others. The teacher will use a rubric to assess students' language accuracy. Correction of the experiment will be provided by the teacher in the power point presentation. After the correction of the activity the teacher will make some students repeat the experiment.	**Skills** L S **R** **W** **Key vocabulary** see activtiy 2 **Communicative structures** see activity 2	☐ Whole class ☒ Group work ☐ Pair work ☐ Individual work	U4_L3_ALL3.doc U4_L4-L5_ALL8.ppt U4_RUBRIC_ALL10.doc	Formative assessment (rubric)

CLIL Lesson Plan

Unit number	4	**Lesson number**	4	**Title**	Lab work activity: undersea volcano and caldera demonstration model; secondary volcanism.

Activity	**Timing**	**Learning Outcomes**	**Activity Procedure**	**Language**	**Interaction**	**Materials**	**Assessment**
1	5 minutes	Activate prior knowledge. Students will be asked to recall the types of volcanoes that there are.	The teacher divides the class into four and asks each group to give an example of a volcano according to the type of eruption, structure and emission type, as well as a famous volcano that they know of. Each student can only give one answer.	**Skills** L S R W **Key vocabulary** eruption, effusive, explosive stratovolcano, shield volcano, lava dome, super-volcano, caldera, undersea, active, dormant, extinct **Communicative structures** I know that there is.. I remember.. I think that ..... is a stratovolcano, super volcano/etcc..	☐ Whole class ▣ Group work ☐ Pair work ☐ Individual work	Blackboard	

2	20 minutes	Students observe an “undersea volcanic eruption” and are able to relate the conclusions of the experiment with the contents of unit 1 (convection currents)	The teacher explains and shows the experiment, which should take 5 minutes. Given that the time for this activity is limited, the description of the experiment will be already made available to the students, who will only have to perform some tasks on the different stages (1- list the materials needed, 2- reorder the stages of the procedure, 3- fill in the gap activity, 4 – choose the right conclusions. Also in this activity students will have to work in groups (6 groups of 4 students each) and each student will have to complete his/her part (n°1/2/3/4) and then share it with his/her group members. Correction of the experiment will be provided by the teacher in the power point presentation. After the correction of the activity the teacher will make some students repeat the experiment.	**Skills** L S R W **Key vocabulary** undersea volcano, jar, red dye, camping stove, aluminium foil, glass, to sink, to rise, fluid, cold, hot, surface, water. **Communicative structures** For this experiment we need… Firstly/secondly/thirdly/ Eventually.. The experiment has shown..	☐ Whole class ☒ Group work ☐ Pair work ☐ Individual work	U4_L4_ALL4.doc U4_L4-L5_ALL8.ppt U4_RUBRIC_ALL10.doc	Formative assessment (rubric)

3	15 minutes	Students understand why calderas have a specific cauldron like shape.	The teacher shows the experiment and students complete the activity. After showing the correction on the Power point presentation the teacher makes some students repeat the experiment.	**Skills** L S R W **Key vocabulary** caldera, crater, flour, balloon, bicycle pump, tubing, to inflate, to inject, magma, magma chamber, lava, surface, , ground deformation, to pretend, empty **Communicative structures**	☐ Whole class ☐ Group work ☐ Pair work ☑ Individual work	U4_L4_ALL4.doc U4_L4-L5_ALL8.ppt	

4	15 minutes	Make students aware that there are also other types of volcanism (secondary volcanism) besides primary volcanism (volcanic eruptions).	The teacher shows a power point presentation on secondary volcanism and makes sure the students notice that there is a connection between these and calderas. The activities will have to be done as homework. In the last minutes of the lesson the teacher distributes a unit review for the test.	**Skills** L S R W **Key vocabulary** secondary volcanism, caldera, fumaroles, hot spring, geyser, vapour, water emission, heat **Communicative structures** There are../There is.. These phenomena are more likely to occur…	☐ Whole class ☐ Group work ☐ Pair work ☑ Individual work	U4_L4_ALL4.doc U4_L1-L5_ALL7.ppt (slide 13) U4_UNIT REVIEW_ALL9.doc	

CLIL Lesson Plan

Unit number	4	**Lesson number**	5	**Title**	Summative written assessment.

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment

1	35 minutes	Students know the parts of a volcano. Students can explain the differences between different types of volcanoes using an appropriate terminology and well constructed sentences. Students can list the types of volcanoes and can classify them according to some specific features (structure and emission time) Students are able to recognize some of the most important volcanoes seen during lessons, and can give examples of volcanoes in Italy. Students are able to link the contents of this unit with those of unit 2 (plate tectonics) and those of unit 1 (convection currents).	Learners will be administered a test and will be explained the tasks very carefully, using the mother tongue if necessary. Students with learning disabilities will be given a similar test but with modified tasks, more suitable to their needs.	**Skills** L S **R** **W** **Key vocabulary** see lesson plans **Communicative structures** see lesson plans	☐ Whole class ☐ Group work ☐ Pair work ▣ Individual work	U4_L5_ALL5_DSA.doc U4_L5_ALL6.doc	Summative assessment

2	10 minutes	Test correction. Students become aware of their errors, both linguistics and of contents.	The teacher corrects the test with the students.	**Skills** L S R W **Key vocabulary** **Communicative structures**	☒ Whole class ☐ Group work ☐ Pair work ☐ Individual work		
3	10 minutes	Module self evaluation.	The teacher gives out a self evaluation questionnaire concerning the module.	**Skills** L S R W **Key vocabulary** **Communicative structures**	☒ Whole class ☐ Group work ☐ Pair work ☐ Individual work	MODULE 1_Self evaluation_ALL11.doc	