

CLIL Module Plan

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School	Don Milani				
School Grade	<input type="radio"/> Primary		<input type="radio"/> Middle		<input checked="" type="radio"/> High
School Year	<input type="radio"/> 1	<input type="radio"/> 2	<input checked="" type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Subject	Arte		Topic	Roman Art	
CLIL Language	<input checked="" type="radio"/> English			<input type="radio"/> Deutsch	

Personal and social-cultural preconditions of all people involved	La classe è formata da alunni di diversa estrazione sociale e differenti gruppi etnici. Per alcuni l'italiano è la seconda lingua. Il livello generale si assesta sul B1. La classe è alla sua prima esperienza CLIL e al suo primo anno di storia dell'arte.
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Students' prior knowledge, skills, competencies	Subject	Language
	Le conoscenze pregresse degli alunni sono di tipo elementare, acquisite alle scuole medie. Conoscono i soggetti trattati e li sanno inquadrare in un'epoca storica precisa.	Gli alunni non hanno una conoscenza approfondita del lessico specifico dell'arte. Hanno una conoscenza media per quanto riguarda la produzione orale, l'ascolto e la produzione scritta

Timetable fit	<input checked="" type="radio"/> Module	Length 20h
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Description of teaching and learning strategies	Khan Academy, Wordreference, Youtube, wordwall, Tablet for teacher, Computer, projector, screen, a tablet for each student, photocopies, Internet connection
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Overall Module Plan

Unit: 1 Introduction to the Roman world Unit length: 2	Lesson 1 Introduction to the Roman World Lesson 2 Introduction to the Roman Word
Unit: 2 Roman Forum Unit length: 2	Lesson 1 Forum?What's that? Lesson 2 Forum: Main Buildings
Unit: 3 The Colosseum Unit length: 1	Lesson 1 The Colosseum
Unit: 4 Commemorating Roman triumphs: Arch and Column Unit length: 2	Lesson 1 what does it means commemorating? Lesson 2 The Arch of Titus & The Arch of Constantine
Unit: 5 Adrian Age Pantheon Unit length: 2	Lesson 1 Who is the next emperor? Lesson 2 The Pantheon
Unit: 6 Group presentation Unit length: 1	Lesson 1 Group Presentation

CLIL Lesson Plan

Unit number	1	Lesson number	1	Title	Introduction to the Roman World
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20	focus students' attention on a particular topic, be able to participate in an oral expression of ideas, be able to use an appropriate language	The teacher divides the students into groups. They have 10 minutes to discuss and take notes on the following questions: Have you ever been in Rome? What do you think are the symbols of Ancient Rome? Can you name an architecture, emperor, famous person? Why do we study romans? After 10 minutes the teacher collects the answers on the interactive board, creating a mind map. (Each group has a spoke-person)	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Caesar, Colosseum, Ancient Rome, Nero, (depending on the answers)</p> <p>Communicative structures Can you name..? Do you know.. Caesar...? I think.. I reckon</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	NONE	students' ability to focus on a topic task in a group situation, their participations in the oral expression of ideas, language strengths, weaknesses
L	S	R	W								

2	40	to be able to identify the key concepts	The teacher makes listen to the students the video twice. They take notes and answer the questions. The students first work independently and then in pairs, comparing their works. (If necessary the teacher provides the transcript)	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Regal, Republican, Imperial period road system spread improve decay</p> <p>Communicative structures I think... I believe...</p>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L1_ALL1.docx video link 	Listening skills, To be able to take notes. Communication skills: evaluating, explaining)
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CLIL Lesson Plan

Unit number	1	Lesson number	2	Title	Introduction to the Roman Word
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20'	Understand the general meaning of the text	The teacher gives the transcript of the previous audio with some missing words. The teacher provides a list of words and make the students listen to the audio.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Prowess, regal, republican and imperial, ethos, transmission, christianity, lifespan, decay</p> <p>Communicative structures Could you tell me...?</p>	L	S	R	W	<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"> • U1_L2_ALL_1.pdf Transcript	Listening skills, understanding of the content, self-assessment
L	S	R	W								

2	30'	To know the main points at stake, to identify the key words	The teacher divides the students into groups. They have to create a mind map Then, they will share it with the class in order to create a unique mind map that give them the essential concept of the lesson. The teacher will help to organize the ideas and reach a common result	<p>Skills</p> <table border="1" data-bbox="994 165 1335 210"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary</p> <p>Communicative structures</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work		Evaluating, analyzing , communication skills, social and emotional development
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	1	Title	Forum?What's that?
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	40	<p>Individualizing and understand the main concepts</p> <p>Individualizing and understand the main concepts</p> <p>Understand what a Forum is</p> <p>Understand the distinction between the Roman Forum and the Imperial Fora</p>	<p>The teacher divides the students into groups and gives them a text. The student read the text and highlight the main concepts. Once finished (approximately 10' minutes later) the groups compare their works. The teacher guides the students in order to understand the distinction between the Roman Forum and the Imperial Fora</p>	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary public speech- meeting personal touch self-representation</p> <p>Communicative structures Do you know...? Can you explain me...?</p>	L	S	R	W	<p><input type="checkbox"/> Whole class</p> <p><input checked="" type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • U2_L1_ALL1.docx <p>The text or the link at the text if we use electronic devices</p>	<p>understanding of the content, ability to explain what a forum is and names the buildings that belong to it, reading skills (skimming/ scanning), writing, spelling communication skill</p>
L	S	R	W								

2	30	to know what a Forum is to know the distinction between the Roman Forum and the Imperial Fora	the teachers, using quizlet, makes a test (paper version possible).	<p>Skills</p> <table border="1" data-bbox="987 165 1326 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Forum Fora, Emperors, consul, arch, Curia, basilica, temple,</p> <p>Communicative structures</p>	L	S	R	W	<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"> • U2_L1_ALL2.docx <p>link to quizlet -paper version of the test</p>	<p>Understanding of subject, reading skills (skimming/ scanning), writing, spelling</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	2	Title	Forum: Main Buildings
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20'	recognize the building from a picture and know its main features	The teacher divided the class into groups gives to the students the pictures of 4 monuments, 4 descriptions and 4 names. The students have to match them.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary dedicated to preserve aisles commemorate curia temple</p> <p>Communicative structures What do you think about...? In my opinion... I agree/ I disagree...</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	see attachment	Evaluating, analyzing , communication skills, social and emotional development
L	S	R	W								

2	20'	To recognize the buildings and their features	The students create an info-box per each building (Name-date-function-2-line brief description).	<p>Skills</p> <table border="1" data-bbox="1070 164 1411 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary dedicated to, preserve aisles, triumphal arch commemorate column,</p> <p>Communicative structures What do you think about...? In my opinion... I agree/ I disagree...</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Evaluating, analyzing , communication skills, social and emotional development
L	S	R	W							

3	5	to know what a forum is and which are its main buildings	The teacher verifies the answer with the students using kahoot	<p>Skills</p> <table border="1" data-bbox="1070 892 1411 940"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary dedicated to preserve aisles triumphal arch commemorate</p> <p>Communicative structures</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	mobile phone to use kahoot and Wi-fi self- assessment understanding of the content: To know what a forum is, make a distinction between Roman Forum and Imperial Fora, to know the main buildings that pertains to a Forum
L	S	R	W							

CLIL Lesson Plan

Unit number	3	Lesson number	1	Title	The Colosseum
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10	focus students' attention on a particular topic, be able to participate in an oral expression of ideas, be able to use an appropriate language	The teacher projects the image of the Colosseum on the screen Using tricider.com the students type the terms they related to the image COLOSSEUM. The teachers show them the result. The class can have a brief discussion on it (why do you choose that term?)	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary depending on the students E.g. Colosseum, Rome, Nero...</p> <p>Communicative structures Why did you choose that term?</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	Smartboard - smartphones - wifi	students' ability to focus on a topic task in a group situation, their participations in the oral expression of ideas, language strengths, weaknesses
L	S	R	W								
2	20'	to identify and understand the main points	The teacher gives the students a paper with some questions. The teacher makes sure that everybody understand the	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work	<ul style="list-style-type: none"> • U3_L1_ALL_1.docx link 	Listening skills, writing skills, ability to explain the main points, take noting
L	S	R	W								

sentences. The teacher makes the students watch a video twice. They have to take note in order to answer to the questions. 1. When was the Roman Colosseum built? 2. What is the original name of the Colosseum? And how did it get the name Colosseum? 3. What was the function of the Colosseum? What is a gladiator? 4. The Colosseum was a freestanding structure made of stone and concrete. It was built using a fundamental unit of structure which Romans used for most of their constructions such as bridges and aqueducts. What is the name of this architectural feature? 5. What was the VELARIUM used for? And the HYPOGEUM?

Key vocabulary

Velarium Hypogeum
freestanding amphiether

Communicative structures

What do you think? I believe, I reckon...

Individual work

3	15	To identify the main concepts, create a mind map analysing the sources and collaborating with other students	The students, using the video and a text that the teacher gave them try to fill in the mind map.	<p>Skills</p> <table border="1" data-bbox="954 169 1294 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Velarium - Hypogeum - a freestanding structure - arch -</p> <p>Communicative structures What do you think? I believe, I reckon,</p>	L	S	R	W	<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"> • U3_L1_ALL_2.pdf • U3_L1_ALL3_flavian amphetheatre.pdf <p>Mind map + pdf text on colosseum</p>	ability to explain the main features of the Colosseum, communication skills, analyzing, creation of an effective mind map
L	S	R	W								

4	10	to recognize the mistake	The teacher shows on the screen the answer and the students correct their own works. A brief debate can be activated	<p>Skills</p> <table border="1" data-bbox="954 746 1294 790"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary</p> <p>Communicative structures</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work		self-assessment
L	S	R	W								

CLIL Lesson Plan

Unit number	4	Lesson number	1	Title	what does it means commemorating?
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10'	to search info in internet, identify the main points, produce an info-box with the main features of an architecture	The teacher shows several triumphal arches at the smart board. Students, divided into pairs, has to find out few data about them (year of construction, place, function). Then the teacher gives an arch to each group. Ishtar Gate Arc de Triomphe and Arc du Carrousel in Paris the Wellington and Marble arches in London, the Siegestor in Munich, the Washington Arch in Manhattan.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary celebrate commemorate ancient modern</p> <p>Communicative structures Can we.. I think Should we...</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work		Writing skills, communication skills,
L	S	R	W								

2	20'	To know about the function of an arch in Ancient and Modern Time	Each group show their results. The teacher projects them on the screen, so all can see them. The class discusses about the arches function guessing the role of them inside the Roman Empire.	<p>Skills</p> <table border="1" data-bbox="949 165 1290 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary function celebrate modern ancient</p> <p>Communicative structures I believe What do you think about...? I agree/disagree because...</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work		Communication skills (explaining, evaluating), understand of content
L	S	R	W								
3	20'	Understand the function of Arch in Roman time	The teacher explains the role and function of the Roman arches using a ppt enhancing the main points	<p>Skills</p> <table border="1" data-bbox="949 785 1290 831"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary</p> <p>Communicative structures</p>	L	S	R	W	<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"> • U3_L1_ALL3_flavian amphetheatre.pdf 	Listening skills
L	S	R	W								

CLIL Lesson Plan

Unit number	4	Lesson number	2	Title	The Arch of Titus & The Arch of Constantine
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15'	understand the text and re -order it	Students are divided into group and each of them has to re-order a text. The teacher checks the answers	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary deified ,free-standing gateway, barrel, vault, looted, relief, dating back, archway, lack,</p> <p>Communicative structures Can you identify the different parts of...? I agree/disagree because...</p>	L	S	R	W	<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"> • U4_L2_ALL_The Arch of Titus (windows on art).pdf • U4_L2_ALL2.JPG <p>The arch Of Titus: Windows on art. A clil-oriented approach to the history of art, Marilyn Stokstad, Michael W. Cothren, Pearson ed. The arch Of Constantine: Capire l'arte, G. Dorfles, M. Ragazzi, Atlas, vol.1</p>	Assestement understanding of subject, communication skills,reading skills
L	S	R	W								

2	25'	recognize the main element of an architecture, organize the main concepts, design a mind map	The groups have to present their works through a mind map (if there are more than one group focusing on the same object, they first organized the map in small group and then comparing it with the others, they produce one mind map.	<p>Skills</p> <table border="1" data-bbox="1003 164 1346 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary deified ,free-standing gateway, barrel, vault, looted, relief, dating back, archway, lack,</p> <p>Communicative structures Which words can we use? What can? I think/believe/reckon I agree/disagree because...</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work		understanding of content, communication skills, reading skills, writing skills, ability to organize ideas, vocabulary, language accuracy
L	S	R	W								

3	10'	To remember the main concepts and the specific vocabulary	the teacher projects on the screen the minds map for few minutes, then hide it and makes a challenge through wordwall to test the students	<p>Skills</p> <table border="1" data-bbox="1003 971 1346 1019"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary deified ,free-standing gateway, barrel, vault, looted, relief, dating back, archway, lack,</p> <p>Communicative structures</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	• U4_L2_ALL3 quiz.docx	understanding of content
L	S	R	W								

CLIL Lesson Plan

Unit number	5	Lesson number	1	Title	Who is the next emperor?
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	15'	recognize the Emperor name and his main features	The teacher gives to the students a text. Some words are missed. The students, listening to the audio, have to fill in the spaces. Once completed the teacher checks the works with the class. They have to do the exercise in order to find out which Emperor is going to be the focus of the lesson.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Emperor Hadrian, reformer, classical education, ascended to the throne, make his mark, self-indulgent</p> <p>Communicative structures What word did you... I heard... I agree/disagree</p>	<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"> • U5_L1_ALL1.docx link . see the link for the transcription	explain who was Emperor Hadrian

CLIL Lesson Plan

Unit number	5	Lesson number	2	Title	The Pantheon
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	5'	focus students' attention on a particular topic	The teacher makes the students enter a game.they have to rebuild a PUZZLE to know which architecture they are going to study (jigsawplanet- I am puzzle)	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Pantheon temple</p> <p>Communicative structures can you guess? what can you see? I think... I can see...</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work		students' ability to focus on a topic
L	S	R	W								

2	45'	To search for info, to organize, to write	The teacher gives to the students a google moduli quiz to do in pairs. (see. Attachment for a guide). The group has to search info on the web and answer.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary deified ,free-standing gateway, barrel, vault, looted, relief, dating back, archway, lack,</p> <p>Communicative structures What do you think? What can we write? I Think we can...</p>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	communication skills, reading and writing skills, understanding of subject
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CLIL Lesson Plan

Unit number	6	Lesson number	1	Title	Group Presentation
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	5' per person	being able to organize, report and present the info concerning a Roman Architecture	The students, divided into groups, have to do a presentation choosing one of the analyzed architectures. They will do a PPT following the teacher example	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Any words previously cited as key words</p> <p>Communicative structures What are you going to present? I am going to present..</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work		Communication skills, writing and speaking skills (see the attachments for more details)
L	S	R	W								