

CLIL Module Plan

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School Grade	<input checked="" type="radio"/> Primary		<input type="radio"/> Middle		<input type="radio"/> High
School Year	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input checked="" type="radio"/> 5
Subject	Geografia		Topic	Italian Regions	
CLIL Language	<input checked="" type="radio"/> English			<input type="radio"/> Deutsch	

Personal and social-cultural preconditions of all people involved	<p>- Know geographical terms and know how to reuse them; - Orient yourself on a map using the cardinal points; - Know the main concepts relating to orientation; - Acquire the vocabulary relating to the geography of Italy - Know the main concepts relating to the geography of Italy and its region; - Knowing some urban and monumental aspects of the country; - Locate buildings in the country using prepositions.</p>
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Students' prior knowledge, skills, competencies	Subject	Language
	-Key vocabulary: Learn specific terminology and know how to reuse it; - Key language (geography specific terms) ; -Acquire the specific language ; - Describe your experience based on the use of a card; - Read a map to get the required information; - Use a fact file under the map for an oral presentation of Italy; - Know the main concepts related to the meaning of part of the specific vocabulary; - Use the four skills of listening, speaking, reading and writing.	- Pre-teaching vocabulary; - appropriate vocabulary; - Reinforcement of already acquired linguistic structures; - Code-switching, i.e. switching from one language to another; - Reformulation, request for confirmation of understanding, use of concrete examples; - Simplification, exemplification

Timetable fit	☉ Module	Length 10
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Description of teaching and learning strategies	The teacher creates conditions that facilitate the learning of the subject through targeted simplification activities, using strategies that allow you to use the English language through repetition, reformulation, request for confirmation of understanding, use of examples concrete, illustration of keywords using flashcards. Offer children the opportunity to put into practice what they learn while they are learning (learning by doing and learning by playing); Use of techniques such as: - reinforcement of already acquired linguistic structures; - pre-teaching vocabulary; - code-switching; - redundancy, reformulation, simplification, exemplification; - problem solving activities; - individual activities, work in pairs and groups; - worksheets, maps, multimedia materials.
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Overall Module Plan

Unit: 1 Unit 1- Italy and its Region Unit length: English	Lesson 1 Italy and its Regions
	Lesson 2 Our country: Italy
	Lesson 3 North, Centre, South
Unit: 2 Unit 2- The region we live in Unit length: English	Lesson 1 My region
	Lesson 2 Presentation

CLIL Lesson Plan

Unit number	1	Lesson number	1	Title	Italy and its Regions
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	2h	- Recognize Italy through the analysis of a physical and political map; - Recognize and learn the different regions and their location; - Recognise the physical features; - Know the regional capital of the regions	-The teacher gives the pupils a physical map and a political map of Italy to learn physical characteristics (Rivers, Lake, Mountains, Hills, Planes) and Regions location. - Pupils have to look at the political map, recognize the region and write the regional capital on a blank map.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Key vocabulary: - landscape; - river; - lake; - city; - regional capital; - borders; - population. -Where you can find the region? - How many regions does Italy have? - Where is it in Italy? - What is the regional capital of the region? - Which is the major river of the..... region ?</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"> • italia fisica.png • Italy and its region - political map.jpg • political map.jpg • regional capital.jpg • regional capital 2.jpg 	<p>Teacher evaluates attention, participation and commitment during the explanation of topics. Teacher also evaluates the ability to use a map and recognize the different cardinal points. It also evaluates the ability to express themselves in language</p>
L	S	R	W								

Communicative structures

-Present simple -
Interrogative Form - 5W
-Where you can find the
.... region? - How many
regions does Italy
have? - Where is it in
Italy? - What is the
regional capital of the
.... region? - Which is
the major river of
the..... region ? - Look
at the map and tell me
...

in language
with specific
terms.

CLIL Lesson Plan

Unit number	1	Lesson number	2	Title	Our country: Italy
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	2h	After having learned the physical characteristics of Italy, pupils must also be able to recognize economic, political and social aspects of the country.	The proposed activity is the construction of an "Italy passport" in which to insert the main information of our Country. Pupils must to respond according to their previous knowledge and experience. The discussion takes place through the circle time methodology, the construction of the "Passport" takes place through an individual work.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Key vocabulary: - Country - Capital city - Language - Borders - Form of government - Habitants/ Population - Economy/ Currency</p>	<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"> • passport (ID).jpg • passport.jpg 	The teacher evaluates the students' foreknowledge, the ability to respect the turn to speak during the circle time and the participation during the realization of the activity.

Communicative structures

- Present simple - The saxon genitive - Possessive adjectives
- Italy's full name is Repubblica Italiana - The capital city is Rome
- The official Language is Italian - Italy borders with - The current president of Italy is
- Italy's population is about 60 million

CLIL Lesson Plan

Unit number	1	Lesson number	3	Title	North, Centre, South
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	2h	-Pupils are able to recognize and distinguish the different geographical positions of the Italian regions; - They know how to discriminate between north south and center and the various combinations (north west, south east ...); -They recognize the Regions, the capitals and the borders.	Pupils are given cards showing the different regions and their names and three paper envelope referring to the North, Center and South to cut out. The cards must be inserted in the reference envelopes. Once the regions have been placed in the right geographical position, pupils divided into groups of four will exchange questions and answers on a Region of their choice.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Key vocabulary: - region - location - Northern - Central - Southern - Regional capital</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"> • cards - geographical positions.jpg • North, centre, south.jpg • Activity.jpg • Activity..jpg • Activity...jpg 	Teachers evaluates the ability to work in a team and collaborate and the ability to search for information and know how to make inferences. Teachers evaluates the ability to ask and answer questions with specific terms and correct grammatical structures
L	S	R	W								

Communicative structures

- Present simple; -
- Interrogative form; -
- Superlative/ comparative; -
- Possessive adjectives; -
- Is the region in the north or in the south ? -
- Where is located the.... region? - What is the regional capital of region? - What region does it border with?

structures. 1

CLIL Lesson Plan

Unit number	2	Lesson number	1	Title	My region
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	2h	know the identification data of a region and identify the most important characteristics of the regional territory: - location - borders - capital region and main cities - major economic activities and cultural aspects	The pupils will search for the main information of a region and fill in a model form. The worksheet will be a sort of identity card of the region. They will produce a poster, a power point or other to tell the region about the class, who in turn will fill in the same form.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary The longest river is... The biggest lake is... The major economic activities are... The most important historical site is... - Primary, secondary, tertiary sector</p>	L	S	R	W	<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"> ITALIAN REGIONS MODEL (1).pdf 	The teacher evaluates the pupil's ability to express themselves in the language and knowledge of specific terms. It also evaluates participation and commitment during the implementation of the activity.
L	S	R	W								

Communicative structures

- Present simple -
Affirmative form -
Superlatives,
comparatives -
Adjectives - Specific
terms The longest river
is... The biggest lake
is... The major
economic activities
are... The most
important historical site
is...

CLIL Lesson Plan

Unit number	2	Lesson number	2	Title	Presentation
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	2h	Pupils are able to present orally the most important features of the studied region to the class.	Pupils show their poster, power point or film to the class about the region, following the pre-structured text given at the beginning.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary The longest river is... The biggest lake is... The major economic activities are... The most important historical site is... - Primary, secondary, tertiary sector</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"> • Umbria Molise.jpg • Valle d'Aosta Liguria.jpg • Veneto.jpg • Friuli Toscana.jpg 	Teacher evaluates the exposure and knowledge of specific terms and grammatical structures. Teacher also evaluates the content of the research and the manual work carried out.
L	S	R	W								

Communicative structures

Present simple -
Affirmative form -
Superlatives,
comparatives -
Adjectives - Specific
terms - The longest
river is... - The biggest
lake is... - The major
economic activities
are... - The most
important historical site
is...