

CLIL Module Plan

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School	ITT "Buonarroti-Pozzo" Trento				
School Grade	<input type="radio"/> Primary		<input type="radio"/> Middle		<input checked="" type="radio"/> High
School Year	<input type="radio"/> 1	<input checked="" type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Subject	Storia		Topic	Roman History	
CLIL Language	<input checked="" type="radio"/> English			<input type="radio"/> Deutsch	

Personal and social-cultural preconditions of all people involved	<p>The class is a Second Year grade of the so-called “biennio unico” composed by 25 students, 5 girls and 20 boys: in a school technical based subjects as the ITT “Buonarroti-Pozzo” is not so common a gender mixed class because is a high school where the large most part of the students are boys. In my opinion a mixed gender class is a resource in general and in particularly for the CLIL, precisely because is a non-formal (or should be) teaching method that let the students to work together and to open their mind up. Three students have foreign proveniences and different religions too. The religions practiced by the students of the class were catholic, orthodox and Sunnite muslim The chance to mixing ideas of different students by gender, origins and religions is a precious chance to improvement of knowledge and awareness.</p>
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Students' prior knowledge, skills, competencies	Subject	Language
	<p>The political, economical and social situation of the Roman “res publica” in the II and I Centuries B.C. The political, economical and social situation of the Roman Empire in the I Century A.D. The concept of “res publica” The rise of the figure of Octavian from the beginning to the birth of the “emperor” Augustus. Definition of “emperor” Definition of “empire” Building a timeline Searching informations online Organisation of informations using App such as Prezi or Powerpoint Working in a group as a class and in small group focused on a topic.</p>	<p>The most part of the students experienced CLIL at the Middle School: that is why the attitude about the CLIL was different. Some of the students experienced intensive CLIL module, others few hours module, others experience CLIL only in German. Because of the heterogeneity of the CLIL experiences and because they were still young and not completely ready to face an intensive CLIL module, I preferred to choose a “soft way” trying to involve them as much as was possible and to make them to leave the pressure they sometimes previously experienced in a special way about speaking English. I find quite important work with the students in order to “cure” the skepticism they often feel about the CLIL method; I preferred to let them to choose speaking in L2 or not, to improve their self esteem and to feel more comfortable. Two students in particular followed the experimental class so-called “bilingual” in English at the primary school “R. Sanzio” in Trento and they offered their competences in L2 to support the classmates and, in my opinion, they could have been a positive example that is possible learning satisfying in L2.</p>

Timetable fit	© Module	Length 21 hrs
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Description of teaching and learning strategies	<p>I organized the module in four parts on a Problem Based Learning mode</p> <p>Introduction to the topic using the braistorming method: I prefer encouraging the students to shape their own ideas about a history problem instead of teaching it in a front mode. I deeply think that the knowledge process depends on an emotion you feel or you find out about a subject as well as the way of thinking. Teaching through problems need students able in building their own ideas about a problem or a situation or a process. Teaching in a front lesson mode, means make the students to shape prejudices instead of looking for a reason for historical processess. In this phase we all tried to talk in English and not only in Italian, both the students and the teacher. We translate some difficult concepts in English by simplyfing and repeating from the Italian, when the ideas were more simple we spoke directly in English. As I explained above, I considered to use a “soft” approach trying to make the students feeling more “easy” about the L2. Defining the problem and looking for ideas by discussing plenary, by selecting pages on the handbook and by using informations on the net: in this phase we watched a recapitulating video about the Roman History from the beginning to the end of the Western Roman Empire that let the students to have an overview on the Roman History. In my opinion it is quite important in a problem based learning have an outline of an historical period; later it is possible analyzing some specific aspects of the subject. Working in group After the introduction and the definition of the problem the students have been divided in five groups of about four or five students to examine more in depth some aspects of the topic. Presentation: each group should present a work about the assigned topic done by any kind of multimedia resources (videos, applications, frames from movies, images and pictures) and standing in foreground of the class.</p>
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Overall Module Plan

Unit: 1 Unit A Introduction Unit length: 5 hrs	Lesson 1 Brainstorming about the passage from the Res Publica to the Empire (2hrs)
	Lesson 2 Brainstorming about the problems faced by the Roman Emperors from the I Century A.D to the IV Centur
	Lesson 3 Resume and organization of all the ideas emerged by discussing (1hrs)
Unit: 2 Unit B Defining Unit length: 3 hrs	Lesson 1 Watching a video about Roman History (2hrs)
	Lesson 2 Revising words and summarizing the content of the video (1hr)
Unit: 3 Unit C Working in group Unit length: 8 hrs	Lesson 1 The students work in group under the leading of the teacher (2hrs)
	Lesson 2 The students work in group under the leading of the teacher (2hrs)
	Lesson 3 The students work in group under the leading of the teacher (2hrs)
	Lesson 4 The students work in group under the leading of the teacher (2hrs)

Unit: 4 Unit D Presentation Unit length: 5 hrs	Lesson 1 Presentation: The Transformation of the Economics in the Roman Empire
	Lesson 2 Presentation: The Transformation of the religion from the Graeco-Roman Gods to Christianity
	Lesson 3 Presentation: The Politics from the republican period to the Empire
	Lesson 4 Presentation: The Transformation of the Roman Architecture and Constantinople as the New Rome
	Lesson 5 Presentation: The Organization of the Roman Army through the Centuries and the Defense System of the
Unit: 5 Assesement and self-evaluation Unit length: 2 hrs	Lesson 1

CLIL Lesson Plan

Unit number	1	Lesson number	1	Title	Brainstorming about the passage from the Res Publica to the Empire (2hrs)
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	2 hrs	Identify the main features of the Roman History	The class work with the teacher to recap key-concepts such as “res publica” and “empire”, “imperator”, “dictator” the teacher leads the process of finding the previous knowledges of the students	Skills <div>L S R W</div> Key vocabulary Define Describe Explain Compare Communicative structures Could you tell me? What do you think about...? In my opinion... Do you know...? I agree because... Look at the map...	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	link link	

CLIL Lesson Plan

Unit number	1	Lesson number	2	Title	Brainstorming about the problems faced by the Roman Emperors from the I Century A.D to the IV Centur
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	2 hrs	Identify the main features of the Roman Empire Describe and discuss the changes occurred to the Roman Empire	The teacher make the students to think about the concept of “empire” and “imperialism” through the centuries to make connection between the past and the present	Skills	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	link link	
				<div>L</div> <div>S</div> <div>R</div> <div>W</div>			
				Key vocabulary Define Describe Explain Compare			
				Communicative structures Could you tell me? What happens if...? What do you think about...? In my opinion... Do you know...? Can you identify the different parts of...? I agree because... Look at the map...			

CLIL Lesson Plan

Unit number	1	Lesson number	3	Title	Resume and organization of all the ideas emerged by discussing (1hrs)
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	1 hr	Designing a own mind map and/or scheme of the key phases in Roman History	The students write singularly a list of the ideas and the concepts resulted by the discussion and the brainstorming and then a collective mind map is designed and organized on the blackboard	Skills	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work						
				<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 Define Describe Explain Compare											
				Communicative structures Could you tell me? What happens if...? What do you think about...? In my opinion... Do you know...? Can you identify the different parts of...? I agree because... Look at the map...							

CLIL Lesson Plan

Unit number	2	Lesson number	1	Title	Watching a video about Roman History (2hrs)
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	2 hrs	Identify the main features of the Roman History Identify the main features of the Roman Empire	Recap the concepts and simplyfing and summarizing the content of the videos. Writing a list of the words unknown we have read and listened to in the videos.	Skills	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	link link link	
				<div>L</div> <div>S</div> <div>R</div> <div>W</div>			
				Key vocabulary Interpret Translate Put in order			
				Communicative structures			

CLIL Lesson Plan

Unit number	2	Lesson number	2	Title	Revising words and summarizing the content of the video (1hr)
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	1 hr	Describe and discuss the changes occurred to the Roman Empire	Recap the words learnt in the previous lesson and the content of the timeline	Skills <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> Key vocabulary Interpret Translate Put in order Communicative structures Could you tell me? What do you think about...? Can you identify the different parts of...? I agree because... Look at the map... What is the meaning of Can you repeat the concept...	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work		

CLIL Lesson Plan

Unit number	3	Lesson number	1	Title	The students work in group under the leading of the teacher (2hrs)
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	2 hrs	Identify the main features of the Roman History Identify the main features of topic assigned to each group Recognize positive and negative aspects of the Roman Culture Evaluating the legacy of the Roman culture in the Medieval and Renaissance Age.	The teacher divides the class into five groups and assign a topic to deepen. In the first lesson the teacher let the students to manage the study and the research freely	Skills	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	link link	
				<div>L S R W</div>			
				Key vocabulary Analyzing Comparing Differentiate Reorganize Plan Communicative structures Could you tell me? What happens if...? What do you think about...? In my opinion... I agree because... Look at the map...			

CLIL Lesson Plan

Unit number	3	Lesson number	2	Title	The students work in group under the leading of the teacher (2hrs)
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	2 hrs	Identify the main features of the Roman History Identify the main features of topic assigned to each group Recognize positive and negative aspects of the Roman Culture Evaluating the legacy of the Roman culture in the Medieval and Renaissance Age.	In the second lesson the teacher check the managing of the group in a special way by monitoring the use of the time, the outline of the matter	Skills	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work						
				<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 Analyzing Comparing Differentiate Reorganize Plan Define Describe Explain Compare											
				Communicative structures Could you tell me? What happens if...? What do you think about...? In my opinion... I agree because... Look at the map...							

CLIL Lesson Plan

Unit number	3	Lesson number	3	Title	The students work in group under the leading of the teacher (2hrs)
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	2 hrs	Identify the main features of the Roman History Identify the main features of topic assigned to each group Recognize positive and negative aspects of the Roman Culture Evaluating the legacy of the Roman culture in the Medieval and Renaissance Age.	In the third lesson the teacher makes a monitoring about the design and sources used by the students	Skills	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work		
				<div>L</div> <div>S</div> <div>R</div> <div>W</div>			
				Key vocabulary Define Describe Explain Compare			
				Communicative structures Could you tell me? What happens if...? What do you think about...? In my opinion... I agree because... Look at the map...			

CLIL Lesson Plan

Unit number	3	Lesson number	4	Title	The students work in group under the leading of the teacher (2hrs)
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	2 hrs	Identify the main features of the Roman History Identify the main features of topic assigned to each group Recognize positive and negative aspects of the Roman Culture Evaluating the legacy of the Roman culture in the Medieval and Renaissance Age.	In the fourth lesson the teacher lets the students to explain problems about any aspect of the presentation	Skills	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work		
				<div>L</div> <div>S</div> <div>R</div> <div>W</div>			
				Key vocabulary Define Describe Explain Compare			
				Communicative structures Could you tell me? What happens if...? What do you think about...? In my opinion... I agree because... Look at the map...			

CLIL Lesson Plan

Unit number	4	Lesson number	1	Title	Presentation: The Transformation of the Economics in the Roman Empire
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	1 hr	<p>Understanding how to work using the historical method</p> <p>Understanding what is a historical process</p> <p>Understanding how is not possible confining the history in a box, by studying each period detached one from the other but how each historical period is linked to the following</p>	<p>Each group has 1 hour to present the Powerpoint or the Prezi to the class and to the teacher The assignment establish the free choice about matters to explain in English but should not be any kind of translation. The students were guided in choosing a specific and well defined topic to speak about in L2: the topic chosen should not concern a too complicated and abstract matters. I think it is important fo the students to raise self-esteem: to do it they have to understand the importance of simplyfing and plaining the language, choosing a topic not centered on a too high level topic After each presentation the teacher spend 10 minutes about to make comment on all the aspects of the presentation: organization, designing, speaking bibliography/sitography</p>	<div> <div>Skills</div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div> Key vocabulary Comparing Differentiate Rearrange Plan Choose Give your opinion Conclude </div> <div> Communicative structures Could you tell me? What happens if...? What do you think about...? In my opinion... I agree because... Summarize the concept of </div> </div>	<div> <input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work </div>		
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CLIL Lesson Plan

Unit number	4	Lesson number	2	Title	Presentation: The Transformation of the religion from the Graeco-Roman Gods to Christianity
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	1 hr	<p>Understanding how to work using the historical method</p> <p>Understanding what is a historical process</p> <p>Understanding how is not possible confining the history in a box, by studying each period detached one from the other but how each historical period is linked to the following</p>	<p>Each group has 1 hour to present the Powerpoint or the Prezi to the class and to the teacher The assignment establish the free choice about matters to explain in English but should not be any kind of translation. The students were guided in choosing a specific and well defined topic to speak about in L2: the topic chosen should not concern a too complicated and abstract matters. I think it is important fo the students to raise self-esteem: to do it they have to understand the importance of simplyfing and plaining the language, choosing a topic not centered on a too high level topic. After each presentation the teacher spend 10 minutes about to make comment on all the aspects of the presentation: organization, designing, speaking bibliography/sitography</p>	<div> <div>Skills</div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div> Key vocabulary Comparing Differentiate Rearrange Plan Choose Give your opinion Conclude </div> <div> Communicative structures Could you tell me? What happens if...? What do you think about...? In my opinion... I agree because... Look at the map... </div> </div>	<div> <input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work </div>		
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CLIL Lesson Plan

Unit number	4	Lesson number	3	Title	Presentation: The Politics from the republican period to the Empire
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	1 hr	<p>Understanding how to work using the historical method</p> <p>Understanding what is a historical process</p> <p>Understanding how is not possible confining the history in a box, by studying each period detached one from the other but how each historical period is linked to the following</p>	<p>Each group has 1 hour to present the Powerpoint or the Prezi to the class and to the teacher The assignment establish the free choice about matters to explain in English but should not be any kind of translation. The students were guided in choosing a specific and well defined topic to speak about in L2: the topic chosen should not concern a too complicated and abstract matters. I think it is important fo the students to raise self-esteem: to do it they have to understand the importance of simplyfing and plaining the language, choosing a topic not centered on a too high level topic. After each presentation the teacher spend 10 minutes about to make comment on all the aspects of the presentation: organization, designing, speaking bibliography/sitography</p>	<div> <div>Skills</div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div> Key vocabulary Comparing Differentiate Rearrange Plan Choose Give your opinion Conclude </div> <div> Communicative structures Could you tell me? What happens if...? What do you think about...? In my opinion... I agree because... Look at the map... </div> </div>	<div> <input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work </div>		
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CLIL Lesson Plan

Unit number	4	Lesson number	4	Title	Presentation: The Transformation of the Roman Architecture and Constantinople as the New Rome
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	1 hr	<p>Understanding how to work using the historical method</p> <p>Understanding what is a historical process</p> <p>Understanding how is not possible confining the history in a box, by studying each period detached one from the other but how each historical period is linked to the following</p>	<p>Each group has 1 hour to present the Powerpoint or the Prezi to the class and to the teacher The assignment establish the free choice about matters to explain in English but should not be any kind of translation. The students were guided in choosing a specific and well defined topic to speak about in L2: the topic chosen should not concern a too complicated and abstract matters. I think it is important fo the students to raise self-esteem: to do it they have to understand the importance of simplyfing and plaining the language, choosing a topic not centered on a too high level topic. After each presentation the teacher spend 10 minutes about to make comment on all the aspects of the presentation: organization, designing, speaking bibliography/sitography</p>	<div> <div>Skills</div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div> Key vocabulary Comparing Differentiate Rearrange Plan Choose Give your opinion Conclude </div> <div> Communicative structures Could you tell me? What happens if...? What do you think about...? In my opinion... I agree because... Look at the map... </div> </div>	<div> <input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work </div>	
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CLIL Lesson Plan

Unit number	4	Lesson number	5	Title	Presentation: The Organization of the Roman Army through the Centuries and the Defense System of the
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	1 hr	<p>Understanding how to work using the historical method</p> <p>Understanding what is a historical process</p> <p>Understanding how is not possible confining the history in a box, by studying each period detached one from the other but how each historical period is linked to the following</p>	<p>Each group has 1 hour to present the Powerpoint or the Prezi to the class and to the teacher The assignment establish the free choice about matters to explain in English but should not be any kind of translation. The students were guided in choosing a specific and well defined topic to speak about in L2: the topic chosen should not concern a too complicated and abstract matters. I think it is important fo the students to raise self-esteem: to do it they have to understand the importance of simplyfing and plaining the language, choosing a topic not centered on a too high level topic. After each presentation the teacher spend 10 minutes about to make comment on all the aspects of the presentation: organization, designing, speaking bibliography/sitography</p>	<div> <div>Skills</div> <div> <div>L</div> <div>S</div> <div>R</div> <div>W</div> </div> <div> Key vocabulary Comparing Differentiate Rearrange Plan Choose Give your opinion Conclude </div> <div> Communicative structures Could you tell me? What happens if...? What do you think about...? In my opinion... I agree because... Look at the map... </div> </div>	<div> <input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work </div>	
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CLIL Lesson Plan

Unit number	5	Lesson number	1	Title	
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	2 hrs	The plan of the module referred to the 4Cs: CONTENT the main features of the Roman Empire and its transformation throughout the centuries COMMUNICATION writing/taking notes, speaking in groups and in plenary, building a mind map, designing a presentation and explaining the results to the class COGNITION From LOTS to HOTS (from identifying to understanding, analyzing-evaluating-creating CULTURE responsible citizenship as the	The assessment was balanced considering the matter really not easy for students of a 15/16 years old and considering the effort the made to speak in English, to present their topic in English. We use L2 in a soft mode, mixing Italian and English, trying to reflect on the different way to speak about in L1 and in L2. To me was quite important let the students to feel comfortable without the pressure of the performance in L2. They could choose how much and how long write and talk in English. We dedicated at least two hours to discuss the	Skills	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work		Assessment Rubric product - creativity product - contents process - organization critical thinking- problem based learning leading questions (can they do...?) CAN THEY DO SOMETHING CREATIVE AS SOLUTION OF THE CHALLENGE? is the product full of creativity or a simple copy of something else? is the product personalized? has the product a touch of innovation
				<div>L S R W</div>			
				Key vocabulary Judge Justify Support Value Give your opinion Defend Decide Communicative structures Could you tell me? What happens if...? What do you think about...? In my opinion... Do you know...? I agree/I disagree because...			

citizenship as the learners thought of both pros and cons of the roman republic as the roman empire; understanding the origin of some historical categories such as "democracy", "people", "political freedom", "tyranny" and "dictatorship", "imperialism"

hours to discuss the presentations, the problems the students have faced. We have a discussion about my feedback: they sometimes agreed my ideas, sometimes not and we have talked about their expectations and mine.

(images, performance)? CAN THEY JUSTIFY WITH HISTORICAL ARGUMENTS THEIR SOLUTION? is the product consistent and coherent with the historical contents? does the product show that they have studied and understood the History? CAN THEY WORK IN A ORGANIZATIONAL WAY (OBJECTS, STEPS, RESULTS...)? do they collaborate during the task? have they respected their roles and the original challenge? did they respect the deadlines? CAN THEY ANALYSE AND DEVELOP A CRITICAL THINKING? do they able to query properly on the

						<p>subject? do they able to make a discussion focused on theoretical results? do they able to argue appropriately their point of view? do they able to respect the assigned speech- time? do they able to write a well thought out resume of the problem and of their point of view? According to the Assessment Rubric, the students could have have been evaluated as advanced- intermediate- basic-failed</p>
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