

CLIL Module Plan

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School	ISTITUTO COMPRENSIVO ALTA VALLAGARINA				
School Grade	<input type="radio"/> Primary		<input checked="" type="radio"/> Middle		<input 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	Scienze	Topic		THE HUMAN BODY	
CLIL Language	<input checked="" type="radio"/> English			<input type="radio"/> Deutsch	

Personal and social-cultural preconditions of all people involved	<p>STUDENT PROFILE: The class that experimented this module was a 2nd year Middle School Class. The class consisted of 24 students. 14 boys and 10 girls. All students experimented CLIL in 1st year Middle School, in a previous Module Project, PROSPEVAL. 9 students came from previous CLIL experience - 5 years of CLIL - in primary school. Out of the 9 students that came from a CLIL experience, 4 students still had high language and cognitive skills, which they maintained during 1st year Middle School. There were many students that were at their first year CLIL, where 2 students excelled in language and cognitive skills during the experimentation of this project. The new approach of this method has helped the students work better this year, as they had a clearer understanding of the procedure and the tasks that they had to do.</p> <p>Weaknesses: Weaker students that were at their first CLIL experience, experienced a very positive attitude towards the teaching method applied during the module experimented last year. They gained confidence towards the language, even though there were still difficulties, with regards to speaking skills. The class also consisted of BES students - 5 students are certified. The class also consisted of two students from a migrant background - 1 Albanian student (in Italy only 4 years) and one Syrian student (in Italy 4 years). The weaker students were always teamed with a stronger student - both, in content and language, when it came to group work. We noticed that teaming the students with stronger students gave them more self confidence in speaking and organising tasks given, with regards to the CLIL approach. The weaker students were given support in Italian by the ESL teacher. CEFR Level of group: A1 + level Teacher/ team profile: All the subject teachers involved in this module are science teachers who worked together with a CLIL expert - mother tongue to prepare the content and lessons. During the lessons, the subject teacher helped the</p>
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Students' prior knowledge, skills, competencies	Subject	Language
	SUBJECT During primary school and the first year of Middle	LANGUAGE The students were able to form and answer short questions using basic

School, the curricular programme states that the

students should already be able to identify simple parts of the body. The previous lessons (UNIT 1 - Living and Non Living things) were based on building up vocabulary and strengthening the student's knowledge to basic content. The students already know the difference between living and non living things thanks to a deductive intuition based on the eight features of the living things, which were birth, nourishment, growth, reproduction, death, respiration, reaction to stimuli and made of cells. They were also familiar with the concept of photosynthesis and they knew what a cell was. Students were able to label and list different types of animals and objects. Students were able to distinguish and differentiate living things from non living things. (Unit 2 - Abiotic and Biotic Factors) Most students knew what an ecosystem was and what it was composed of, namely abiotic and biotic factors. They knew the biotic factors and the most important abiotic factors, and they were able to recognize them when given an image of an ecosystem. Most students knew the main structural and behavioural adaptations to abiotic factors and they were able to apply what they had learnt by giving examples of animals that live in their local environment. They were also able to classify local animals according to their structural and behavioural adaptations. Most students understood the main differences between habitat and niche as well as the main

grammar obtained from previous units. There were certain students that, whilst at

their first time CLIL, emerged in a very positive way during lessons. Most students knew the vocabulary concerning ecosystems, abiotic and biotic factors. Due to the richness of contents of this unit, no particular language structures were observed. Language focus was mainly on functional language such as: Asking/Expressing agreement/disagreement, Expressing opinions, Asking for clarifications/Expressing doubts. Scaffolding was used in order to give a basic vocabulary and help strengthen the weaker students, who still had difficulty, when it came to open and closed questions.

	Subject community interactions, namely commensalism, predation and	Language
	symbiosis. Students were able to apply what they had learnt by doing exercises given by the teacher and they were also asked to apply this knowledge to activities related to habitats they were familiar with.	

Timetable fit	☉ Module	Length 20 HOURS
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Description of teaching and learning strategies	<p>The lessons will predominantly follow the “activate prior knowledge / guide understanding / review” format. Classroom activities will be as communicative as possible with students involved in inquiry-based / collaborative / cooperative learning in a task-based learning environment using information exchange / information gap activities. Texts will be exploited and scaffolded, both for content and language learning. In the latter case, a genre approach will be used by exploiting both text and co-text features in the development of students’ writing and speaking skills. Extensive use of the texts will be made to develop students’ reading (understanding gist, main ideas and identifying specific information) and listening skills. In terms of in-task communication, students will be introduced to functional language exponents / lexical chunks to develop both their BICS and CALP competences. Various group configurations will be used depending on the exigencies of the activities: mixed ability groups will be formed according to the students’ zones of proximal development in content and communication whilst same ability groups will be used in more focussed content or communication development. A mixture of ‘frontal’ and ‘student-centred’ teacher roles will be used as appropriate to the lesson phases. During the latter, the teacher will act as facilitator and guide, always with the help of the co-teacher involved. Power Point presentations are shown during the lessons which are also accompanied by follow-up worksheets and videos. Tablets will be used for group work and project research lessons. A google classroom has been set up to facilitate all these procedures. A simple platform has been created – called PADLET – which will help the students to download worksheets and power points at home that will be shown during the lessons. This way the students will be able to study easier for their summative assessment. Continuous assessment will be used to include motivation, languag</p>
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Overall Module Plan

Unit: 1 The Human Body – Introduction Unit length: 05 hours	Lesson 1 The Human Body – Main Parts
	Lesson 2 The Human Body – Levels of Organization and the Epithelial Tissue
	Lesson 3 The Nervous and Muscular Tissue
	Lesson 4 The Connective Tissue and The Human Body - Systems
	Lesson 5 The Human Body - Summative Test

Unit: 2 The Skeletal System Unit length: 05 hours	Lesson 1 The Skeletal System – 4 basic bone shapes
	Lesson 2 The Skeletal System – Bones of the Body
	Lesson 3 The Cranium and the Skeleton of the Trunk
	Lesson 4 The Appendicular Skeleton and the Joints
	Lesson 5 The Skeletal System - Summative Test

<p>Unit: 3</p> <p>The Respiratory System</p> <p>Unit length: 05 hours</p>	<p>Lesson 1</p> <p>The Respiratory System - Introduction</p>
	<p>Lesson 2</p> <p>The Functions of the Respiratory system</p>
	<p>Lesson 3</p> <p>The Mechanics of Breathing and the Gaseous Exchange</p>
	<p>Lesson 4</p> <p>Smoking and the Respiratory System</p>
	<p>Lesson 5</p> <p>The Respiratory System - Summative test</p>

<p>Unit: 4</p> <p>The Circulatory System</p> <p>Unit length: 05 hours</p>	<p>Lesson 1</p> <p>The Circulatory System - Introduction</p>
	<p>Lesson 2</p> <p>The Circulatory System - Details about blood.</p>
	<p>Lesson 3</p> <p>The Blood Vessels and the Heart</p>
	<p>Lesson 4</p> <p>The Heart</p>
	<p>Lesson 5</p> <p>The Circulatory System - Summative Test</p>

CLIL Lesson Plan

Unit number	1	Lesson number	1	Title	The Human Body - Main Parts
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 min	The students know what the three main structures of the Human Body are.	The teacher plays a hangman game. The teacher writes three words on the blackboard. The students must guess the letters in the blank spaces, hopefully before the man is hanged. The teacher writes on the blackboard the letters already said by the students in order that they can not repeat the same letters twice. Once guessed the teacher projects a slide with two questions that the students must answer.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Structures, tissues, systems</p> <p>Communicative structures Can you guess what the three main structures of the Human Body are? The three main structures of the Human Body are....</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"> • U1_L1_ALL1.pptx Blackboard Exercise book	Formative assessment
L	S	R	W								
2	10 min	The students will know the names of the parts of the	The teacher asks the students to read a text from the power point (slide 4 and 5). 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	<ul style="list-style-type: none"> • U1_L1_ALL1.pptx • U1_L1_ALL2.docx 	formative assessment
L	S	R	W								

Human Body, starting with the structure. The students will recall main parts, starting from the head, trunk and limbs.

students take it in turns in reading. Once read, the teacher asks the students to answer the questions given.

Key vocabulary

Human body, head, trunk, limbs, brain, eyes, ears, nose, tongue, neck, chest, back, shoulders, abdomen, arms, legs, upper extremity, lower extremity, upper arm, elbow, forearm, hand, pelvic girdle, thigh leg, foot.

Communicative structures

What are the main parts of the human body? The main parts of the human body are...
Why is the head the most important part of our body? The head is the most important part of our body because....
What does the trunk include? The trunk includes... What are the upper extremity and the lower extremity? The upper extremity are... and the lower extremity are....

- Group work
- Pair work
- Individual work

3

10 min

The students will be able to recognize and label the parts of the human body.

The teacher asks the students to work in pairs. They must label the picture of the human anatomy using the words from the previous text. Once finished the students correct the worksheet with the rest of the class using the presentation (slide 6) from the power point presentation.

Skills

L	S	R	W
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Key vocabulary

The teacher asks the students to work in pairs. They must label the picture of the human anatomy using the words from the previous text. Once finished the students correct the worksheet with the rest of the class using the presentation (slide 6) from the power point presentation.

- Whole class
- Group work
- Pair work
- Individual work

• U1_L1_ALL2.docx

formative assessment

				<p>Communicative structures</p> <p>Label the Human Body.</p> <p>Who can show me</p>			
4	10 min	<p>The students will classify parts of the body into a grid. They will take it in turns speaking and they will be able to answer simple questions about the structure of the Human Body.</p>	<p>The teacher hands out a worksheet. The students work in pairs. The first task asked is a speaking activity where they will answer simple questions. The second task asked to do, is to classify the parts of the human body in a grid. The third task is to answer true or false questions. Once finished the students correct the worksheet with the rest of the class.</p>	<p>where the head is? The head is... What are the parts of the extremity? The parts of the upper extremity are... What are the parts of the lower extremity? The parts of the lower extremity are... What parts does the trunk contain? The trunk contains...</p> <p>Skills</p> <p>SLRW</p> <p>Key vocabulary</p> <p>Human body, head, trunk, limbs, brain, eyes, ears, nose, tongue, neck, chest, back, shoulders, abdomen, arms, legs, upper extremity, lower extremity, upper arm, elbow, forearm, hand, pelvic girdle, thigh leg, foot, sense organs,</p>	<p><input type="checkbox"/> Whole class</p> <p><input type="checkbox"/> Group work</p> <p><input checked="" type="checkbox"/> Pair work</p> <p><input type="checkbox"/> Individual work</p>	<p>• U1_L1_ALL3.docx</p>	<p>formative assessment</p>

				<p>Communicative structures</p> <p>Who can show me where the head is? The head is... What are the parts of the upper extremity? The parts of the upper extremity are.. What are the parts of the lower extremity? The parts of the lower extremity are... What parts does the trunk contain? The trunk contains... Does the head contain and protect the brain? Yes, it does Does the head contain some sense organs?</p>		
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5	20 min	The students will determine, label and agree on where parts of the Human body, are allocated.	The teacher divides the class into two groups. Each group is given a packet of post-it notes. The groups are timed 15 minutes, to label a volunteer from the group, trying to remember all the parts of the body from the activities done in today's lesson. They must not use their worksheets. Once the groups have finished	<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 type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Post-it notes	formative assessment
L	S	R	W								

labelling the volunteer they take it in turns telling each group the parts of the body, ie. This is the head, this is an arm, this is...etc. The group that has labelled the volunteer correctly is the winner.

Key vocabulary

Human body, head, trunk, limbs, brain, eyes, ears, nose, tongue, neck, chest, back, shoulders, abdomen, arms, legs, upper extremity, lower extremity, upper arm, elbow, forearm, hand, pelvic girdle, thigh leg, foot, sense organs,

Communicative structures

Who can show me where the head is? The head is... What are the parts of the upper extremity? The parts of the upper extremity are.. What are the parts of the lower extremity? The parts of the lower extremity are... What parts does the trunk contain? The trunk contains... Does the head contain and protect the brain? Yes, it does Does the head contain some sense organs? This is the.... These are the....

CLIL Lesson Plan

Unit number	1	Lesson number	2	Title	The Human Body - Levels of Organization and the Epithelial Tissue
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 min	The students will be able to identify the levels of organization in the Human Body.	The teacher shows a power point presentation (slide 7). The students have to observe the slide and then put in order the Levels or Organization. They write their answers in their exercise book. Once finished the teacher checks the answers together with the class.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Cells, tissues, organs, systems, organism</p> <p>Communicative structures Look at the pictures on the slide. Can you tell me the order in which the levels of Organization go in? First goes the ... then the.... and then....</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"> • U1_L1_ALL1.pptx 	Formative assessment
L	S	R	W								

2	20 min	The students will put in order the levels of organization in the Human Body.	The teacher hands out a work sheet. The students complete the worksheet in pairs. Once completed the students correct the worksheet with the rest of the class. The teacher invites the students to answer aloud their reply.	<p>Skills</p> <table border="1" data-bbox="1014 164 1355 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Cells, tissues, organs, systems, organism, levels of organization, to join, to form, to work together</p> <p>Communicative structures What joins together to form tissues?joins together to.... What joins together to form organs?joins together to... What joins together to form systems?joins together to.... What works together to form an organism?work together to form</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	<ul style="list-style-type: none"> • U1_L2_ALL1.docx 	Formative assessment
L	S	R	W								

3	15 min	<p>The students will observe and understand the classification of tissues in a Human Body. They will know that the body is composed of four types of tissues. The students will also understand what the Epithelial tissue is and it's function.</p>	<p>The teacher illustrates a power point presentation. The students read the slides together with the teacher. The teacher invites the students to analyse the names of the tissues - which may help the students have a better understanding of where they are located in the body.</p>	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Classification, epithelial tissue, connective tissue, muscular tissue, nervous tissue.</p> <p>Communicative structures How many types of body tissues are there? There are..... Can you tell me the names of the tissues? The names of the tissues are.... What do you think Epithelial means? What do you think connective means? What do you think muscular means? What do you think nervous means? Where do think these tissues may be found in the body? Thesetissue may be found in the....</p>	<p><input checked="" type="checkbox"/> Whole class</p> <p><input 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"> • U1_L1_ALL1.pptx 	Formative assessment
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4	15 min	By the end of this lesson the students will conclude that they know the levels of classification of tissues and the functions of the epithelial tissue.	The teacher hands out a worksheet where she invites the students to read in pairs and ask each other questions orally. They are also asked to complete a small task at the end of the worksheet confirming what they have learnt in this lesson.	<p>Skills</p> <table border="1" data-bbox="1014 167 1355 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Classification, epithelial tissue, connective tissue, muscular tissue, nervous tissue.</p> <p>Communicative structures What are the functions of the Epithelial tissues? The functions are... Can you think of something that the Epithelial tissue protects us from? The epithelial tissue protects us from....</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	<ul style="list-style-type: none"> • U1_L1_ALL1.pptx • U1_L1_ALL3.docx 	Formative assessment
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	3	Title	The Nervous and Muscular Tissue
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	10 min	The students will observe what the functions of the nervous tissue are.	The teacher show a brief video on the Nervous Tissue. The students complete a worksheet with a fill in the gap exercise. The students correct the worksheet together once finished.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Transmit, spinal cord, sensory nerves, dendrites, axons, soma, synapse,</p> <p>Communicative structures Have you completed the worksheet? Have you found all the words? Do you need more time ? Would you like to re-watch the video?</p>	<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"> • U1_L3_ALL1.docx link	Formative assessment

2	10 min	The students will know the functions of the Nervous Tissue.	The teacher show a power point presentation where she invites the students to read.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Brain, spinal cord, nerves, transmit stimuli, neurons</p> <p>Communicative structures Where is the nervous tissue found? The Nervous tissue is found in the</p>	<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"> • U1_L1_ALL1.pptx 	formative assessment
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3	15 min	<p>The students will link words connected to the nervous Tissue. They will understand what the functions of the Nervous tissue are.</p>	<p>The teacher hands out a worksheet. The students work in pairs completing task 1 by filling in the gaps. The second task asks the students to question each other finding information from task 1. Once completed the students correct the worksheet with the rest of the class.</p>	<p>Skills</p> <table border="1" data-bbox="1014 167 1355 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary spinal cord, cells, activity, brain, stimuli, neurons, body</p> <p>Communicative structures Where is the nervous tissue located? The nervous tissue is located... What is it made of? It is made of... What are its functions? Its functions are...</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • U1_L3_ALL1.docx 	formative assessment
L	S	R	W								

4	15 min	The students will know the types and features of Muscle Tissue found in the human body. They will observe the functions that the muscle tissue has and they will be able to associate as to where it is located in the human body.	The teacher shows a power point presentation on the Muscle tissue (slides 15, 16, 17, 18). The teacher invites the students to read the power point.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Cardiac muscle, skeletal muscle, smooth muscle tissue, Contractions, smooth , involuntary, striated, voluntary</p> <p>Communicative structures Can you tell me the three types of muscle tissue? The three types of muscle tissue are... What is the function of the smooth muscle tissue? The function of the Is....</p>	<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"> • U1_L1_ALL1.pptx 	formative assessment
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5	10 min	The students will outline and know what the functions and characteristics of the muscle tissue are.	The teacher hands out a worksheet. The students must match the question to the answer already given. The pairs read their questions and answers to each other. Once finished the students correct the worksheet with the rest of the class.	<p>Skills</p> <table border="1" data-bbox="1014 167 1355 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Cardiac muscle, skeletal muscle, smooth muscle tissue, Contractions, smooth , involuntary, striated, voluntary</p> <p>Communicative structures How is skeletal tissue made? Skeletal tissue is made of... How do cardiac muscle tissue contractions work? Cardiac muscle tissue works... How many types of muscle tissue are there? There are How do skeletal muscle tissue contractions work? Skeletal muscle tissue works.. How do smooth muscle tissue contractions work? Smooth muscle tissue contractions work....</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	<ul style="list-style-type: none"> • U1_L3_ALL3.docx 	Formative assessment
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	4	Title	The Connective Tissue and The Human Body - Systems		
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	10 min	The students will be introduced to the last tissue that needs to be explained. The will be able to organize the words in order to create a sentence that corresponds to the following topic.	The teacher divides the class into 6 groups. The teacher hands out a worksheet with a set of words. The groups must create sentences using the words in the boxes. Once finished they read aloud their answers to the rest of the class.	<p>Skills</p> <table border="1" data-bbox="1014 165 1352 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Connective tissue, adipose tissue, aerolar tissue, blood tissue, bone tissue, cartilage tissue, dense connective tissue, widespread, widest, is found, store, surround, to bind, hold, to fight, to provide, band</p> <p>Communicative structures Can you re-order the words to create sentences? Can you read to me the sentences you have created? The sentences we have created are....</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"> • U1_L4_ALL1.docx 	Formative assessment
L	S	R	W								

2	15 min	The students	The teacher asks the				Formative
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will observe a power point presentation and will be able to recognize the 6 types of connective tissue.

students to take it in turns in reading the slides in the power point presentations (slides 19,20, 21, 22). The teacher helps the students understand new words and invites the students to ask questions

Skills

L S R W

Key vocabulary

Connective tissue, adipose tissue, aerolar tissue, blood tissue, bone tissue, cartilage tissue, dense connective tissue, widespread, widest, is found, store, surround, to bind, hold, to fight, to provide, band

Communicative structures

Can you please read slide? Can you tell me how many types of connective tissues there are? There are... Which tissue is found beneath the skin? The.... is found... What function does the.... tissue have? The... function is to...

- Whole class
- Group work
- Pair work
- Individual work

• U1_L1_ALL1.pptx

assesement

3	15 min	The students will classify and organize in a mind map the types, location and functions of the Connective Tissue.	The teacher hands out two worksheets - one with information on the Connective Tissue and one with a blank mind map. The students complete the Mind map searching for information from the informative worksheet given. Once completed the students correct the worksheet with the rest of the class.	<p>Skills</p> <table border="1" data-bbox="1014 167 1352 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Connective tissue, adipose tissue, areolar tissue, blood tissue, bone tissue, cartilage tissue, dense connective tissue, widespread, widest, is found, store, surround, to bind, hold, to fight, to provide, band</p> <p>Communicative structures Can you tell me how many types of connective tissues there are? There are... Which tissue is found beneath the skin? The.... is found... What function does the.... tissue have? The... function is to...</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	<ul style="list-style-type: none"> • U1_L4_ALL2.docx 	formative assessment
L	S	R	W								

4	20 min	The students	The teacher shows a				formative
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The students will know the systems that are connected to the human body. They will be able to locate them in the human body. This activity is an introduction to the 3 systems that this Unit will cover.

The teacher shows a power point presentation pointing out the different systems that the human body has. The students are given a worksheet where they have to connect the correct system to the part of the human body that it belongs to. Once the task is finished the students correct the worksheet with the help of slide 26 from the power point.

Skills

L	S	R	W
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Key vocabulary

Integumentary, Respiratory, circulatory, digestive, urinary, reproductive, nervous, endocrine, muscular, skeletal.

Communicative structures

Which system helps us to...? The system that helps us to... Which system allows us...? The system that allows us to... Which system has a function that...? The function of the .. system is... Which system regulates....? The system that regulates.... Which system makes...? The system that makes.... Which system supports? The system that supports....

- Whole class
- Group work
- Pair work
- Individual work

- U1_L1_ALL1.pptx
- U1_L4_ALL3.docx

Formative assessment

CLIL Lesson Plan

Unit number	1	Lesson number	5	Title	The Human Body - Summative Test
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	60 min	The students will confirm content from Units 1 - 4 by doing a Summative Test. They will be able to label the main structure of the Human Body. They will know the levels of organization and the types of tissue that are located in the human body.	The teacher allows 60 minutes to students to do a summative test.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary SEE LESSONS 1 - 4</p> <p>Communicative structures SEE LESSONS 1 - 4</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_L5_TEST DSA.docx • U1_L5_TEST.docx 	summative test
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	1	Title	The Skeletal System - 4 basic bone shapes
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	10 min	The students will state how many bones there are in the Skeletal System.	<p>The teacher hands out a post-it note to each student. The teacher writes the question on the blackboard - "HOW MANY BONES ARE THERE IN THE SKELETAL SYSTEM?"</p> <p>The students write the number they think is on the post-it. Once all the students have finished the students compare their answers with the rest of the class.</p>	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Bones, skeletal system,</p> <p>Communicative structures How many bones do you think are there in the Skeletal System? I think that there are..... bones in the skeletal system.</p>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Post-it notes Blackboard	Formative assessment
2	10 min	The students will know how many bones there are in the skeletal system. They also will be	The teacher shows a power point presentation on the skeletal system. The teacher invites the students to take it in	<p>Skills</p> <p>L S R W</p>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work	<ul style="list-style-type: none"> • U1_L1_ALL1.pptx 	Formative assessment

able to associate the 4 basic shapes of bones that make up the skeletal system

turns in reading the information and ask questions.

Key vocabulary

Skeletal system, bones, scaffolding, allows, stores, long bones, short bones, flat bones, irregular bones, wrist, shoulder, joints.

Communicative structures

What does the skeletal system protect? The skeletal system protects... What does the skeletal system provide us of? The skeletal system provides us a... What does the skeletal system store? The skeletal system stores... How many bones are there in the skeletal system? There are..... How many basic shapes are there in the skeletal system? There are

Individual work

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3	15 min	The students will demonstrate where the 4 basic types of bones are found in the skeletal system.	The teacher hands out a worksheet - task 1. The students will label the 4 basic bone shapes on the picture of the skeleton. Once finished the students compare their answers with the rest of the class. The teacher invites the students to ask each questions - for example - where bones are found and to give an example of which bone.	<p>Skills</p> <table border="1" data-bbox="1014 359 1355 406"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary 4 basic shapes, long bones - humerus, ulna, radius, femur, tibia, fibula, short bones - wrist, hand bones, foot bones, flat bones - skull, shoulder blades, sternum, ribs, hip bones, irregular bones - vertebrae. Bone tissue, compact bone, cancellous bone, spongy, shaft, diaphysis, epiphyses, bone marrow</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"> • U2_L1_ALL1.docx • U2_L1_ALL2.docx 	formative assessment
L	S	R	W								

Communicative structures

Can you give me an example of a long bone? An example of a long bone is.. Can you give me an example of a short bone? An example of a short bone.. Can you give me an example of a flat bone? An example of a flat bone is.. Can you give me an example of an irregular bone? An example of an irregular bone is.. How many types of bone tissue are there? There are ...
What are the parts of a typical long bone? The parts of a typical long bone are... What can we find inside the main shaft of a bone? Inside the bone we can find....

4	15 min	<p>The students will know that there are two different types of bone tissue - compact bone and cancellous bone. They will be able to demonstrate where they are located in the bone.</p>	<p>The teacher hands out a worksheet - task 2. The students label the picture of the bone using information from the text given. Once finished the students compare their answers with the rest of the class. The teacher invites the students to ask questions about the two different types of bone tissue.</p>	<p>Skills</p> <table border="1" data-bbox="1014 167 1352 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Bone tissue, compact bone, cancellous bone, spongy, shaft, diaphysis, epiphyses, bone marrow</p> <p>Communicative structures How many types of bone tissue are there? There are ... What are the parts of a typical long bone? The parts of a typical long bone are... What can we find inside the main shaft of a bone? Inside the bone we can find....</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • U2_L1_ALL2.docx 	Formative assessment
L	S	R	W								

5	10 min	The students are able to conclude and confirm the contents from today's lesson in two simple tasks.	The teacher hands out a worksheet. The students complete the true or false questions and the fill in the gap activity. Once finished the students correct the worksheets with the rest of the class.	<p>Skills</p> <table border="1" data-bbox="1014 167 1355 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary 4 basic shapes, long bones - humerus, ulna, radius, femur, tibia, fibula, short bones - wrist, hand bones, foot bones, flat bones - skull, shoulder blades, sternum, ribs, hip bones, irregular bones - vertebrae. Bone tissue, compact bone, cancellous bone, spongy, shaft, diaphysis, epiphyses, bone marrow, Bone tissue, compact bone, cancellous bone, spongy, shaft, diaphysis, epiphyses, bone marrow.</p> <p>Communicative structures See examples from the previous activities.</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	<ul style="list-style-type: none"> • U2_L1_ALL3.docx 	Formative assessment
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	2	Title	The Skeletal System - Bones of the Body
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 min	The students will know where bones are located in the Human Skeletal system.	The teacher shows a video on the Human Skeletal System. The students complete a worksheet, selecting the words they hear from the video. If needed, the teacher can show the video twice. Once finished the students correct the worksheet with the rest of the class.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Skeletal system, scaffolding, allows, stores, bone tissue, axial skeleton, appendicular skeleton, bones of the trunk, bones of the skull, bones of the limbs.</p> <p>Communicative structures Listen to the video and circle the words you hear. Do you want me to repeat the video? Would you like me to pause the video?</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"> • U2_L2_ALL1.docx link	Formative assessment
L	S	R	W								

2	30 min	The students will learn where the bones are and be able to label the them in the Human Skeletal System.	The teacher divides the class into 6 groups. Each group is given a worksheet where they have to label the parts of the skeleton. Once the groups have finished, the teacher pulls out the skeleton (our school has a life size skeleton to use - if you do not have a skeleton you can use the slide in the power point presentation - slide 30). The teacher hands out post-it notes - a different colour for each group. Each group labels the skeleton. The group that labels the skeleton correctly wins.	<p>Skills</p> <table border="1" data-bbox="1003 165 1339 213"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Skeletal system, scaffolding, allows, stores, bone tissue, axial skeleton, appendicular skeleton, bones of the trunk, bones of the skull, bones of the limbs.</p> <p>Communicative structures Where is thelocated? Theis located in the What is the classed as? The.....is classed as....</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"> • U1_L1_ALL1.pptx • U1_ALL1_rubric for teachers.docx <p>Post -it notes (colored per group) Human skeleton</p>	Formative assessment The Teacher Roams the class helping with pronunciation. the teacher uses a Rubric for Teachers to valuate the students as they work.
L	S	R	W								

3	10 min	The students will be able to classify and complete a grid where they will match the bone to the part of the skeletal system and be able to group the type of bone it belongs' to.	The teacher hands out a worksheet. The students are asked to classify the bones according to where they are located in the skeletal system and to state what type of bone it belongs to. Once finished the students read their answers to the class.	<p>Skills</p> <table border="1" data-bbox="1003 167 1339 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Femur, phalanges, vertebrae, patella, cranium, ribs, humerus, tibia, irregular, flat, short, long.</p> <p>Communicative structures Where is thelocated? Theis located in the What is the classed as? The.....is classed as....</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	<ul style="list-style-type: none"> • U2_L2_ALL2.docx 	Formative assessment
L	S	R	W								

4	10 min	The students will recognize words from a song linked to the skeletal system	To finish the lesson with some fun, the students are asked to watch and listen to a video. They are given a worksheet with the text to the song. They are asked to fill in the blanks - listening to the song!!	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Skeletal system, scaffolding, allows, stores, bone tissue, axial skeleton, appendicular skeleton, bones of the trunk, bones of the skull, bones of the limbs, Femur, phalanges, vertebrae, patella, cranium, ribs, humerus, tibia, irregular, flat, short, long.</p> <p>Communicative structures see previous activities</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"> • U2_L2_ALL3.docx link	formative assessment
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CLIL Lesson Plan

Unit number	2	Lesson number	3	Title	The Cranium and the Skeleton of the Trunk
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 min	The students will learn about the importance of the skull and vital it is for our brain. They will be able to answer questions by reading a short text.	The teacher hands out a worksheet with a reading comprehension. The students must complete the worksheet by answering the questions with a full sentence. Once completed the students share their answers with the rest of the class.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Skull, structure, facial features, body functions,</p> <p>Communicative structures Can you tell me what the skull protects? The skull protects the....</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"> • U2_L3_ALL1.docx 	formative assessment
L	S	R	W								

2	10 min	The students will observe the main parts of the skull.	The teacher shows a power point presentation. She invites the students in reading the slides. The teacher invites the students to ask questions.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Skull, cartilage, brain, facial bones, lower jaw, mandible, upper jaw, Suture, Orbit, Upper Jaw, Frontal, Parietal, Temporal, Occipital,</p> <p>Communicative structures Other than bone, what is your skull made of? The skull is also made of.... What main job does the skull have? The main job of the skull is to What are the two main parts of the head? The two main parts of the head are... What bones can you remember that are facial bones? The bones that I can remember that are facial bones are... How many bones are there in the human skull? There are.....</p>	<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"> • U2_L2_ALL2.docx 	formative assessment
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3	15 min	The students will know that the head consists of 2 main parts. They will be able to label a skull with its names.	The teacher hands out a work sheet. The students are asked to complete the fill in the gaps exercise and are also asked to label the skull with the names given. The students correct the worksheet with the rest of the class.	<p>Skills</p> <table border="1" data-bbox="1014 164 1355 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Skull, cartilage, brain, facial bones, lower jaw, mandible, upper jaw, Suture, Orbit, Upper Jaw, Frontal, Parietal, Temporal, Occipital,</p> <p>Communicative structures Other than bone, what is your skull made of? The skull is also made of.... What main job does the skull have? The main job of the skull is to What are the two main parts of the head? The two main parts of the head are... What bones can you remember that are facial bones? The bones that I can remember that are facial bones are... How many bones are there in the human skull? There are.....</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"> • U2_L3_ALL3.docx 	formative assessment
L	S	R	W								

4	10 min	The students will know the	The teacher shows a power point	<p>Skills</p>	<input checked="" type="checkbox"/> Whole class	<ul style="list-style-type: none"> • U2_L4_ALL2.pptx 	formative assessment
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quantity of bones in the vertebral column and the function of the rib cage.

presentation. The students take turns in reading the slides. The teacher invites the students to formulate questions and complete with a full sentence.

L S R W

Key vocabulary

Spinal cord, vertebral column, vertebrae, flexible, segments, rib cage,

Communicative structures

What are the names of the bones that make up the spinal column? The names of the bones are... Are the bones flexible? How many segments is the vertebral column made of? The vertebral column is made of... What organs does the rib cage protect? The rib cage protects... How many ribs does the rib cage have? The rib cage has...

- Group work
- Pair work
- Individual work

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5	15 min	The students will be able to discover the word missing in the texts about the vertebral column and the rib cage.	The teacher hands out worksheets to the students. The students work in pairs reading each other either Text A or Text B. they must fill in the gaps while listening to their desk mate read. Once finished the students correct the worksheet with the rest of the class.	<p>Skills</p> <table border="1" data-bbox="1014 395 1355 440"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Spinal cord, vertebral column, vertebrae, flexible, segments, rib cage,</p> <p>Communicative structures What are the names of the bones that make up the spinal column? The names of the bones are... Are the bones flexible? How many segments is the vertebral column made of? The vertebral column is made of... What organs does the rib cage protect? The rib cage protects... How many ribs does the rib cage have? The rib cage has...</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	<ul style="list-style-type: none"> • U2_L3_ALL5.docx 	formative assessment
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	4	Title	The Appendicular Skeleton and the Joints
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 min	The students will recall words and information from lesson 2 on the skeletal system.	The teacher gives the students a worksheet with true or false questions. The students complete the worksheet and keep it aside for correction at the end of the lesson.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Skeleton, axial skeleton, upper extremities, lower extremities, appendicular,</p> <p>Communicative structures Keep the worksheet for correction at the end of the lesson.</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"> • U2_L4_ALL1.docx 	formative assessment
L	S	R	W								

2	10 min	The students will recognize parts that belong to the Appendicular Skeleton.	The teacher shows a power point presentation on the Appendicular Skeleton. The students are invited	<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"> • U2_L4_ALL2.pptx 	Formative assessment
L	S	R	W								

			to read the slides. The teacher helps with pronunciation.	<p>Key vocabulary Skeleton, axial skeleton, upper extremities, lower extremities, appendicular, scapula, humerus, ulna, carpals, metacarpals, clavicle, radius, phalanges</p> <p>Communicative structures What does the Appendicular skeleton include? The Appendicular skeleton includes... Are they movable pieces? Yes..... What do the upper limbs include? The upper limbs include... What do the lower limbs include? The lower limbs include... How many bones are there in the appendicular skeleton? There are.... What's the percentage of bones in the appendicular skeleton? The percentage of bones are...</p>	<input type="checkbox"/> Individual work		
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3	10 min	The students will indicate and	The teacher hands out a worksheet. The	Skills	<input type="checkbox"/> Whole class	• U2_L4_ALL3.docx	formative assessment
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label the parts that belong to the Appendicular skeleton – both upper and lower limbs.

students quickly label the parts missing and then complete a task where they have to select the correct word in a text. The students correct the worksheet with the rest of the class.

L	S	R	W
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Key vocabulary

Skeleton, axial skeleton, upper extremities, lower extremities, appendicular, scapula, humerus, ulna, carpals, metacarpals, clavicle, radius, phalanges

Communicative structures

What does the Appendicular skeleton include? The Appendicular skeleton includes... Are they movable pieces? Yes.....
What do the upper limbs include? The upper limbs include...
What do the lower limbs include? The lower limbs include...
How many bones are there in the appendicular skeleton? There are.... What's the percentage of bones in the appendicular skeleton? The percentage of bones are...

- Group work
- Pair work
- Individual work

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4	10 min	The students will listen and be able to identify the three types of joints that are part of the skeletal system.	The teacher shows a quick power point where she show the students the types of joints there are in the skeletal system. The teacher invites the students to read the slides and to ask questions.	<p>Skills</p> <table border="1" data-bbox="1014 627 1355 671"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Fixed joints, slightly moveable joints, moveable joints, tough tissue,</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"> • U2_L4_ALL2.pptx 	Formative assesement
L	S	R	W								

				<p>Communicative structures</p> <p>What holds together these joints?holds together these joints. Do fixed joints allow movement? No, they don't. Can you give me an example of a fixed joint? An example of a fixed joint is... What type of movement does a slightly moveable joint allow? A slightly moveable joint allows a</p>		
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5	10 min	The students will be able to classify and categorise information connected to the three types of joints. They will be able to create sentences using information from previous lesson with a scaffolding activity.	The teacher hands out a quick worksheet that the students must complete in pairs. Once completed the students correct the worksheet with the rest of the class. The last five minutes of the lesson the teacher asks the students to pull out the worksheet from the first activity for correction.	<p>example of a slightly moveable joint? An example of a slightly moveable joint is...</p> <p>Skills</p> <p>Key vocabulary</p> <p>Fixed joints, slightly moveable joints, allow? It allows joints to give tissue, example of a moveable joint? An example of a moveable joint is...</p>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U2_L4_ALL4.docx 	formative assessment
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Communicative structures

What holds together these joints?holds together these joints. Do fixed joints allow movement? No, they don't. Can you give me an example of a fixed joint? An example of a fixed joint is... What type of movement does a slightly moveable joint allow? A slightly moveable joint allows a Can you give me an example of a slightly moveable joint? An example of a slightly moveable joint is... What type of movement does a moveable joint allow? It allows..... Can you give me an example of a moveable joint? An example of a moveable joint is...

CLIL Lesson Plan

Unit number	2	Lesson number	5	Title	The Skeletal System - Summative Test
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	60 min	The students will be able to label a skeletal system with its correct names and parts. They will answer two open questions about the main functions of the skeletal system. They will give examples of the types of bones in the human skeleton. The students will be able to label a bone and its parts. The students will know the three types of joints. The students will label the vertebral column with its parts.	The teacher hands out the test to the students. The students have 60 min to finish the test.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary see lessons 1 - 4</p> <p>Communicative structures see lessons 1 -4</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"> • U2_L5_test bes.docx • U2_L5_test.docx • U1_ALL2_Self assessment.docx 	<p>Summative Assessment</p> <p>The Teacher asks the students to fill in a Self assessment worksheet so he/she can evaluate what the students thought of the lesson.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	3	Lesson number	1	Title	The Respiratory System - Introduction
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15 min	The students are introduced to a new topic - The Respiratory System. They will connect and recognize words related to the Respiratory System. They will be able to write sentences using the words that are associated to the Respiratory System.	The teacher hands out a worksheet and shows a slide to the students with different words. In this slide, there are words that are not associated to the Respiratory System. The students must cross out the words that are not associated with the Respiratory System. Once finished they are asked to re-write sentences using the words that are associated to the Respiratory System. Once the task is finished the students read their sentences to the rest of the class	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Respiratory system, oxygen, carbon dioxide, breathing, nose, larynx (voice box), trachea, windpipe, oral cavity, bronchus, pharynx, lungs, associated with, allows, take in</p> <p>Communicative structures Can you tell me which words are linked to the respiratory system? The words that are linked to the respiratory system are...</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		Formative assessment
L	S	R	W								

2	15 min	The students will remember elements and processes linked to the respiratory system by watching a video on Breathing Moments.	The teacher shows a video on the respiratory system. The students will answer 5 shorts questions from the worksheet given. After watching the video, the students compare their answers with the rest of the class.	<p>Skills</p> <table border="1" data-bbox="1014 165 1352 209"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Respiratory system, oxygen, carbon dioxide, breathing, nose, larynx (voice box), trachea, windpipe, oral cavity, bronchus, pharynx, lungs, alveoli</p> <p>Communicative structures What do we take in when we breathe? We take in.... What do we expel? We expel.... How many times does the body breathe on average in a day? The body breathes on average in a day.... What's at the top of the respiratory system? At the top of the respiratory system you can find... What looks like grapes?look like grapes.</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_ALL1.pptx • U3_L1_ALL3.docx <p>link</p>	formative assessment
L	S	R	W								

3	25 min	The students will be able to label the parts that belong to the Respiratory System.	The teacher divides the class into 6 groups. Each group will be given an image of the respiratory system and parts to label. They must paste the image on the cardboard and then connect the corresponding word to its correct position. The group that finishes labelling for first correctly gets a plus in their grades	<p>Skills</p> <table border="1" data-bbox="1014 204 1355 252"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Nasal cavity, oral cavity, left lung, right main bronchus, trachea (windpipe), larynx (voice box), right lung, pharynx, left main bronchus, nostrils</p> <p>Communicative structures Label the poster using the names? Have you found all the parts of the Respiratory system? Yes, we have. No, we haven't. Where does this name go? This name goes...</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"> • U1_ALL1_rubric for teachers.docx • U3_L1_ALL4.docx <p>Cardboard sheets glue</p>	<p>Formative assesement</p> <p>The teacher assesses the collaboration between groups and also individual work by using the rubric for Teachers.</p>
L	S	R	W								

4	05 min	The students confirm where the parts of the respiratory system are.	The teacher projects a slide from the power point where the students can correct their poster work.	<p>Skills</p> <table border="1" data-bbox="1014 167 1355 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Nasal cavity, oral cavity, left lung, right main bronchus, trachea (windpipe), larynx (voice box), right lung, pharynx, left main bronchus, nostrils</p> <p>Communicative structures Have you found all the parts of the Respiratory system? Yes, we have. No, we haven't. Where does this name go? This name goes...</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_ALL1.pptx 	Formative assessment
L	S	R	W								

5	10 min	The students confirm where the parts of the respiratory system are.	Homework - the same activity is done at home in the students exercise book.	<p>Skills</p> <table border="1" data-bbox="1014 167 1355 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Nasal cavity, oral cavity, left lung, right main bronchus, trachea (windpipe), larynx (voice box), right lung, pharynx, left main bronchus, nostrils</p> <p>Communicative structures Do the same worksheet at home in your exercise book.</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"> • U3_L1_ALL4.docx 	
L	S	R	W								

CLIL Lesson Plan

Unit number	3	Lesson number	2	Title	The Functions of the Respiratory system
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 min	The students will recall names of parts of the Respiratory System	The teacher divides the class into two teams. The students will play a game of tennis using words that they remember that are associated with the Respiratory system. The teacher decides which team starts - the first team has to say a word connected to the respiratory system. The second team has to say another word and so on. The team with the most words wins. The teacher writes the words on the blackboard for the students to see, what has already been said.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Respiratory system, oxygen, carbon dioxide, breathing, nose, larynx (voice box), trachea, windpipe, oral cavity, bronchus, pharynx, lungs, associated with, allows, take in</p> <p>Communicative structures Can you tell me words that are associated with the Respiratory System? A word that is associated with the Respiratory System is....</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	Blackboard	formative assessment
L	S	R	W								

2	10 min	The students will recognize the two areas that are connected to the respiratory system.	The teacher shows a mind map of the respiratory system and explains the two different areas. (slide 7)	<p>Skills</p> <table border="1" data-bbox="1003 204 1352 256"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Respiratory system, oxygen, carbon dioxide, breathing, nose, larynx (voice box), trachea, windpipe, oral cavity, bronchus, pharynx, lungs, associated with, allows, take in</p> <p>Communicative structures Can you tell me words that are associated with the Respiratory System? A word that is associated with the Respiratory System is.... What are the two areas connected to the Respiratory System? The two areas are... What parts belong to the respiratory tract? The parts that belong to the respiratory tract are... What parts belong to the lungs? The parts that belong to the lungs are....</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_ALL1.pptx • U3_L2_ALL1.docx 	Formative assessment
L	S	R	W								

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3	10 min	The students will be able to associate the path that air has into the lungs.	The teacher shows a power point presentation demonstrating the path that air has in the respiratory system. The students take it in turns reading the slides. (slides 8, 9, 10, 11). The teacher invites the students to ask questions.	<p>Skills</p> <table border="1" data-bbox="1010 363 1350 411"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Air, nasal cavity, mucus, moistens, cilia, esophagus, pharynx, trachea, epiglottis, flap, bronchi, bronchioles, sacs, alveoli, capillaries, gas exchange.</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_ALL1.pptx 	Formative assessment
L	S	R	W								

Communicative structures

Where does air firstly travel into? Air first travels into... What does the nasal cavity contain? The nasal cavity contains... What is the name of the hair inside the nose? The name of the hair inside the nose is... What do these hairs do? These hairs... Where does the air flow back through the pharynx? The air flows back through the... What is an epiglottis? An epiglottis is... What happens to the air once it reaches the trachea? After the air reaches the trachea it... What is the name of the tiny structures that are within the lungs? They are called

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4	30 min	The students will know and be able to connect the parts of the respiratory system and their functions.	The teacher divides the class into 4 groups (a,b,c,d) Each group is given a poster and a worksheet where they will have to match the part of the respiratory system to the human body as well as its function. Once finished the groups are paired - a with b and c with d. Each group has to ask questions to each other. The teacher roams the class listening to the students. Once the groups have finished the teacher asks them to re-read the questions and answers	<p>Skills</p> <table border="1" data-bbox="1010 437 1352 483"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Nose/nasal cavity, nostrils, larynx, lung, alveoli, bronchioles, network, bronchi, trachea, pharynx.</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_L2_ALL2.docx Posters for group work	Formative assessment The teacher controls pronunciation and reading skills amongst the groups.
L	S	R	W								

Communicative structures

What does the nasal cavity do? The nasal cavity.... What are the nostrils? The nostrils are... What is the larynx and what can you find in the larynx? The larynx is the.... What does the left lung consist of? The left lung consists of... What is the pharynx? The pharynx is.... What is the trachea? The trachea is... What does the right lung consist of? The right lung consists of... What are the alveoli? The alveoli are... What are the bronchi? The bronchi are... What are the bronchioles? The bronchioles are...

5	10 min	Homework - The students will know and be able to connect the parts of the respiratory system and their functions.	Homework - the students will be given the same worksheet with the functions to complete at home.	<p>Skills</p> <table border="1" data-bbox="1010 165 1350 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Nose/nasal cavity, nostrils, larynx, lung, alveoli, bronchioles, network, bronchi, trachea, pharynx.</p> <p>Communicative structures Complete the worksheet as Homework.</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"> • U3_L2_ALL2.docx 	formative assessment
L	S	R	W								

CLIL Lesson Plan

Unit number	3	Lesson number	3	Title	The Mechanics of Breathing and the Gaseous Exchange
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 min	The students will relate to the mechanics of breathing. They will have a better understanding of inspiration and expiration. They will observe how the diaphragm works.	The teacher shows a video on the Mechanics of Breathing. The students complete a worksheet. The students correct the worksheet together with the rest of the class.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Expiration, inspiration, diaphragm, ribcage, deflate, inflate, inhalation, exhalation</p> <p>Communicative structures What happens when you inhale? When you inhale... What happens when you exhale? When you exhale...</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_L3_ALL1.docx link	formative assessment
L	S	R	W								

2	15 min	The students observe a power point presentation about the gaseous exchange in the alveoli.	The teacher shows a power point presentation about the gaseous exchange in the alveoli. (slides 17 - 22) The teacher invites the students to read the slide together.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Alveoli, gas exchange, sacs, oxygen, carbon dioxide, capillaries,</p> <p>Communicative structures What are alveoli? Alveoli are... How many alveoli are there? There are... What are alveoli covered with? They are covered with... Where does the gas exchange take place? The gas exchange takes place... What arrives at the alveoli? Blood that.... What is then release from the blood?is then released from the blood. At the same time, what happens? At the same time....</p>	<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_ALL1.pptx 	Formative assessment
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3	25 min	The students will be able to illustrate the gaseous exchange.	The teacher hands out a worksheet for the students to complete. They are asked to draw the gaseous exchange following the instructions from slide 21, or if the teacher likes, they can draw an example for the students on the blackboard.	<p>Skills</p> <table border="1" data-bbox="1014 165 1355 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Alveoli, gas exchange, sacs, oxygen, carbon dioxide, capillaries,</p> <p>Communicative structures What are alveoli? Alveoli are... How many alveoli are there? There are... What are alveoli covered with? They are covered with... Where does the gas exchange take place? The gas exchange takes place... What arrives at the alveoli? Blood that.... What is then release from the blood?is then released from the blood. At the same time, what happens? At the same time....</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"> • U3_L1_ALL1.pptx • U3_L3_ALL2.docx 	Formative assessment
L	S	R	W								

4	10 min	The students conclude the gaseous exchange lesson by completing a fill in the gaps exercise.	The teacher hands out a worksheet where the students complete a fill in the gaps exercise. Once completed the students correct the worksheet with the rest of the class.	<p>Skills</p> <table border="1" data-bbox="1014 165 1355 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Alveoli, gas exchange, sacs, oxygen, carbon dioxide, capillaries,</p> <p>Communicative structures What are alveoli? Alveoli are... How many alveoli are there? There are... What are alveoli covered with? They are covered with... Where does the gas exchange take place? The gas exchange takes place... What arrives at the alveoli? Blood that.... What is then release from the blood?is then released from the blood. At the same time, what happens? At the same time....</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"> • U3_L3_ALL3.docx 	formative assessment
L	S	R	W								

CLIL Lesson Plan

Unit number	3	Lesson number	4	Title	Smoking and the Respiratory System
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	10 min	The students will understand some of the physical dangers of smoking.	The students watch and anti-smoking commercial. They complete a fill in the gaps worksheet. Once completed the students discuss the video with the rest of the class.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Sponges, tar, people, smoke, soak, air, cancer, sick,</p> <p>Communicative structures How does this commercial make you feel? This commercial makes me feel... Does it make you feel like smoking? No, it doesn't. What happens to your lungs? Our lungs become... Is smoking a good thing or bad thing? Smoking is....</p>	<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_L4_ALL1.docx link	formative assessment

2	10 min	The students discuss and express their opinions with regards to smoking.	The teacher shows a power point presentation (slides 23 - 26). The teacher invites the students to read the slides and ask questions about the topic, together with the rest of the class.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Sponges, tar, people, smoke, soak, air, cancer, sick, tobacco, substances, nicotine,</p> <p>Communicative structures Can smoking kill you? Yes, smoking can kill you. What does tobacco smoke contain? Tobacco smoke contains... Can these substances destroy your respiratory system? Yes, they can. Where is nicotine found? Nicotine is found...</p>	<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_ALL1.pptx 	Formative assessment
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3	20 min	The students will be able to understand that various factors influence their decision making and they will be able to discuss personal responsibilities regarding smoking.	The teacher divides the class into 6 groups. The teacher hands out a worksheet with various statements about smoking. The groups must decide whether they agree or disagree. If they agree, they should raise their hand with a balled fist; if they disagree, they should raise their open hand with their fingers spread apart. They must tally their answers in the grid on the worksheet. Once the groups have finished the students discuss their decisions with the rest of the class	<p>Skills</p> <table border="1" data-bbox="1014 165 1355 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Local governments, ban, tobacco, illegal, to quit,</p> <p>Communicative structures We think that.... Our group has decided that..... We strongly feel that... Why do you think that....? We think that.....</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_L4_ALL2.docx 	formative assessment
L	S	R	W								

4	20 min	The students will agree that the cost of smoking is very pricy. The students will be able to estimate and calculate the amount of money a person	The teacher hands out a worksheet. The students work in pairs calculating the cost a smoker can save in a year. The average price estimated for a packet of cigarettes is based at €5. Once finished the worksheet the students compare	<p>Skills</p> <table border="1" data-bbox="1014 1157 1355 1203"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary No smoking, pack of cigarettes, cost</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	<ul style="list-style-type: none"> • U3_L4_ALL3.docx 	formative assessment
L	S	R	W								

spends in a year.

their answers with the rest of the class.

Communicative structures

How much money can you save in a week? In a week I can save.. How much money can you save in a month? In a month I can save.. How much money can you save in a year? In a year, I can save... How much money can you save in 5 years? In 5 years, I can save... What can you buy with that money? With that money I can buy...

CLIL Lesson Plan

Unit number	3	Lesson number	5	Title	The Respiratory System - Summative test
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	60 min	The students will be able to answer two open questions about the main function of the respiratory system, and what it consists of. The students will be able to label the parts of the respiratory system. The students will be able to describe the mechanics of breathing. The students will be able to complete a grid matching the part and the function of the respiratory system. The students will be able to select a correct answer with regards to the gaseous exchange.	The teacher hands out the test. The students have 60 min to complete it.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary See units 1 - 4</p> <p>Communicative structures See units 1 - 4</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_ALL2_Self assessment.docx • U3_L5_TEST BES.docx • U3_L5_TEST.docx 	Summative Assesment Once the students have finished the test the teacher asks them to complete a self assessment worksheet.
L	S	R	W								

CLIL Lesson Plan

Unit number	4	Lesson number	1	Title	The Circulatory System - Introduction
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 min	The students will be able to feel and measure their heart rate. This activity is an introduction to the functions of the circulatory system and the parts that belong to it.	The students are asked to feel and calculate their pulse. The teacher hands out a worksheet for the students to follow. Once the heart rates have been calculated the teacher asks the students to tell what their rate is to the rest of the class.	<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 circulatory system, heart rate, BPM(beats per minute), pulse, wrist</p> <p>Communicative structures Is the heart part of the circulatory system? yes.... Let's calculate our heart rate. What is your heart rate? My heart rate is....</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"> • U4_L1_ALL2.docx 	Formative assessment
L	S	R	W								
2	10 min	The students will recognize what the functions of the circulatory	The teacher shows a power point presentation. The students take it in	<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	<ul style="list-style-type: none"> • U4_L1_ALL1.ppt 	formative assessment
L	S	R	W								

system are. The students know what the components of the blood are.

turns reading the slides. The teacher invites the students to ask questions

Key vocabulary

The circulatory system, delivers substances, oxygen, carbon dioxide, nutrients, waste products, hormones, regulate body heat, heart, blood, blood vessels - arteries arterioles, capillaries, venules, veins, plasma, cellular components, red blood, white blood, platelets

- Pair work
- Individual work

				<p>Communicative structures</p> <p>What does the circulatory system do? The circulatory system delivers..... What are the substances that it delivers? The substances that it delivers are... What else does the circulatory system do? It also helps.... What are the components of the circulatory system? The components are.. What do the blood vessels include? The blood vessels include.... Is blood the only liquid tissue in the body?</p>		
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3	20 min	The students will apply the information given by completing a worksheet. They will know that the functions of the circulatory system are and the components of blood.	The teacher hands out a worksheet. The students are asked to complete the worksheet - if they like in pairs. Once completed the students correct the worksheet with the rest of the class.	<p>Yes... What does blood contain? Blood contains....</p> <p>Skills</p> <p>L S R W</p>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U4_L1_ALL3.docx 	formative assessment
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Key vocabulary

The circulatory system,
delivers substances,
oxygen, carbon dioxide,
nutrients, waste
products, hormones,
regulate body heat,
heart, blood, blood
vessels - arteries
arterioles, capillaries,
venules, veins, plasma,
cellular components,
red blood, white blood,
platelets

				<p>Communicative structures</p> <p>What does the circulatory system do? The circulatory system delivers.... What are the substances that it delivers? The substances that it delivers are... What else does the circulatory system do? It also helps.... What are the components of the circulatory system? The components are.... What do the blood vessels include? The blood vessels include.... Is blood the only liquid tissue in the body? Yes.... What does blood contain? Blood</p>			
4	10 min	The students will establish what components there are in our blood and also be able to compile the percentage of the components found in our blood.	The teacher shows a quick video about "What is Blood?" The students complete a worksheet whilst watching the video.	<p>contains....</p> <p>Skills</p> <p>L S R W</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"> • U4_L1_ALL4.docx <p>link</p>	formative assessment

Key vocabulary

Major components, blood, red blood cells, white blood cells, platelets, minerals, waste products, disease, invaders, clotting, bleeding, various nutrients, kidneys, infections.

Communicative structures

What are the four major components of blood?
The four major components of blood are... What is the percentage of plasma in blood? The percentage is... What are the main contents of plasma?
The main contents of plasma are.... What is the percentage of red blood cells in blood?
The percentage of....
What are the primary functions of red blood cells? The primary function of red bloods are.... What is the percentage of white blood cells in blood?
The percentage of

				white What do white blood cells do? White blood cells... What is the percentage of platelets in blood?			
5	10 min	The students compare their knowledge of the blood components.	The students correct the worksheet with the rest of the class. The teacher invites the students to ask each other questions.	<p>Skills</p> <p>What do platelets do? L S R W</p> <p>the three major functions of blood in the body? The three major blood components, red blood cells, white blood cells, platelets, minerals, waste products, disease, invaders, clotting, bleeding, various nutrients, kidneys, infections.</p> <p>Communicative structures</p> <p>What are the four major components of blood? The four major components of blood are... What is the percentage of plasma in blood? The percentage is... What are the main contents of plasma? The main contents of plasma are.... What is the percentage of red blood cells in blood? The percentage of....</p>	<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"> • U4_L1_ALL4.docx 	Formative assessment

				<p>What are the primary functions of red blood cells? The primary function of red bloods are.... What is the percentage of white blood cells in blood? The percentage of white What do white blood cells do? White blood cells.... What is the percentage of platelets in blood? The percentage of... What do platelets do? Platelets What are the three major functions of blood in the body? The three major functions in the body are...</p>		
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CLIL Lesson Plan

Unit number	4	Lesson number	2	Title	The Circulatory System - Details about blood.
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 min	The students will recall and remember information from previous lesson.	The teacher hands out a mind map. The students complete the mind map keeping into mind details from the previous lesson.	<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 circulatory system, delivers substances, oxygen, carbon dioxide, nutrients, waste products, hormones, regulate body heat, heart, blood, blood vessels - arteries arterioles, capillaries, venules, veins, plasma, cellular components, red blood, white blood, platelets</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"> • U4_L2_ALL1.docx 	Formative assessment
L	S	R	W								

				<p>Communicative structures</p> <p>What can you remember from the last lesson? From the last lesson I remember that... What are the functions of the circulatory system? The functions of the circulatory system are... What are the three components of the circulatory system? The three components of the circulatory system are... What are the four components of blood? The four components of blood are...</p>		
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2	10 min	The students will memorize details about blood. They will be able to distinguish the four components related to blood.	The teacher shows a power point presentation. The teacher invites the students to read the slides (5 to 10). The teacher invites the students to take notes by jotting down key words related the each type of blood components and ask questions in necessary.	<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 <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U4_L1_ALL1.ppt <p>Exercise book</p>	Formative assessment
L	S	R	W								

Key vocabulary

The circulatory system,
delivers substances,
oxygen, carbon dioxide,
nutrients, waste
products, hormones,
regulate body heat,
heart, blood, blood
vessels - arteries
arterioles, capillaries,
venules, veins, plasma,
cellular components,
red blood, white blood,
platelets

				<p>Communicative structures</p> <p>What are the four major components of blood? The four major components of blood are... What is the percentage of plasma in blood? The percentage is... What are the main contents of plasma? The main contents of plasma are.... What is the percentage of red blood cells in blood? The percentage of... What are the primary functions of red blood cells? The primary function of red bloods are.... What is the percentage of white blood cells in blood? The percentage of white</p>		
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3	10 min	The students confirm their knowledge about blood and its components.	The teacher hands out a worksheet. The students work in pairs. Once the worksheet is completed the students correct the worksheet with the rest of the class	<p>Skills</p> <p>White blood cells do? White blood cells.... What is the percentage of platelets in blood? The percentage of... What do platelets do? Platelets</p>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U4_L2_ALL2.docx 	Formative assessment
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Key vocabulary

The circulatory system,
delivers substances,
oxygen, carbon dioxide,
nutrients, waste
products, hormones,
regulate body heat,
heart, blood, blood
vessels - arteries
arterioles, capillaries,
venules, veins, plasma,
cellular components,
red blood, white blood,
platelets

				<p>Communicative structures</p> <p>What are the four major components of blood? The four major components of blood are... What is the percentage of plasma in blood? The percentage is... What are the main contents of plasma? The main contents of plasma are.... What is the percentage of red blood cells in blood? The percentage of... What are the primary functions of red blood cells? The primary function of red bloods are.... What is the percentage of white blood cells in blood? The percentage of white What do white blood cells do? White blood cells...</p>		
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4	30 min	The students will be able to classify the information given about blood components.	The students are divided into 4 groups - if possible 4 colours. The students are given flashcards with the names of the 4 components of blood and also detailed information on separate flash cards	<p>What is the percentage of platelets in blood? The percentage of... What do platelets do? Platelets</p>	<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"> • U1_ALL1_rubric for teachers.docx • U4_L2_ALL3.docx • U4_L2_ALL4.jpg • U4_L2_ALL5.jpg • U4_L2_ALL6.jpg • U4_L2_ALL7.jpg 	formative assessment The teacher evaluates the group work using the rubrics for teachers
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This activity helps with memory.

about what the components are about. The students have to classify and divide into groups the cards given (see photos). Once finished the groups check their answers with the rest of the class.

Key vocabulary

The circulatory system, delivers substances, oxygen, carbon dioxide, nutrients, waste products, hormones, regulate body heat, heart, blood, blood vessels - arteries arterioles, capillaries, venules, veins, plasma, cellular components, red blood, white blood, platelets

Communicative structures

What are the four major components of blood?

The four major components of blood are... What is the percentage of plasma in blood? The percentage is... What are the main contents of plasma?

The main contents of plasma are.... What is the percentage of red blood cells in blood?

The percentage of....

What are the primary functions of red blood cells? The primary function of red bloods are....

What is the percentage of white blood cells in blood?

The percentage of white What do white blood cells do?

White blood cells....

What is the percentage of platelets in blood?

The percentage of...

What do platelets do?

Platelets

CLIL Lesson Plan

Unit number	4	Lesson number	3	Title	The Blood Vessels and the Heart
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 min	The students will remember the main blood vessels.	The teacher hands out a worksheet. The students have 5 minutes to complete the scrambled words and answer the question. Once the students have finished they compare their answers with the rest of the class.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Arteries, veins, capillaries</p> <p>Communicative structures Have you unscrambled the words? Have you answered the question? The answer to the questions is... The words are...</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"> • U4_L3_ALL1.docx 	Formative assessment
L	S	R	W								

2	10 min	The students will know the three main blood vessels found in the circulatory	The teacher shows a power point presentation about the blood vessels. The teacher invites the students to read 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"> • U4_L1_ALL1.ppt 	Formative assessment
L	S	R	W								

		System. They will also know what their functions are.	slides and ask questions.	<p>Key vocabulary Arteries, veins, capillaries, vessels, aorta, valves, backflow, cells, artery</p> <p>Communicative structures What are the three main types of blood vessels in the circulatory system? The three main types of blood vessels are... What do arteries do? Arteries What do most arteries carry? Most arteries carry... What is the largest blood vessel in the body? The largest blood vessel in the body is the.... What do veins do? Veins.... Are veins as thick as arteries? Veins have..... What else do veins do? Veins also... What are capillaries? Capillaries are... What happens in capillaries? In capillaries....</p> <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 type="checkbox"/> Individual work		
L	S	R	W								
3	15 min	The students will identify the three main blood vessels	The teacher hands out a worksheet for the students to complete. They will have two	<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 type="checkbox"/> Whole class <input type="checkbox"/> Group work	<ul style="list-style-type: none"> • U4_L3_ALL2.docx Colored pencils or felt-tip pens (black, yellow,	formative assessment
L	S	R	W								

and they will be able to illustrate the blood flow in a heart.

activities to do. The first activity asks the students to read the text and guess the word that corresponds to the meaning indicated. The second activity asks the students to trace and colour the direction of blood flow in a heart.

Key vocabulary

Arteries, veins, capillaries, vessels, aorta, valves, backflow, cells, artery, Trace, colour, carry, oxygenated blood, deoxygenated blood

Communicative structures

What are the three main types of blood vessels in the circulatory system? The three main types of blood vessels are...
What do arteries do? Arteries What do most arteries carry? Most arteries carry...
What is the largest blood vessel in the body? The largest blood vessel in the body is the....
What do veins do? Veins.... Are veins as thick as arteries? Veins have.....
What else do veins do? Veins also...
What are capillaries? Capillaries are...
What happens in capillaries? In capillaries....

- Pair work
- Individual work

red, blue)

4	15 min	The students will be able to write a small text about the procedure involved in the circulation of the blood. They will also be able to give a valuation on the work written by the other students.	The teacher divides the class into 5 groups. The groups work together to re-write and put in order the blood cycle of the heart. The students use the diagram from the previous activity to help them understand the direction of the blood flow. The teacher roams the groups assisting if help is needed.	<p>Skills</p> <table border="1" data-bbox="1014 167 1352 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Arteries, veins, capillaries, vessels, aorta, valves, backflow, cells, artery,</p> <p>Communicative structures Have you finished writing the text? Make sure you get the colours right. Have you finished tracing....</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"> • U1_ALL1_rubric for teachers.docx • U4_L3_ALL3.docx 	Formative assessment The teachers valuates the group work by filling the teachers rubrics.
L	S	R	W								

5	10 min	The students will be able to grade each others presentation.	The groups read their text to the class. Each student must grade the presentations.	<p>Skills</p> <table border="1" data-bbox="1014 167 1355 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Arteries, veins, capillaries, vessels, aorta, valves, backflow, cells, artery,</p> <p>Communicative structures Let's hear group 1 read. What did you think their presentation was like? Grade each group by filling in the grid on you worksheet.</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"> • U4_L3_ALL3.docx 	Formative assessment
L	S	R	W								

CLIL Lesson Plan

Unit number	4	Lesson number	4	Title	The Heart
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	05 min	The students will select answers which they think are true or false related to the facts about the heart.	The teacher hands out a worksheet with 10 true or false questions. The students complete the worksheet and put it aside for correction towards the end of the lesson.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Heart, organ, chest, cardiology, chambers, valves, arteries, carried, fist, electrocardiogram, scar tissue</p> <p>Communicative structures Answer true or false to the questions on the worksheet. Put the worksheet aside for correction at the end of the lesson.</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"> • U4_L4_ALL1.docx 	formative assessment
L	S	R	W								

2	10 min	The students will be able to define	The teacher shows a power point presentation on the heart. The teacher	<p>Skills</p>	<input checked="" type="checkbox"/> Whole class	<ul style="list-style-type: none"> • U4_L1_ALL1.ppt 	Formative assessment
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details related to the human heart.

invites the students to read the slides together (slides 15 - 20). The teacher invites the students to ask questions if necessary.

L S R W

Key vocabulary

4 chambers, cardiac muscle, atria, ventricles, pump, to collect, to pump, walls, thicker, thickest, superior vena cava, aorta, pulmonary valve, pulmonary vein, mitral valve, aortic valve, left and right atrium, left and right ventricle, inferior vena cava, tricuspid valve, pulmonary circulation, systemic circulation.

Communicative structures

How many chambers does the heart consist of? The heart consists of... What are they made of? They are made of... How many atria are there? There are.. How many ventricles are there? There are... What are the walls of the ventricle like? The walls of the ventricle are...

- Group work
- Pair work
- Individual work

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3	10 min	The students confirm the information about the heart by completing a simple grid.	The teacher hands out a worksheet with information from the previous slide. The students complete a grid searching for the correct information from the text given. Once finished the students correct the worksheet with the rest of the class	<p>Skills</p> <table border="1" data-bbox="1014 678 1355 726"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary 4 chambers, cardiac muscle, atria, ventricles, pump, to collect, to pump, walls, thicker, thickest, superior vena cava, aorta, pulmonary valve, pulmonary vein, mitral valve, aortic valve, left and right atrium, left and right ventricle, inferior vena cava, tricuspid valve, pulmonary circulation, systemic circulation.</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"> • U4_L4_ALL2.docx 	formative assessment
L	S	R	W								

Communicative structures

How many chambers does the heart consist of? The heart consists of... What are they made of? They are made of... How many atria are there? There are.. How many ventricles are there? There are... What are the walls of the ventricle like? The walls of the ventricle are...

4	10 min	The students are able to identify and label the parts that belong to the heart.	The teacher projects slide 18 from the power point presentation. The students have 5 minutes to memorize the parts of the heart. Once labeled the students correct the worksheet with the rest of the class. The student that finishes first labelling correctly the heart gets a plus point as a grade.	<p>Skills</p> <table border="1" data-bbox="1014 164 1352 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary aorta, pulmonary valve, pulmonary vein, mitral valve, aortic valve, left and right atrium, left and right ventricle, inferior vena cava, tricuspid valve, pulmonary</p> <p>Communicative structures Have you labelled all the parts that belong to the heart? Yes, we have No, we haven't.</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"> • U4_L4_ALL3.docx 	Formative assessment
L	S	R	W								

5	20 min	The students will know how the Pulmonary and Systemic Circulation works.	The teacher divides the class into 6 groups. Each group is given a worksheet. The groups have to number the Pulmonary and Systemic Circulation starting from 1 to 8. Once finished the groups compare their answers with the other groups.	<p>Skills</p> <table border="1" data-bbox="1014 167 1352 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Right atrium, returns to, passes through, tricuspid valve, pumped through, returns to, passes through</p> <p>Communicative structures What happens in the Pulmonary circulation? Firstly, in the Pulmonary circulation What happens in the Systemic Circulation? In the Systemic Circulation.....</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"> • U4_L4_ALL4.docx 	Formative assessment
L	S	R	W								

6	05 min	The students conclude with the correction of the first worksheet in the first part of the lesson.	The teacher asks the students to pull out the first worksheet given for corrections.	<p>Skills</p> <table border="1" data-bbox="1014 167 1352 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Heart, organ, chest, cardiology, chambers, valves, arteries, carried, fist, electrocardiogram, scar tissue</p> <p>Communicative structures What happens in the Pulmonary circulation? Firstly, in the Pulmonary circulation What happens in the Systemic Circulation? In the Systemic Circulation.....</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"> • U4_L4_ALL1.docx 	formative assessment
L	S	R	W								

CLIL Lesson Plan

Unit number	4	Lesson number	5	Title	The Circulatory System - Summative Test		
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	60 min	<p>The students will answer a fill in the gap activity about the functions of the circulatory system. The students know what the circulatory system consists of by answering simple open questions. The students will be able to distinguish the different components of blood. The students will be able to confirm information about the circulation of blood in the circulatory system. They will also be able to write meaningful sentences about the circulatory system using words indicated. The students will be able to number the path with regards to the Pulmonary and Systemic Circulation. The students will be able to label the parts that belong to the heart.</p>	<p>The teacher hands out the test in which the students are given 60 minutes to complete.</p>	<p>Skills</p> <table border="1" data-bbox="1010 164 1352 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary See lessons 1 - 4</p> <p>Communicative structures See lessons 1 - 4</p>	L	S	R	W	<p><input type="checkbox"/> Whole class</p> <p><input type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input checked="" type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • U1_ALL2_Self assessment.docx • U4_L5_TEST BES.docx • U4_L5_TEST.docx 	<p>Summative Test The teacher also asks the students to complete a self assessment worksheet.</p>
L	S	R	W								