

CLIL Module Plan

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School Grade	<input type="radio"/> Primary	<input type="radio"/> Middle		<input checked="" type="radio"/> High
School Year	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input checked="" type="radio"/> 4 <input type="radio"/> 5
Subject	Storia	Topic	The American War of Independence; U.S. Government; U.S. Founding Fathers.	
CLIL Language	<input checked="" type="radio"/> English		<input type="radio"/> Deutsch	

Personal and social-cultural preconditions of all people involved	<p>This module is built for a small class (10 students) attending the 4th year of an Italian high school, in a quite remote mountain area. The students come from very different backgrounds: e.g., a few of them have a migratory background, while others have seldom traveled outside their valley. Their average English level is not very high (B1). They are used to working in groups, but they are not very familiar with CLIL. Their classroom is roomy and well-designed for different types of activities: desks can be easily moved around and put together, and there is a smart TV that can be used as a blackboard, as a projector, as a PC, and much more. Each student has a personal device (smartphone or tablet). All the activities are organized and guided by their subject teacher, who is quite proficient in English, with the help of a mother-tongue co-teacher.</p>
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Students' prior knowledge, skills, competencies	Subject	Language
	The students should have at least a basic knowledge of the following topics: - Geography: North America (esp. Atlantic Coast) - History: the English colonization of North America; Enlightenment in Europe	The students should have at least a basic competency in the following areas: - Language structure: past tenses, reporting verbs, direct speech - Vocabulary: war, geography, politics

Timetable fit	<input checked="" type="radio"/> Module	Length 7 lessons, divided in 3 Units (2 Lessons each); 1 final lesson
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Description of teaching and learning strategies

The module will activate different strategies, e.g. brainstorming, cooperative learning, group work, ICT tools, and creative thinking... It aims to activate the students as much as possible to learn new subject content and to train their English proficiency. The core part of this module will take place during the first three units, 100 minutes (2 lessons) each. In each of them, students will be asked to a) read one or more texts and perform an exercise about it, b) work in groups or in pairs to elaborate on what they have learned, and c) explain or summarize it. Each time there will be a different approach and diverse assignments to avoid repetitiveness and combine LOTS and HOTS. Various types of scaffolding are to be used, depending on what is needed: the main one is the presence of a mother-tongue co-teacher, that can help students, especially with language issues. Other types of scaffolding used in this module are glossaries, vocabularies, visual organizers, images, and guiding questions. TTT is quite limited, except for an activity during Unit 2, concerning U.S. Government. At the end of the third unit, the teacher will guide the students to organize the final assignment: an "impossible interview" with five different U.S. founding fathers. The final lesson will take place after a few weeks, to give time to research historical facts and curiosities and then write, act, and record the interviews. Each interview will be shown in class and assessed via peer evaluation, using a grid. The final mark for the whole module will consider not only the final assignment but also an ongoing evaluation during all its units. Moreover, the teacher can choose to end each unit with a round of questions, or assign homework as a form of summative evaluation; it is also possible to collect all the students' worksheets to build a final portfolio evaluation.

Overall Module Plan

<p>Unit: 1</p> <p>The American War of Independence</p> <p>Unit length: 2 lessons (50+50 minutes)</p>	<p>Lesson 1</p> <p>The American War of Independence: Introduction, Brainstorming</p> <hr/> <p>Lesson 2</p> <p>The American War of Independence: Reading, Group work, Presentation</p>
<p>Unit: 2</p> <p>The U.S. Government</p> <p>Unit length: 2 lessons (50+50 minutes)</p>	<p>Lesson 1</p> <p>The U.S. Government: Reading, Group work</p> <hr/> <p>Lesson 2</p> <p>The U.S. Government: Presentation, Game</p>
<p>Unit: 3</p> <p>U.S. Founding Fathers</p> <p>Unit length: 2 lessons (50+50 minutes)</p>	<p>Lesson 1</p> <p>U.S. Founding Fathers: Reading, Pair work</p> <hr/> <p>Lesson 2</p> <p>U.S. Founding Fathers: Final assignment</p>
<p>Unit: 4</p> <p>Final assignment: Impossible Interviews</p> <p>Unit length: 1 lesson (50 minutes)</p>	<p>Lesson 1</p> <p>U.S. Founding Fathers: Impossible Interviews</p>

CLIL Lesson Plan

Unit number	1	Lesson number	1	Title	The American War of Independence: Introduction, Brainstorming
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15 minutes	Clarifying topics, duration, organization, and evaluation of the module. NB: This part can also be done after brainstorming if the teacher prefers to begin the module by activating students' knowledge and interest.	Teacher: briefly presents what the module is about, how long it will last, what the final assignment is about, etc. Students: listen, take notes, make questions.	Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary Lesson, topic, assignment, program, group, pair, homework... Communicative structures Present and future tenses Modal verbs	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	-	Ongoing assessment: Q&A (to make sure everything is clear)
L	S	R	W								

2	35 minutes	Students will have a general idea about the American War of Independence, its main actors, its consequences, and why it is still relevant today.	Teacher: shows a few slides with different images; asks questions to activate previous knowledge; answers students' questions; writes down on a board the keywords as they come up. Students: describe what they see; explain or hypothesize what the images are about; activate their previous knowledge; try to connect what they already know with the lesson topic.	<p>Skills</p> <table border="1" data-bbox="1093 165 1433 210"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Independence, war, America, United States, founding fathers, fireworks, travel, England, king, president, constitution, declaration, dollar...</p> <p>Communicative structures Verbs to describe, explain, hypothesize Past and present tenses</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 Thew American War of Independence - Brainstorming.pdf 	Ongoing assessment (Is the student: - taking part in the discussion? - listening to others? - taking into account what other students say? -trying to bring up what they already know?)
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	2	Title	The American War of Independence: Reading, Group work, Presentation
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	30 minutes	Knowing the causes, the main events, the crucial battles, and the outcomes of the American War of Independence	Teachers: guide the students, helps them understand the text, clarify the assignment, and provide scaffolding if needed. Students: read aloud the text (in turns), skim the text looking for words, take notes	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary specific vocabulary about the War of Independence (e.g. citizen, colonist, rule, act, taxation, riot, skirmish, conflict, surrender, treaty...)</p> <p>Communicative structures Past tenses</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> U1 L2 The American War of Independence - Reading.pdf 	Ongoing assessment (reading, understanding, finding words, explaining, rephrasing...)
L	S	R	W								

2	20 minutes	Summarize and explain the main concepts concerning The American War of Independence	<p>Teacher: guides the activity, asks questions during the presentations</p> <p>Students: in groups, summarize the text content. Each group has a different topic to summarize (Introduction, Pre-War Period, War period, British surrender). Then, each group explains their part to the class using the presentation (see Materials)</p>	<p>Skills</p> <table border="1" data-bbox="1093 165 1429 209"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary See above</p> <p>Communicative structures Past tenses Direct speech</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 L2 The American War of Independence - Reading.pdf • U1 L2 The American War of Independence - Presentation.pdf 	<p>- the group material can be collected and used as part of an ongoing portfolio evaluation - ongoing evaluation of group work - evaluation of the final presentation (both content and language)</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	1	Title	The U.S. Government: Reading, Group work
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 minutes	Re-activate and recollect what has been done during the last lesson.	Teacher: asks questions, shows presentation about the last lesson Students: answer questions, describe, explain, rephrase	Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary What have been done during U1 L1 and U1 L2 Communicative structures past tenses direct speech	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 L2 The American War of Independence - Presentation.pdf None	Ongoing (Q&A)
L	S	R	W								

2	40 minutes	To know, summarize, and explain, at least on a basic level, the importance and content of the principal juridical sources of U.S. Democracy (Declaration, U.S. Constitution, Bill of Rights)	Teacher: assigns and explains the activity; guides group work; listens to students' summaries, asks questions, and provides scaffolding if needed. Students: in groups (3 or 6 groups, 1/2 for each text), read one of the three texts given to them, reflect on its content (using a vocabulary, if needed), and summarize it (using the questions as a guide). Then, form new groups of 3 students: one "expert" of each text meets the other two experts, summarizes the content of their text, and listens to the others.	<p>Skills</p> <table border="1" data-bbox="1111 165 1449 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Vocabulary taken from the documents (politics, philosophy, law, history...)</p> <p>Communicative structures Past tenses Modal verbs</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U2 L1 The U.S. Government - Historical Sources.pdf 	Ongoing evaluation (group work). At the end of this work, the teacher can ask to answer a test about the documents (summative evaluation) or can collect the worksheets from each student (portfolio evaluation).
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	2	Title	The U.S. Government: Presentation, Game
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	30 minutes	Know and explain the three branches of the U.S. Government and their characteristics	Teacher: shows slides and images (from the internet) about the U.S. Government, explains, and answers questions. Then, asks questions about the topic Students: listen, take notes, and ask questions. Then, answer the questions on the last slide.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Vocabulary about government and politics: e.g., branches, Senates, Representatives, President, Court, laws, cabinet, Congress...</p> <p>Communicative structures Past and present tenses Modal verbs Description, explanation</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> U2 L2 The U.S. Government - Organization.pdf 	<p>Ongoing evaluation.</p> <p>The teacher can also use the final questions to collect marks (summative evaluation).</p>
L	S	R	W								

2	20 minutes	Understanding the main tasks of each branch of the U.S. Government	<p>Teacher: explains and guides the activity; builds a table on the board with the 3 different branches and asks the students to fill it out. Students: using their own device or a device given to them, will play to a game that will help them understand the main task of each branch (link -> Branch-O-Mania). At the end of the activity, fill out a table with the main tasks of each of the 3 branches.</p>	<p>Skills</p> <table border="1" data-bbox="1108 167 1444 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Vocabulary about politics, government, elections: e.g., Treaties, Vetoes, Impeachment, Military, Budget, Justice, Punishment, Dispute...</p> <p>Communicative structures Modal verbs</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p>	<p>link</p>	<p>Ongoing evaluation.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	3	Lesson number	1	Title	U.S. Founding Fathers: Reading, Pair work
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	80 minutes	Knowing the biography of the main U.S. founding fathers, their importance, and their legacy.	Teacher: assigns texts, answers students' questions, keeps track of time, organizes the work groups, and provides scaffolding if needed. They can keep the same pair during all four texts, or change them every 20 minutes. Students: working in pairs, they will read and answer their text. There are four texts: each one has to be read in pairs. Then, they will complete the related exercises (e.g. missing words, questions, etc). Each text needs approx. twenty minutes to be filled out.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary History, biography, independence war, government (see units 1 and 2)</p> <p>Communicative structures Past tenses (biography) Direct speech (Q&A)</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 L1 George Washington.pdf • U3 L1 Thomas Jefferson, John Adams.pdf • U3 L1 Benjamin Franklin.pdf • U3 L1 Alexander Hamilton.pdf 	Ongoing assessment about teamwork, vocabulary and language proficiency, content understanding, and rephrasing. The teacher can also collect worksheets for a portfolio assessment or spend time assigning a final test (summative assessment).
L	S	R	W								

CLIL Lesson Plan

Unit number	3	Lesson number	2	Title	U.S. Founding Fathers: Final assignment
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20 minutes	Program the group work	Teacher: reads and explains the final assignment and helps students organize their work. The pairs can be chosen by the teacher or by the students. Students: Organize work in pairs. Since it's a small class (10 students), each pair will work on different founding fathers. During the following weeks (the deadline will be at least two weeks away), they will research, write, act, and record an impossible interview with a founding father and show their work to their peers in class.	Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary Communicative structures Modal verbs Past tenses Direct speech	L	S	R	W	<input checked="" 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"> Final assignment.docx 	Ongoing assessment (ability to organize and program group work).
L	S	R	W								

CLIL Lesson Plan

Unit number	4	Lesson number	1	Title	U.S. Founding Fathers: Impossible Interviews
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 minutes x group	Getting to know the life of U.S. Founding Fathers, their thought, and the cultural climate in which American Independence was born Research and select historical facts, rephrasing them and presenting them in a direct speech form. Create complex content using ICT tools, writing, acting, and recording Evaluate one's own and others' work using given criteria, and explain that evaluation	Teacher: assigns the evaluation grid; guides and facilitates the peer evaluation process. Students: Each pair will project their impossible interview with a different founding father. At the end of the projection, the class will evaluate their job, asking questions if needed.	Skills <table border="1" style="margin-left: 20px;"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary All the vocabulary used during previous lessons Communicative structures Direct speech Modal verbs Interview formulas and phraseology Evaluate, hypothesize, explain	L	S	R	W	<input checked="" 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"> Peer evaluation grid.docx 	Peer assessment of the final assignment. The teacher can use directly the average evaluation of each group work to assign a mark or combine them with their evaluation. The final mark has to consider all the ongoing/portfolio /summative evaluations done during the previous lessons.
L	S	R	W								