

CLIL Module Plan

Author(s)	Sorrentino Natascia			
School	SSPG "Halbherr"_I.C.Rovereto sud			
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
Subject	Geografia	Topic	European states	
CLIL Language	<input checked="" type="radio"/> English		<input type="radio"/> Deutsch	

Personal and social-cultural preconditions of all people involved	Class of 21 pupils, most of all of italian mother language, other with extra-EU origin. They have sensitive differences in language level and learning skills: some of them has certificated difficulties (DSA and BES).
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Students' prior knowledge, skills, competencies	Subject	Language
	Is their second school year with geography explained in CLIL lesson: they are used to this methodology should know basic geographic vocabulary, furthermore they have a general cognition of the european states.	The language level skip from a sure A2 to an uncertain A1.

Timetable fit	<input checked="" type="radio"/> Module	Length around 8 h / 10 lessons (50min)
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Description of teaching and learning strategies	
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Overall Module Plan

Unit: 1 Iberian Peninsula Unit length: 3 lessons (150')	Lesson 1 Europe & Iberian Peninsula
	Lesson 2 Iberian Peninsula: physical features
	Lesson 3 First Assessment
Unit: 2 Portugal Unit length: 3 lessons (200')	Lesson 1 Portugal into the Iberian Peninsula
	Lesson 2 Portugal "into my hand"
	Lesson 3 Presentation
Unit: 3 Spain Unit length: 3 lessons (150')	Lesson 1 Spain into the Iberian Peninsula
	Lesson 2 Spain: climate and landscape
	Lesson 3 Final assessment

CLIL Lesson Plan

Unit number	1	Lesson number	1	Title	Europe & Iberian Peninsula
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10'	Activating prior knowledge	Brainstorming using Mentimeter	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Basic geographic words around physical and political features</p> <p>Communicative structures I think/I remember/I know</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	link	Find out pre-knowledge about the topic and improve of expression ability
L	S	R	W								

2	10'	Definition of main iberian physical/political features	Observing political and physical maps: deduction of new information added to the previous brainstorming map	Skills <div style="border: 1px solid black; padding: 2px; display: flex; justify-content: space-around; width: fit-content; margin: 5px auto;"> L S R W </div> Key vocabulary Communicative structures Maybe it is.../ Looking the map I can see... / In my opinion...	<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"> • ALLEGATO 1.pdf 	
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3	20'	To find precise information and compare them with the partner; learn new vocabulary	Read a text and fill in a given table; speak to the partner using given question.	Skills <div style="border: 1px solid black; padding: 2px; display: flex; justify-content: space-around; width: fit-content; margin: 5px auto;"> L S R W </div> Key vocabulary peninsula, tip, mainland, narrow,... Communicative structures	<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"> • ALLEGATO 3.pdf • ALLEGATO 2.pdf 	
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4	10'	Consolidation new content/vocabulary knowledge	Kahoot	Skills <div style="border: 1px solid black; display: flex; justify-content: space-around; padding: 2px;"> L S R W </div> Key vocabulary Communicative structures	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	link	true/false and multiple choice questions
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CLIL Lesson Plan

Unit number	1	Lesson number	2	Title	Iberian Peninsula: physical features
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	5'	Recall geographic features about Iberian peninsula	Observing I.P. on the website "Google Earth" and deduce-remember information	Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary Communicative structures T: what do you see/observe/recognise?	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	link	
L	S	R	W								
2	15'	Define precise physical features of I.P.	read a text and answer to the given question	Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary Communicative structures	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	• ALLEGATO 4.pdf	
L	S	R	W								

3	15'	understanding new vocabulary	reading the text to fill in and listen to the video (1:12 - 5:22)	Skills	<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"> • ALLEGATO 5.pdf link	
				L S R W			
				Key vocabulary plateau / arid / dry / desertification / shortage			
				Communicative structures			

4	15'	Be able to explain/expose own knowledge	speed date_ learners sat in two rows (A-B) facing one another: after each question, B-student moves to the next classmate	Skills	<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"> • ALLEGATO 6.pdf 	peer revision
				L S R W			
				Key vocabulary It's a summary of the previous lessons/activities vocabulary.			
				Communicative structures Which is the capital of.../ borders of .../ Tell me the name of...			

CLIL Lesson Plan

Unit number	1	Lesson number	3	Title	First Assessment
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	5'	Understanding of test instructions	Oral explanation	Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary Communicative structures	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		
L	S	R	W								

2	45'	Remember and use of knowledge		Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary Communicative structures	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"> • ALLEGATO 7.pdf 	T/F + questions about knowledge and vocabulary + fill in a blank map
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	1	Title	Portugal into the Iberian Peninsula
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10'	activating prior knowledge	Brainstorming using Mentimeter	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary More precise/new geographic words around physical and political features</p> <p>Communicative structures</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	website Mentimeter	
L	S	R	W								

2	25'	Collect info about physical/political features about Portugal	Read info from a website (remember them the use of an on-line dictionary) and fill in a table	Skills	<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"> • ALLEGATO 3.pdf link link
				L S R W		
				Key vocabulary		
				Communicative structures		

3	15'	Porto and Lisbon: discover new localities and increase explanation ability	Interview_ give to student A an info text/table about Porto, to student B another on Lisbon: they have to ask/interview each other to collect info.	Skills	<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"> • ALLEGATO 8.pdf
				L S R W		
				Key vocabulary		
				Communicative structures		

CLIL Lesson Plan

Unit number	2	Lesson number	2	Title	Portugal "into my hand"
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10'	understand the instruction for the working group	The teacher projects/explains an example of presentation and the assessment criteria (All 9 e 9.1)	Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary Communicative structures	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"> • presentazione Canva_Iceland.pdf • ALLEGATO 9.1.pdf • ALLEGATO 9.pdf link	
L	S	R	W								
2	40'	collecting information about physical/political features of P.; organize ideas and manage group roles/timing	The pupils have to read information from a website and create a digital presentation or a poster	Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary Communicative structures	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"> • ALLEGATO 3.pdf link	
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	3	Title	Presentation
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	100'	Present the state using proper vocabulary and managing materials (posters, digital presentation,...) and time + capacity to evaluate following the assessment criteria	Each group has 10-15 min to show his work; using the assessment criteria the class evaluate it, explaining difficulties and strong aspects of that one.	Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary Communicative structures	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"> • ALLEGATO 9.pdf 	peer evaluation (All 9)
L	S	R	W								

CLIL Lesson Plan

Unit number	3	Lesson number	1	Title	Spain into the Iberian Peninsula
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10'	activating prior knowledge	Brainstorming	Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary Communicative structures	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	Google Earth / Mentimeter cloud	
L	S	R	W								
2	15'	collect info about physical/political features of Spain	Student A has a political map and student B has a physical one: they have to fill in a table asking to the partner the required information.	Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary Communicative structures Can you tell me..... / I observe that /	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"> • ALLEGATO 3.pdf Atlas; Google Earth	peer assessment
L	S	R	W								

3	10'		Student have to watch and listen to a video, catching the most important information or what they think could be important.	Skills <div style="border: 1px solid black; padding: 2px; display: flex; justify-content: space-around; width: 100%;"> L S R W </div> Key vocabulary Communicative structures	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	link	
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4	15'	Be able to explain my own opinions.	Discussion about "what did I notice?"	Skills <div style="border: 1px solid black; padding: 2px; display: flex; justify-content: space-around; width: 100%;"> L S R W </div> Key vocabulary Communicative structures In my opinion.... I suppose..... But if we look at.....	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work		
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CLIL Lesson Plan

Unit number	3	Lesson number	2	Title	Spain: climate and landscape
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20'	To know the different climate zones of Spain.	Text reading and complete the blank map of Spain with the "climate colour zones"; search photos for each climatic zone and write a little description.	Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary Communicative structures	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"> • ALLEGATO10.pdf 	
L	S	R	W								
2	25'	Understand the link between rivers, mountains position and climate	Students have to draw the main relief and rivers on their "climate" map	Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary Communicative structures	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	Atlas, personal map	
L	S	R	W								

3	15'	Baleari and Canarie Islands	Students have to look at some maps and short text and collect the most important information, without a pre-given table (they should know which info is required)	<p>Skills</p> <table border="1" data-bbox="1093 204 1429 255"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary</p> <p>Communicative structures</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	- link - Atlas	
L	S	R	W								

CLIL Lesson Plan

Unit number	3	Lesson number	3	Title	Final assessment
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	50'	Fixing knowledge about Iberian Peninsula and some of its States.	Text explanation and delivery.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary</p> <p>Communicative structures</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • ALLEGATO 11.pdf 	V/F + questions about knowledge + fill in a blank map + crosswords (vocabulary)
L	S	R	W								