Learning Unit / Module

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| **Title** |

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| --- | --- |
| Class |  |
| Subjects involved |  |
| Number of lessons |  |

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| **TEACHING AIMS**  including   * **culture** * **Language communication** * **cognition** * *To present the content of the unit* * *To introduce the concept and main features of the content* * *To make learners aware and build on prior knowledge* * *To help learners understand that learning can be achieved in a second language* * *To help learners understand that keeping a record of new words is important* * *…………….* | *what learners will* ***know***  *by the end of the lesson/unit.* | **LEARNING OUTCOMES**  *what learners will* ***be able to do***  *by the end of the lesson/unit* | *what learners will* ***be aware of***  *by the end of the lesson/unit* |
| *Learners will know about….*  **…** | *Learners will*  *be able to…*  *…* | *Learners will be aware of…*  *…* |
|  |  |  |  |
| **Content**  *The Clil theme in terms of knowledge, skills and understanding we wish our learners to access* | | | |
| **Communication**  *interaction, progression in language using and language learning*  LANGUAGE **OF** LEARNING LANGUAGE **FOR** LEARNING  *Vocabulary: Vocabulary:*  *Structures: Structures:*  *Functions*: *Functions*:  ***Cognition***  *engagement in higher-order thinking and understanding, problem solving, accepting challenges and reflecting on them.* | | | |
| ***Culture***  *‘self’ and ‘other’ awareness, identity, citizenship and progression towards pluricultural understanding. Be aware of…* | | | |
| **Materials and Resources**  *Computer, projector, interactive whiteboard, websites, webtools, differentiated worksheets, realia……* | | | |

**PROCEDURE: LEARNING UNIT STEPS**

–teaching and learning activities in the whole unit with tasks subdivided in single lessons-

* Warm up and Activating prior knowledge
* Find out (tasks)
* Sort out (tasks) } subdivided in various lessons
* Assessment

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| **LEARNING UNIT STEPS**  **TEACHING/LEARNING ACTIVITIES WITH TASKS SUBDIVIDED IN SINGLE LESSONS** | |
| Lesson 1/2/…. | Title: |
| * **Warm up OF THE UNIT** *( how we start the unit, create interest and raise motivation) and*   ***ACTIVATING PRIOR KNOWLEDGE*** | |
| * **NEW INPUT / FIND OUT TASKS**: activity 1, 2, …..   *(a short description of each activity referred to what students do, how they interact/work in class , how they must be supported from a linguistic point, the kind of resources used or needed, differentiated students’ worksheets…*  *Patterns: whole class, groupwork, pairwork, individual work* | |
| * **INPUT PROCESSING / SORT OUT TASKS**: ACTIVITY 1,2,…   *(a short description of each activity referred to what students do, how they interact/work in class , how they must be supported from a linguistic point, the kind of resources used or needed, differentiated students’ worksheets)*  *Patterns: whole class, groupwork, pairwork, individual work* | |
| * **OUTPUT** (autonomous use of the new input – speaking and writing skils) | |
| * Ending EACH lesson *(time to think about new words, structures, notes/posters to be completed, etc.)* | |

**Assessment**

***Formative*** *assessment (on-going process): monitoring individual/group activities using a grid based on the planned outcomes or taking notes informally while teaching, observing, recording, etc.*

***Summative*** *assessment: review learning of subject content and help teachers know what learners have achieved using standardised tests*