Learning Unit / Module

|  |
| --- |
| **Title** |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **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

|  |
| --- |
| **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*