

Progettazione CLIL per la classe 2<sup>a</sup> ad indirizzo linguistico elaborata con la consulenza storica delle proff. Raucci, Vignola e la consulenza scientifica delle proff. Fraia, Luisé.

Ore CLIL tot. 20, suddivise in 2 moduli: storia, 10 ore nel 1Qd e scienze, 10 ore nel 2Qd

### MODULO 1 CLIL- *Great Changes in History*

*Il modulo presenta gli strumenti chiave per affrontare uno studio della storia in L2 in modo consapevole, attraverso attività pratiche volte ad indagare e riflettere su di un aspetto di un dato momento storico.*

**Type of School:** Lower Secondary School "G. Mazzini", IC Capoldd San Nicola La Strada (CE),

**Class:** 2A

**When?:** 10 hours. 1h a week from mid October 2022. **Dates may vary due to force majeure.**

**Who?:** Native English teacher in co-presence with the History one.

#### Learning Unit 1

**Title:** *The Age of Discoveries and Conquests.*

**Lesson timing:** 3 hours (1h a week starting from 28<sup>th</sup> of October).

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| <b>GLOBAL GOAL:</b> Encourage Learners to talk more confidently.   |  |  |
| <b>TEACHING AIMS:</b> Enable students to: understand the importance of geographical discoveries; describe the most significant events in this period; revise their previous knowledge (both historical and linguistic) in a communicative context; understand the importance of studying a language through a more active and a natural method; get acquainted with what history is; use the specific language of the subject. |  |  |
| <b>LEARNING OUTCOMES</b>   |  |  |
| <b>Know</b>  | <b>Be Able to</b>  | <b>Be Aware of</b>   |
| <ul style="list-style-type: none"> <li>The most significant events of The Age of Discovery;</li> <li>Food from the New World;</li> </ul>   | <ul style="list-style-type: none"> <li>Say what lands were discovered and by whom;</li> <li>Trace the new routes;</li> <li>Identify the food from Americas.</li> <li>Express a brief, simple opinion;</li> <li>Read a picture;</li> <li>Use the specific History language.</li> </ul>  | <ul style="list-style-type: none"> <li>How to cooperate and work with friends/in small groups/in pairs;</li> <li>The importance of acquiring a language through a more active and a natural method;</li> <li>The importance of History.</li> </ul> |
| <b>Content:</b> <i>Main Geographical Discoveries</i>   |  |  |
| <b>COMMUNICATION</b>   |  |  |
| <b>Language of Learning</b>  | <b>Language for Learning</b>   | <b>Language through Learning</b>   |
| <u>VOCABULARY.</u> School and Classroom Language; Numbers; A.D.; B.C.; the weather; physical appearance; Some of the most used words in History.<br><u>GRAMMAR.</u> Question words: <i>What, Who, Where, When, How old.</i><br>There is/There are<br>Personal Pronouns.<br>Present tenses:<br>be/have/pr.simple/pr.continuous.<br>Be and Have past Simple.<br>Demonstratives. Possessives.<br>Prepositions.                    | Understanding Instructions ( <i>Fill in..., Point out..., What is...</i> ).<br>Expressing one's opinion ( <i>I think it's...</i> ).<br>Asking questions (ex: <i>How do you say...in English?</i> );<br>Organizing words to make a sentence.<br>Locating things: <i>There is/There are; It's../It has..</i><br>Giving simple information.<br>Making simple short descriptions: <i>He was/had;</i> | Using online or paper dictionary to enlarge vocabulary.<br><br>Capturing language and expressions to use in different contexts.  |
| <b>Cognition:</b> Understanding the importance of Keywords for a subject.  |  |  |
| <b>Culture:</b> The importance of geographical discoveries.  |  |  |

**Resources:** Pictures, posters, objects, short videos, audio files, paper sheets, IWB, Mind Maps, computer, Books. Computers and *GSuite Classroom*, if online.

### Learning Unit 2

**Title:** *Henry VIII*

**Type of School:** Lower Secondary School "G. Mazzini", IC Capoldd San Nicola La Strada (CE),

**Lesson timing:** 2h (1 hour a week)

**GLOBAL GOAL:** Encourage Learners to talk more confidently.

**TEACHING AIMS:** Enable students to: revise their previous knowledge (both historical and linguistic) in a communicative context; understand the importance of studying a language through a more active and a natural method; knowing Henry VIII's life main events; get acquainted with new vocabulary and expressions; use the specific language of the subject; reinforce the History topics studied in Italian; see the connections between Past and Present times, considering history in a more practical way.

#### LEARNING OUTCOMES

| Know   | Be Able to  | Be Aware of   |
|--|---|---|
| <ul style="list-style-type: none"> <li>• Main events in Henry VIII's life;</li> <li>• The Act of Supremacy;</li> </ul> | <ul style="list-style-type: none"> <li>• Answer the questions;</li> <li>• Express a brief, simple opinion;</li> <li>• Read a picture or a text;</li> <li>• Use the specific History language.</li> <li>• Describe an historical character.</li> </ul> | <ul style="list-style-type: none"> <li>• How to cooperate and work with friends/in small groups/in pairs;</li> <li>• The importance of acquiring a language through a more active and a natural method;</li> <li>• The importance of History and its differences with present times.</li> </ul> |

**Content:** Henry VIII.

#### COMMUNICATION

| Language of Learning  | Language for Learning  | Language through Learning  |
|---|--|--|
| <p><b>VOCABULARY.</b> Colours, Shapes, School and Classroom Language; Numbers; A.D.; B.C.; Physical Appearance; Some of the most used words in History.</p> <p><b>GRAMMAR.</b> Question words: <i>What, Who, Where, When, How old.</i></p> <p>There is/There are; There was/There were.</p> <p>Personal Pronouns.</p> <p>Present tenses: be/have/pr.simple/pr.continuous.</p> <p>Demonstratives. Possessives.</p> <p>Prepositions. Past simple be and have.</p> | <p>Understanding Instructions (<i>Fill in..., Point out..., What is...</i>).</p> <p>Expressing one's opinion (<i>I think it's...</i>).</p> <p>Asking questions (ex: <i>How do you say...in English?</i>);</p> <p>Organizing words to make a sentence.</p> <p>Locating things: <i>There is/There are; It's../It has..</i></p> <p>Giving simple information.</p> <p>Making simple short descriptions: <i>He was/had;</i></p> | <p>Using online or paper dictionary to enlarge vocabulary.</p> <p>Capturing language and expressions to use in different contexts.</p> |

**Cognition:** Identifying the most important events in Henry VIII's life.

**Culture:** Henry VIII's Act of Supremacy and Anglican Church.

**Resources:** Pictures, posters, objects, short videos, audio files, paper sheets, IWB, Mind Maps, computer, Books. Computers and *GSuite Classroom*, if online.

### Learning Unit 3

**Title:** *Queen Elizabeth I and The Golden Age*

**Type of School:** Lower Secondary School "G. Mazzini", IC Capoldd San Nicola La Strada (CE),

**Lesson timing:** 4h

| <b>GLOBAL GOAL:</b> Encourage Learners to talk more confidently.  |   |   |
|---|---|---|
| <b>TEACHING AIMS:</b> Enable students to: revise their previous knowledge (both historical and linguistic) in a communicative context; understand the importance of studying a language through a more active and a natural method; knowing Elizabeth I; understand what life was like during the Golden Age; get acquainted with new vocabulary and expressions; use the specific language of the subject; reinforce the History topics studied in Italian.  |   |   |
| LEARNING OUTCOMES   |   |   |
| Know  | Be Able to  | Be Aware of   |
| <ul style="list-style-type: none"> <li>School and classroom language;</li> <li>What does "The Golden Age" mean and why it is called so;</li> <li>Queen Elizabeth I;</li> </ul>  | <ul style="list-style-type: none"> <li>Answer the questions;</li> <li>Express a brief, simple opinion;</li> <li>Read a picture or a text;</li> <li>Use the specific History language.</li> <li>Giving simple information.</li> <li>Making simple short descriptions: <i>She was/had;</i></li> </ul>   | <ul style="list-style-type: none"> <li>How to cooperate and work with friends/in small groups/in pairs;</li> <li>The importance of acquiring a language through a more active and a natural method;</li> <li>The importance of History and its differences with present times.</li> </ul> |
| <b>Content:</b> Elizabeth I and The Golden Age.   |   |   |
| COMMUNICATION   |   |   |
| Language of Learning  | Language for Learning   | Language through Learning   |
| <p><b>VOCABULARY.</b> Colours, Shapes, School and Classroom Language; Numbers; A.D.; B.C.; Physical Appearance; Some of the most used words in History.</p> <p><b>People:</b> king, queen, prince, princess, page, knights, nobles, peasants.</p> <p><b>GRAMMAR.</b> Question words: <i>What, Who, Where, When, How old.</i></p> <p>There is/There are; There was/There were.</p> <p>Personal Pronouns.</p> <p>Present tenses: be/have/pr.simple/pr.continuous.</p> <p>Demonstratives. Possessives.</p> <p>Prepositions. Past simple be and have.</p> | <p>Understanding Instructions (<i>Fill in..., Point out..., What is...</i>).</p> <p>Expressing one's opinion (<i>I think it's...</i>).</p> <p>Asking questions (ex: <i>How do you say...in English?</i>);</p> <p>Organizing words to make a sentence.</p> <p>Locating things: <i>There is/There are; It's../It has..</i></p> <p>Giving simple information.</p> <p>Making simple short descriptions: <i>She was/had;</i></p> | <p>Using online or paper dictionary to enlarge vocabulary.</p> <p>Capturing language and expressions to use in different contexts.</p>  |
| <b>Cognition:</b> Elizabeth I. Identifying the main characteristic of the Golden Age.   |   |   |
| <b>Culture:</b> Comparison between the Golden Age or the pyramidal Elizabethan society and ours.  |   |   |
| <b>Resources:</b> Pictures, posters, objects, short videos, audio files, paper sheets, IWB, Mind Maps, computer,  |   |   |

Progettazione CLIL per la classe 2<sup>^</sup> ad indirizzo linguistico elaborata con la consulenza storica delle proff. Raucci, Vignola e la consulenza scientifica delle proff. Fraia, Luisé.

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| Books. Computers and <i>GSuite Classroom</i> , if online.                                  |
| <b>ASSESSMENT</b> (1hour at the end of the Module)   |
| Observations; interviews; discussions; peer/group work; multiple choice/matching/QA tests. |
| <b>The evaluation will be expressed in the History subject mark.</b>                       |

## MODULO 2 CLIL- Science: Eating, Drinking and Breathing

*Il modulo offre gli strumenti chiave per affrontare uno studio delle Scienze in L2 in modo consapevole, attraverso attività pratiche volte ad indagare e riflettere su di un organismo o su di un fenomeno scientifico.*

**Type of School:** Lower Secondary School "G. Mazzini", IC Capoldd San Nicola La Strada (CE),

**Class:** 2A

**When?:** 10 hours. 1h a week from February 2023. **Dates may vary due to force majeure.**

**Who?:** Native English teacher in co-presence with the Science one.

### Learning Unit 1

**Title:** *Breathing.*

**Type of School:** Lower Secondary School "G. Mazzini", IC Capoldd San Nicola La Strada (CE),

**Lesson timing:** 4hours (1 hour a week for three weeks in February 2023)

**GLOBAL GOAL:** Encourage students to talk about science, using a specific language.

**TEACHING AIMS:** revise previous knowledge (scientific and linguistic) in a communicative context; understand the importance of studying a language through a more active and natural method, get acquainted with what science is, its laws and the human body. Understand how breathing happens into a human body. Know what can affect our breathing.

#### LEARNING OUTCOMES

| Know  | Be Able to   | Be Aware of   |
|---|--|---|
| <ul style="list-style-type: none"> <li>School and classroom language;</li> <li>The names of the different breathing system parts;</li> <li>How humans move air into lungs.</li> <li>Oxygen and carbon dioxide exchange into a human body.</li> <li>Things that affect our breathing: exercise, asthma, smoking, Covid19.</li> </ul> | <ul style="list-style-type: none"> <li>Read a picture;</li> <li>List the different parts of the breathing system;</li> <li>Use the specific Science Language;</li> <li>Explain how humans breathe;</li> <li>Understand how oxygen and carbon dioxide move between the blood and the lungs.</li> <li>Understand the effects of exercise, asthma, smoking, Covid19 on the breathing system.</li> </ul> | <ul style="list-style-type: none"> <li>How to cooperate and work with friends/in small groups/in pairs;</li> <li>The importance of acquiring a language through a more active and a natural method;</li> <li>The importance of scientific phenomena.</li> </ul> |

**Content:** The breathing apparatus.

#### COMMUNICATION

| Language of Learning  | Language for Learning  | Language through Learning  |
|---|--|--|
| <p><u>VOCABULARY.</u> Physical appearance, Quality Adjectives, School and Classroom Language; Numbers; Some of the most used words in Biology.</p> <p><u>GRAMMAR.</u> Question words: <i>What, Who, Where, When, How old.</i></p> <p>There is/There are</p> <p>Personal Pronouns.</p> <p>Present tenses: be/have/pr.simple/pr.continuous.</p> | <p>Understanding Instructions (Fill in..., Point out..., What is...).</p> <p>Expressing one's opinion (I think it's...).</p> <p>Asking questions (ex: How do you say...in English?;</p> <p>Organizing words to make a sentence.</p> <p>Locating things: There is/There are; It's../It has..</p> <p>Giving simple information.</p> <p>Making simple short descriptions.</p> | <p>Using online or paper dictionary to enlarge vocabulary.</p> <p>Capturing language and expressions to use in different contexts.</p> |

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|---|--|--|
| Adverbs of frequency.<br>Demonstratives. Possessives.<br>Past Simple.   |  |  |
| <b>Cognition:</b> Understanding the importance of keywords for a subject.   |  |  |
| <b>Culture:</b> Comparison between the Italian Science keywords and the English ones.                                   |  |  |
| <b>Resources:</b> Pictures, posters, objects, short videos, audio files, paper sheets, IWB, Mind Maps, computer, Books. |  |  |

## Learning Unit2

**Title:** *The Digestive System*

**Type of School:** Lower Secondary School "G. Mazzini", IC Capoldd San Nicola La Strada (CE),

**Lesson timing:** 2 hours (1 hour a week for three weeks in February/March 2023)

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|---|---|---|
| <b>GLOBAL GOAL:</b> Encourage students to talk using a specific language.   |   |   |
| <b>TEACHING AIMS:</b> Revise previous knowledge (scientific and linguistic) in a communication practice; understand the importance of studying a language through a more active and natural method; get acquainted with what a scientific phenomenon is. Know and explain the jobs of different parts of the digestive system.  |   |   |
| <b>LEARNING OUTCOMES</b>  |   |   |
| <b>Know</b>   | <b>Be Able to</b>   | <b>Be Aware of</b>  |
| <ul style="list-style-type: none"> <li>School and classroom language;</li> <li>The Digestive Process;</li> <li>The different parts of the Digestive System.</li> </ul>  | <ul style="list-style-type: none"> <li>Answer to questions;</li> <li>Read a picture;</li> <li>Use the specific scientific language.</li> <li>Explain how the digestive process takes place.</li> </ul>  | <ul style="list-style-type: none"> <li>How to cooperate and work with friends/in small groups/in pairs;</li> <li>The importance of acquiring a language through a more active and a natural method;</li> <li>The importance of scientific phenomena.</li> </ul>   |
| <b>Content:</b> The Digestive System.   |   |   |
| <b>COMMUNICATION</b>  |   |   |
| <b>Language of Learning</b>   | <b>Language for Learning</b>  | <b>Language through Learning</b>  |
| <p><u>VOCABULARY.</u> Physical appearance, Quality Adjectives, School and Classroom Language; Numbers; Some of the most used words in Biology.</p> <p><u>GRAMMAR.</u> Question words: <i>What, Who, Where, When, How old.</i></p> <p>There is/There are<br/>Personal Pronouns.<br/>Present tenses:<br/>be/have/pr.simple/pr.continuous.<br/>Adverbs of frequency.<br/>Demonstratives. Possessives.<br/>Past Simple.</p> | <p>Understanding Instructions (Fill in..., Point out..., What is...).</p> <p>Expressing one's opinion (I think it's...).</p> <p>Asking questions (ex: How do you say...in English?);</p> <p>Organizing words to make a sentence.</p> <p>Locating things: There is/There are; It's../It has..</p> <p>Giving simple information.</p> <p>Making simple short descriptions.</p> | <p><u>VOCABULARY.</u> Physical appearance, Quality Adjectives, School and Classroom Language; Numbers; Some of the most used words in Biology.</p> <p><u>GRAMMAR.</u> Question words: <i>What, Who, Where, When, How old.</i></p> <p>There is/There are<br/>Personal Pronouns.<br/>Present tenses:<br/>be/have/pr.simple/pr.continuous.<br/>Adverbs of frequency.<br/>Demonstratives. Possessives.<br/>Past Simple.</p> |
| <b>Cognition:</b> Understanding and explaining how the Digestive System works.  |   |   |
| <b>Culture:</b> Understanding Key Words in describing the Digestive System and compare them to the Italian ones.  |   |   |
| <b>Resources:</b> Pictures, posters, objects, short videos, audio files, paper sheets, IWB, Mind Maps, computer,  |   |   |

Books.

### Learning Unit 3

**Title:** *A Healthy Diet*

**Type of School:** Lower Secondary School "G. Mazzini", IC Capoldd San Nicola La Strada (CE),

**Lesson timing:** 3hours (1 hour a week for three weeks in March 2023)

|   |  |   |
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| <b>GLOBAL GOAL:</b> Encourage students to talk using a specific language.   |  |   |
| <b>TEACHING AIMS:</b> Revise previous knowledge (scientific and linguistic) in a communication practice; understand the importance of studying a language through a more active and natural method; get acquainted with what a scientific phenomenon is. Explain what is meant by healthy diet. Understand what happens when a diet is unbalanced.  |  |   |
| <b>LEARNING OUTCOMES</b>  |  |   |
| <b>Know</b>   | <b>Be Able to</b>  | <b>Be Aware of</b>  |
| <ul style="list-style-type: none"> <li>School and classroom language;</li> <li>Food Energy content;</li> <li>Food Pyramid.</li> <li>Healthy and unbalanced diet.</li> </ul>   | <ul style="list-style-type: none"> <li>Answer to questions;</li> <li>Read a picture;</li> <li>Use the specific scientific language.</li> <li>Explain the Energy content of a healthy diet;</li> <li>Explain what is meant by healthy diet;</li> <li>Understand what happens when a diet is unbalanced.</li> </ul>  | <ul style="list-style-type: none"> <li>How to cooperate and work with friends/in small groups/in pairs;</li> <li>The importance of acquiring a language through a more active and a natural method;</li> <li>The importance of scientific phenomena.</li> </ul>   |
| <b>Content:</b> Food Pyramid and a healthy diet.  |  |   |
| <b>COMMUNICATION</b>  |  |   |
| <b>Language of Learning</b>   | <b>Language for Learning</b>   | <b>Language through Learning</b>  |
| <p><u>VOCABULARY.</u> Physical appearance, Quality Adjectives, School and Classroom Language; Numbers; Some of the most used words in Biology.</p> <p><u>GRAMMAR.</u> Question words: <i>What, Who, Where, When, How old.</i></p> <p>There is/There are<br/>Personal Pronouns.<br/>Present tenses:<br/>be/have/pr.simple/pr.continuous.<br/>Adverbs of frequency.<br/>Demonstratives. Possessives.<br/>Past Simple.</p> | <p>Understanding Instructions (Fill in..., Point out..., What is...).</p> <p>Expressing one's opinion (I think it's...).</p> <p>Asking questions (ex: How do you say...in English?;</p> <p>Organizing words to make a sentence.</p> <p>Locating things: There is/There are; It's../It has..</p> <p>Giving simple information.</p> <p>Making simple short descriptions.</p> | <p><u>VOCABULARY.</u> Physical appearance, Quality Adjectives, School and Classroom Language; Numbers; Some of the most used words in Biology.</p> <p><u>GRAMMAR.</u> Question words: <i>What, Who, Where, When, How old.</i></p> <p>There is/There are<br/>Personal Pronouns.<br/>Present tenses:<br/>be/have/pr.simple/pr.continuous.<br/>Adverbs of frequency.<br/>Demonstratives. Possessives.<br/>Past Simple.</p> |
| <b>Cognition:</b> Understanding and explaining the benefits of a healthy diet and the problem caused by an unhealthy one.   |  |   |
| <b>Culture:</b> British and Italian eating habits.  |  |   |

Progettazione CLIL per la classe 2^ ad indirizzo linguistico elaborata con la consulenza storica delle proff. Raucci, Vignola e la consulenza scientifica delle proff. Fraia, Luisé.

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| <b>Resources:</b> Pictures, posters, objects, short videos, audio files, paper sheets, IWB, Mind Maps, computer, Books. |
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| <b>ASSESSMENT</b> (2 hours in March/April at the end of the Module) |
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| Observations; interviews; discussions; peer/group work; multiple choice/matching/QA tests. |
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| <b>The evaluation will be expressed in the Science subject mark.</b> |
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**Referente Potenziamento Clil secondaria  
e Certificazione Cambridge**  
*prof. Matilde Panariello*