

Progettazione CLIL per la classe 2<sup>a</sup> ad indirizzo linguistico elaborata con la consulenza storica della prof. Vignola e la consulenza scientifica della prof. 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:** 3A

**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:** *Industrialization: new machinery for home manufacture.*

**Lesson timing:** 4 hours (1h a week starting from 28<sup>th</sup> of October 2022).

<b>GLOBAL GOAL:</b> Encourage Learners to talk more confidently and report on a topic, using specific language.		
<b>TEACHING AIMS:</b> Enable students to: understand the importance of new machinery invention for economic and social changes: the flying shuttle, the spinning jenny, the water frame and the power loom; 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 historical events in L2; use the specific language of the subject.		
LEARNING OUTCOMES		
Know	Be Able to	Be Aware of
<ul style="list-style-type: none"> <li>The most significant events of The Industrialization;</li> <li>Child Labor;</li> </ul>	<ul style="list-style-type: none"> <li>Say what were the most significant new machinery inventions;</li> <li>Briefly trace the economic and social changes;</li> <li>Say what kind of works children used to do.</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 British Industrial innovations for spinning clothes and threads</i> - <i>Child Labor</i>		
COMMUNICATION		
Language of Learning	Language for Learning	Language through Learning
<p><b>VOCABULARY.</b> School and Classroom Language; Numbers; A.D.; B.C.; the weather; 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/was-There are/were Personal and object Pronouns. Present and Past tenses Present Perfect Demonstratives. Possessives.</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 (present or past tense): <i>There is/There are; It's../It has.. There was/There were; It was../It had..</i></p>	<p>Using online or paper dictionary to enlarge vocabulary.</p> <p>Capturing language and expressions to use in different contexts.</p>

Prepositions.	Giving information. Making simple short descriptions: <i>He was/had;</i>	
<b>Cognition:</b> Understanding the importance of Keywords for a subject.		
<b>Culture:</b> The importance of industrialization in Britain.		
<b>Resources:</b> Pictures, posters, objects, short videos, audio files, paper sheets, IWB, Mind Maps, computer, Books. Computers and <i>GSuite Classroom</i> , if online.		

### Learning Unit 2

**Title:** *Victorian Age*

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

**Lesson timing:** 4h (1 hour a week)

<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: Queen Victoria's life main events, The British Empire, Social Compromise and Child Labour; 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 Queen Victoria's life;</li> <li>• The British Empire: what Countries did it include?</li> </ul>	<ul style="list-style-type: none"> <li>• Answer the questions;</li> <li>• Express an opinion;</li> <li>• Read a picture or a text;</li> <li>• Use the specific History language.</li> <li>• Describe a 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>
<b>Content:</b> Victorian Age		
COMMUNICATION		
Language of Learning	Language for Learning	Language through Learning
<p><b>VOCABULARY.</b> School and Classroom Language; Cardinal and Ordinal 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/were</p> <p>Personal and Object Pronouns.</p> <p>Present and past tenses: be/have/present and past simple/pr. and past continuous.</p> <p>Be and Have past Simple.</p> <p>Demonstratives. Possessives.</p> <p>Prepositions.</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; there was/there were; It's/was../It has/had..</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>

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<b>Cognition:</b> Identifying the most important events in Victorian Age.		
<b>Culture:</b> Child Labor.		
<b>Resources:</b> Pictures, posters, objects, short videos, audio files, paper sheets, IWB, Mind Maps, computer, Books. Computers and <i>GSuite Classroom</i> , if online.		

<b>ASSESSMENT</b> (2 hours at the end of the Module, in Jan.'23)
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: Man and Universe Changes*

*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:** *Solar System and its Planets.*

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

**Lesson timing:** 4hours (1 hour a week starting from 3<sup>rd</sup> 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 solar system. Know and explain what's the Solar System is like and its influence on Earth.

### 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 main solar planets;</li> <li>What's the Solar System look like;</li> <li>How does the Solar System affects Earth.</li> </ul>	<ul style="list-style-type: none"> <li>Read a picture;</li> <li>List the main Sun planets and their characteristics;</li> <li>Use the specific Science Language;</li> <li>Explain how the Sun affects Earth.</li> <li>Understand the importance of the Sun for life on Earth.</li> <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>	<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 Sun and its Planets.

### COMMUNICATION

Language of Learning	Language for Learning	Language through Learning
<p><u>VOCABULARY.</u> Describing appearance, Quality Adjectives, School and Classroom Language; Numbers; Some of the most used words in Science</p> <p><u>GRAMMAR.</u> Question words: <i>What, Who, Where, When, How old.</i></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>Using online or paper dictionary to enlarge vocabulary.</p> <p>Capturing language and expressions to use in different contexts.</p>

There is/There are Personal and Object Pronouns. Present and past tenses. Adverbs of frequency. Demonstratives. Possessives. Past Simple and Present Perfect. Future tense.	Locating things: There is/There are; It's../It has.. Giving simple information. Making simple short descriptions.	
<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:** *Evolution, Extinction and Biodiversity*

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

**Lesson timing:** 4 hours

<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 who is Darwin and explain the key points of his Theory of Evolution.		
LEARNING OUTCOMES		
Know	Be Able to	Be Aware of
<ul style="list-style-type: none"> <li>School and classroom language;</li> <li>Darwin: who was he?</li> <li><i>The Origins of Species</i></li> <li><i>Natural Selection: key points</i></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 natural selection works.</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> Darwin and the Natural Selection.		
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; there was/there were.</p> <p>Personal Pronouns.</p> <p>Present tenses: be/have/pr.simple/pr.continuous.</p> <p>Adverbs of frequency.</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</p> <p>Personal Pronouns.</p> <p>Present tenses: be/have/pr.simple/pr.continuous.</p> <p>Adverbs of frequency.</p> <p>Demonstratives. Possessives.</p>

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Demonstratives. Possessives. Past Simple. Future.		Past Simple.
<b>Cognition:</b> Understanding and explaining the key points of Darwin's theory.		
<b>Culture:</b> The importance of Darwin's theory.		
<b>Resources:</b> Pictures, posters, objects, short videos, audio files, paper sheets, IWB, Mind Maps, computer, Books.		

<b>ASSESSMENT</b> (2 hours 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 Science subject mark.</b>

**Referente Potenziamento Clil secondaria  
e Certificazione Cambridge**  
*prof. Matilde Panariello*