



UNIONE EUROPEA  
Fondo Sociale Europeo  
Fondo Europeo di Sviluppo Regionale



# Programma Operativo Fondo sociale europeo 2014-2020 Piano Trentino Trilingue

## PROGETTO CLIL 2017-2019



# CALENDARIO INCONTRI DI SUPPORTO - MONITORAGGIO

Area territoriale	1° incontro di coordinamento	2° incontro di coordinamento	Orario
Trento	25 gennaio 2018	16 aprile 2018	17.00 - 19.00
Cles	29 gennaio 2018	18 aprile 2018	17.00 - 19.00
Rovereto	31 gennaio 2018	20 aprile 2018	17.00 - 19.00

Oltre agli incontri territoriali, possibilità di 1 incontro per scuola della durata di 2h con esperto esterno entro fine maggio 2018:

- Inglese: James D. Stuart (incontri c/o le scuole)
- Tedesco: Emanuela Atz (consulenza via mail/telefono)



# PROGETTO CLIL 2017-2019

## Tempistiche e scadenze

- Approvazione graduatoria e finanziamento progetti con det. 119 del 22 giugno 2017
- 20 progetti presentati, 18 avviati e 2 ritirati
- Produzione materiali e sperimentazione in aula entro la fine dell'anno scolastico 2017-2018
- Consegna materiali entro il 30 giugno 2018 salvo richiesta di proroga
- Conclusione delle attività: 31 ottobre 2018
- Rendicontazione: 30 novembre 2018



# PROGETTO CLIL 2017-2019

## OUTPUT PROGETTO

OUTPUT FINALE: Moduli CLIL di 20 u.d.

- Modul-Lesson Plan
- vari materiali allegati

➔ NUOVO APPLICATIVO

per la creazione – acquisizione – validazione –  
pubblicazione dei moduli CLIL



# PROGETTO CLIL 2017-2019

## Diritti d'autore - copyright

### Approfondimenti bibliografici

#### **Legge nazionale 633/1941 (art. 70)**

A cura di A. Panzarasa, **DidatticaDuePuntoZero. Scenari di didattica condivisa**, *Capitolo 5- Il Diritto d'autore e le licenze Open nell'attività didattica*, Ledizioni

<https://aliprandi.org/books/didatticaduepuntozero/>

M. Kurek-A. Skowron, **Going open with LangOER**

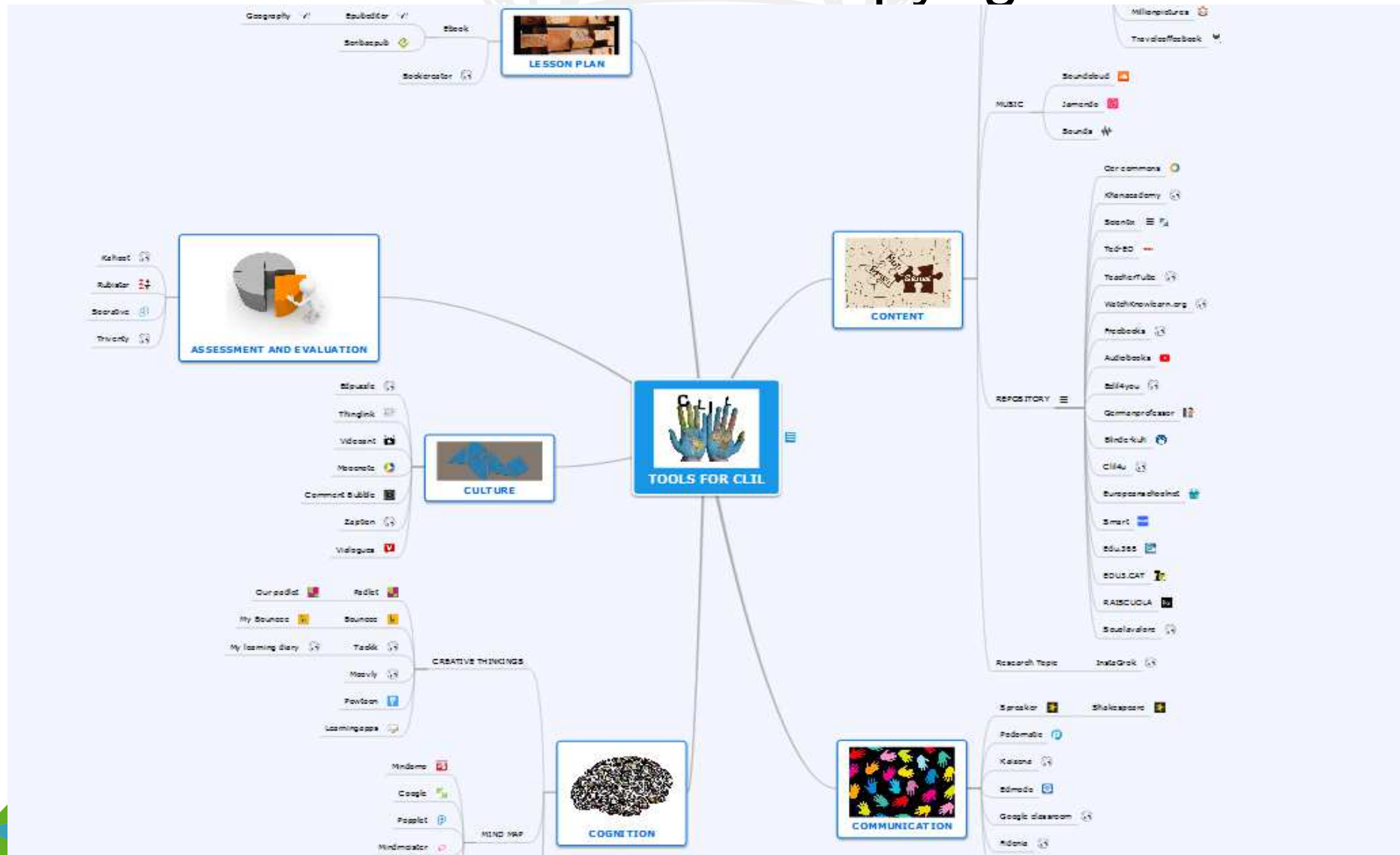
mappa IPRASE- **Tools for CLIL**

<https://www.mindomo.com/it/mindmap/tools-for-clil-by-elisabetta-nanni-05dff665490948b8b866f0cd875688d8>



# PROGETTO CLIL 2017-2019

## Diritti d'autore - copyright



# PROGETTO CLIL 2017-2019



Diritti d'autore - copyright

Sitografia utile

[www.copyright-italia.it](http://www.copyright-italia.it) - [www.copyright-italia.it/video](http://www.copyright-italia.it/video)

[www.creativecommons.it](http://www.creativecommons.it)

[www.array.eu](http://www.array.eu)

Gruppo Copyleft-Italia su Facebook

[www.siae.it](http://www.siae.it)

<http://www.homolaicus.com/diritto/siae/index.htm>

blog di Simone Aliprandi



# PROGETTO CLIL 2017-2019

## Diritti d'autore - copyright

### Indicazioni operative

- nel caso di utilizzo di **materiali coperti da copyright** (testi, immagini, musica) si deve citare la fonte ma **non è consentito allegare il material originale** (inserire **link nel Module Plan**)
- è possibile utilizzare immagini **gratuite o da acquistare** rese disponibili in rete riportando l'URL  
si veda *Tools for CLIL sezione Content*  
esempio per immagini <http://pixabay.com/>  
esempio per musica <http://soundcloud.com/>
- in caso di immagini coperte da diritto d'autore deve essere **sempre citata accanto l'URL di provenienza**





# PROGETTO CLIL 2017-2019

Diritti d'autore - copyright

## Buoni esempi



<http://castelli-medievali.iimdo.com/storia-dei-castelli/>

Book

- Fulco Pratesi Alessandro Eblasi, *L'inviato speciale*, ed. Atlas, 2011



# PROGETTO CLIL 2017-2019

## Diritti d'autore - copyright

### Buoni esempi

Adapted from [https://en.wikipedia.org/wiki/Borough\\_\(New\\_York\\_City\)](https://en.wikipedia.org/wiki/Borough_(New_York_City))

**Task 5: Watch this short video clip about the Globe Theatre and answer the following T/F questions**

<https://www.youtube.com/watch?v=z8GVuulW6YE>

		TRUE	FALSE
1	The Globe Theatre was built in 1597 in London		
2	The Globe Theatre was round and with no roof		
3	The pit was the most important stage in that theatre		
4	The groundlings were rich people who sat in the galleries		

# PROGETTO CLIL 2017-2019

## Il Module Plan



### CLIL Module Plan

**Title** Choose a title for the Module which refers to the main content/topic selected



Tools of Geography  
Burgen und Schlosser unserer  
Gegeng  
Costs, Rivers, Lakes and Plains  
King Arthur



# PROGETTO CLIL 2017-2019

<b>Author(s)</b>	Name and surname of all authors				
<b>School</b>	Name and location				
<b>School Grade</b>	Primary <input type="checkbox"/>	Middle <input type="checkbox"/>		High <input type="checkbox"/>	
<b>School Year</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>Subject :</b>			<b>Topic:</b>		
<b>CLIL language</b>	English <input type="checkbox"/>		Deutsch <input type="checkbox"/>		



<b>Author(s)</b>	NOME COGNOME - NOME COGNOME				
<b>School</b>	I.C. RIVA 1 – RIVA DEL GARDA				
<b>School Grade</b>	Primary <input checked="" type="checkbox"/>	Middle <input type="checkbox"/>		High <input type="checkbox"/>	
<b>School Year</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>Subject :</b>	SCIENCE		<b>Topic:</b>	LIVING THINGS	
<b>CLIL language</b>	English <input checked="" type="checkbox"/>		Deutsch <input type="checkbox"/>		



# PROGETTO CLIL 2017-2019

**Personal and social-cultural preconditions of all people involved**

Describe the **institutional framework conditions**, school situation and anthropogenic and socio-cultural factors of the **group of learners** (situation and composition of the class group, for instance learners with a migratory background, learners with special needs), **learning preconditions** in the school class (learning space, learning level, methodological competence, behaviour, level of performance, willingness to learn, motivation, but also previous experience and knowledge of pupils).

**Teacher / Teaching team profile** (teacher's role, co-teacher, subject taught)

**Student group profile** ( Average CEFR Level – A1, A2, B1, B2, C1, C2 – experience of CLIL, English mother tongue, other mother tongue )

CEFR Level: A1

Previous CLIL Experience: **module 1 and 2**

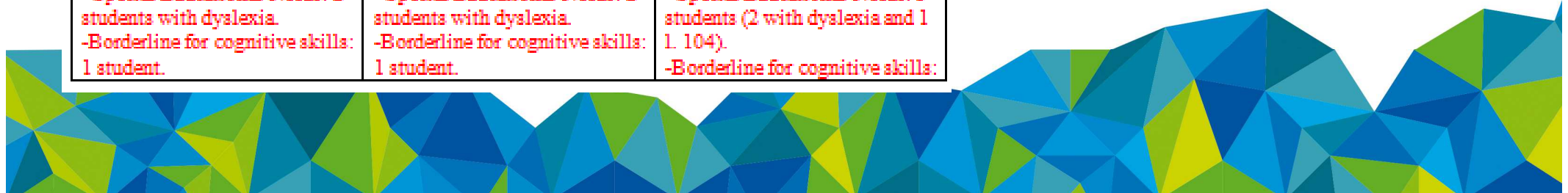
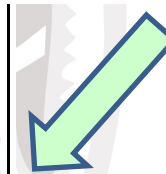
Mother tongue: **Italian**

Other mother tongues: **dialect, Moroccan, Albanian, Romanian, Ukrainian.**

The three classes are almost homogeneous. The summative written assessment of module 2 shows that the two best classes (in order of results) are section B and A (none non sufficient Ss and some excellent), while section A is following (two Ss are not sufficient and none excellent – see classwork data).

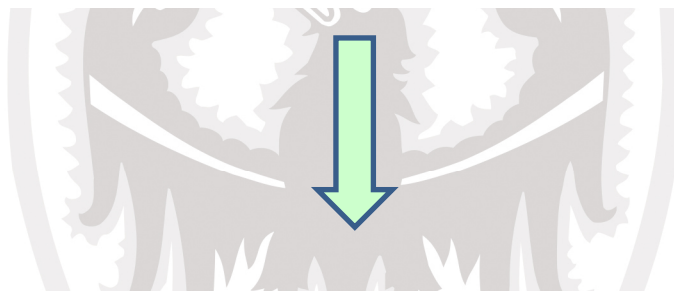
SEN students are numerous and for each of them the programme is the same as the rest of the class, but teachers use accommodations for activities and written assessment like: instructions in L1, where required, more images and pictures, one cognitive difficulty per exercise, suitable font and layout, more time for activities, less items for exercises, peer-tutoring, tables where necessary. Being two Ts in class allows to have more help for weak Ss.

CLASS I A	CLASS I B	CLASS I C
- n. of Students: 21 (one S changed school) - Migrant background: 3 students. 1 from Morocco and 2 from Albania. - Special Educational Needs: 2 students with dyslexia. -Borderline for cognitive skills: 1 student.	- n. of Students: 20 - Migrant background: 5 students. 2 Ss from Romania, 1 from Morocco, 1 from Moldova, 1 from Ukraine. - Special Educational Needs: 2 students with dyslexia. -Borderline for cognitive skills: 1 student.	- n. of Students: 22 - Migrant background: 4 students. 2 from Albania, 1 student from Kosovo, 1 student from Ukraine. - Special Educational Needs: 3 students (2 with dyslexia and 1 l. 104). -Borderline for cognitive skills:

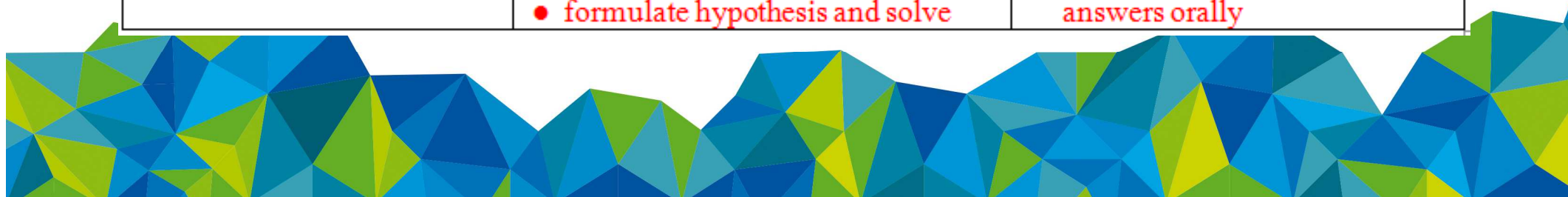


# PROGETTO CLIL 2017-2019

	Subject	Language
<b>Students' prior knowledge, skills, competencies</b>	Indicate <b>any prior experience concerning the content</b> knowledge, skills and competencies for developing this lesson	Indicate <b>any prior experience concerning the language</b> knowledge, skills and competencies for developing this lesson (vocabulary, grammar structure, etc)



	Subject	Language
<b>Students' prior knowledge, skills, competencies</b>	<ul style="list-style-type: none"> <li>● difference between living and non-living;</li> <li>● air, water, temperature and soil;</li> <li>● classification of living beings into the five kingdoms of life</li> <li>● seek information from tests, videos and diagrams</li> <li>● formulate hypothesis and solve</li> </ul>	<ul style="list-style-type: none"> <li>● vocabulary related to numbers, colours, animals and nature;</li> <li>● adjectives related to the temperature, sun, environment</li> <li>● to be, to have;</li> <li>● simple present and imperative;</li> <li>● formulate simple questions and answers orally</li> </ul>



# PROGETTO CLIL 2017-2019

<b>Timetable fit</b>	<input type="radio"/> Module	Module length <b>Indicate number of lesson and total hours</b>
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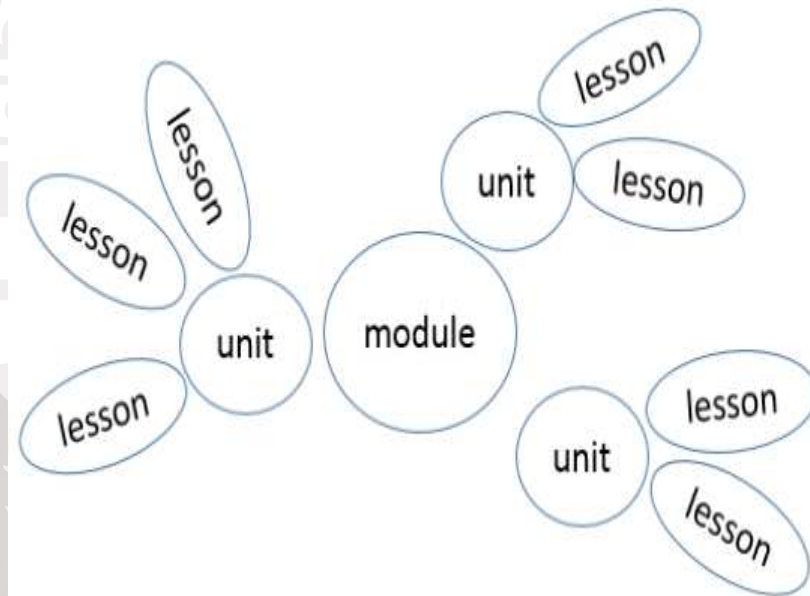


<b>Timetable</b>	<input type="radio"/> Module	Module length (h) : 20
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# PROGETTO CLIL 2017-2019

Overall Module Plan	
Unit 1	Lesson 1
-----	Lesson 2
Unit length	Lesson 3
Unit 2	Lesson 1
-----	Lesson 2
Unit length	



Unit 1 <b>Living and Nonliving things</b> ----- Unit length <b>1h per lesson = 3 h</b>	Lesson 1 <b>Introduction: How to tell</b>
	Lesson 2 <b>Characteristics and qualities</b>
	Lesson 3 <b>Identification and comparison</b>
Unit 2 <b>Plants and animals</b> ----- Unit length <b>1h per lesson = 2 h</b>	Lesson 1 <b>Living organisms: similarities</b>
	Lesson 2 <b>Living organisms: differences</b>





# PROGETTO CLIL 2017-2019

<b>Description of teaching and learning strategies</b>	<b>How the teacher manages to structure this lesson in order to integrate language and content</b> e.g. <ul style="list-style-type: none"><li>○ Methodological approaches (for example Task-Based Learning, Project-Based Learning, Cooperative Learning, Flipped Classroom, etc)</li><li>○ Choices and strategies to promote interaction and communication during the lesson involving students, teachers and group work</li><li>○ Learning activities connected to expected learning outcomes</li><li>○ Content and language input</li><li>○ ICT learning tools</li><li>○ Choice of media</li><li>○ Materials to support content and language scaffolding</li><li>○ Time managing</li><li>○ Differentiating measures and additional forms of consolidation of outcomes</li><li>○ Design task</li></ul>
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A Clil lesson is different from a frontal lesson, in which teachers explain their topics, and students take notes and speak only when they are asked or during an oral test.

In this CLIL lessons, students must work in pairs, in little groups and they are asked to be the main protagonist of the lesson: in most of the activities, I lead students to interact and work together as a team with a specific goal. Collaborative and task based activities let students get used both to new content, content specific glossary, and to improving their English, in communication.

Classroom activities will be as communicative as possible with students involved in inquiry-based / collaborative / cooperative learning in a task-based learning environment using information exchange / information gap activities.

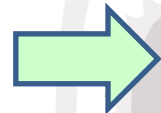
In terms of in-task communication, students will be introduced to functional language exponents / lexical chunks to develop both their BICS and CALP competences.

A mixture of 'frontal' and 'student-centred' teacher roles will be used as appropriate to the lesson phases. During the latter, the teacher will act as facilitator and guide.

Continuous assessment to include motivation, language use and language accuracy using .

# PROGETTO CLIL 2017-2019

Learning Outcomes
Define competencies to be developed in relation to content (refer to Bloom's Taxonomy). Articulate higher and lower order learning objectives
Include Life Skills which are fostered in other subjects as well, such as presentation skills, organization, time management, social skills...

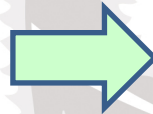


Activity 1	1 min	Recall the concept of living and non –living things
Activity 2	10 min	Identify specific elements in a picture using colour code
Activity 3	10 min	Label living and non-living things in a picture
Activity 4	20 min	Elicit the information from a text Define "Ecosystem" and list the abiotic and biotic factors

Refer to  
**4 Cs**  
**Bloom**  
**Life Skills**  
**Can do statements**

# PROGETTO CLIL 2017-2019

Activity Procedure
<p>Explain the planned activities and tasks. Specify teacher's and students' role. Describe respective roles if two teachers are present.</p>



T divides the class into 6 groups (3-4 students) and gives them a sentence (numbers 1 to 6) about the interaction between abiotic and biotic factors. T tells them to fill in a table.

SS read the sentence and fill in the correct line of the table.


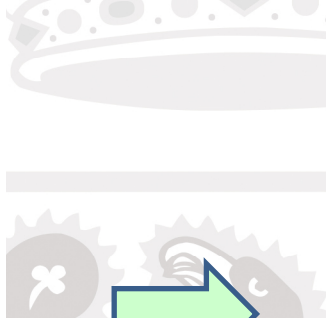


T gives a number to each student and tells them to work with the students who have the same number. (3-4 groups of 6 students)

Each S tells the other students in his/her group how to complete his/her line without showing it, using language scaffolding (written on the blackboard):

*In the 1st line the biotic factor is \_\_, the abiotic factor is \_\_, the effects are \_\_.*

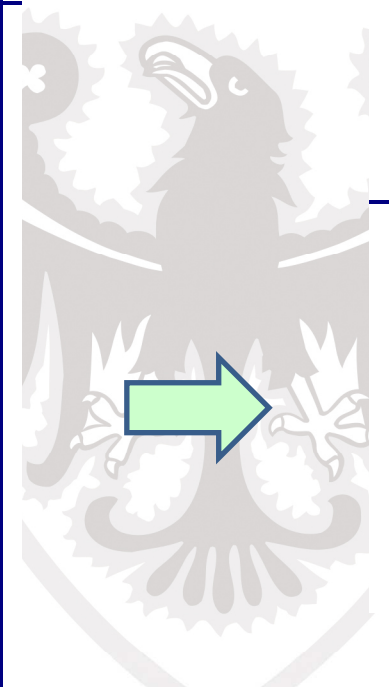
Repeat with all the students in each group.

# PROGETTO CLIL 2017-2019

<p><b>Language</b></p>		<p><b>Language</b></p>
<p><i>Skills</i> Indicate the skills of language involved in this activity</p> <p>L S R W</p>		<p><i>Skills</i></p> <p>L S R W</p>
<p><i>Key vocabulary</i> List vocabulary and main specific terms/ definitions related to subject topic</p>		<p><i>Key vocabulary</i> Labeled flashcards with keywords and symbols</p> <p>High/ low Loud/soft Fast/slow Happy/sad Jumpy/smooth</p>
<p><i>Communicative structures</i> Language for student learning and communication about experience and fieldwork (pieces of language to support students in task development activities and interaction)</p>		<p><i>Communicative structures</i> Scaffolding using linguistic strings</p> <p>How is the music? The music is... Is the music ...? Yes, it is No, it isn't Do you like this music? I like this music. I don't like this music. What's your favourite music?</p>



# PROGETTO CLIL 2017-2019

<b>Interaction</b>		
<p>Indicate the interaction pattern chosen for the specific activity</p> <ul style="list-style-type: none"><li>○ Whole class</li><li>○ Group work</li><li>○ Pair work</li><li>○ Individual work</li></ul>		<b>Interaction</b> <ul style="list-style-type: none"><li>○ Whole class</li><li>○ Group work</li><li>○ <u>Pair work</u></li><li>○ Individual work</li></ul>



# PROGETTO CLIL 2017-2019

## Materials

List the materials for the lesson.

e.g.  
Flashcards, pictures,  
songs, authentic texts,  
web-based resources

All materials should be clearly referenced, paying attention to copyright rules

[Video 1.3 A](#)

<https://www.youtube.com/watch?v=E1pp7-yTN4>

-IWB

-map of Europe  
physical  
political

-worksheet: where is Europe located?



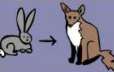
-workbook

-atlas

# PROGETTO CLIL 2017-2019

## Esempi di materiali CLIL prodotti

### Domino game

<b>START</b>	When both species benefit	<b>Commensalism</b>  +	The organism eaten by the predator
<b>Mutualism</b> 	Animals that eat only plants	<b>Prey</b> 	The place that provides the things organisms need to survive



### LANDFORMS and ENVIRONMENT

Watch the video: [https://youtu.be/BsqKTJtK\\_vw](https://youtu.be/BsqKTJtK_vw)

What is the difference between LANDFORMS and ENVIRONMENT?

What are landforms?

- The surface of the earth is very **uneven**. In some areas, it forms very **high** mountains. In other areas, it is **low** and **flat**. All the different **features** of the surface of the earth are landforms. There are mountain landforms, flat landforms and coastal landforms.

	uneven		flat		high		low	features = caratteristiche
---------------------------------------------------------------------------------------	--------	---------------------------------------------------------------------------------------	------	---------------------------------------------------------------------------------------	------	---------------------------------------------------------------------------------------	-----	-------------------------------

What is the environment?

- It is the natural world of land, sea and air in which people, plants and animals live. Now the environment has got many problems like global warming, pollution, etc.

Activity

a. Study the definitions. Match them with the correct picture and word.

any land feature of the earth's surface, such as mountains, valleys, plains ...



# PROGETTO CLIL 2017-2019

**Assessment**

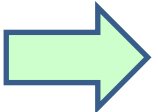
Define control form(s) to check the achievement of goals correlated to:

- the lesson expected learning outcomes (formative, on-going, peer/self assessment, summative...)
- the content and type of activities developed during the lesson

Self assessment

Self assessment test NAME: \_\_\_\_\_

I can do this very well and I can apply this in new ways.	😊	
I understand this and I can show what I know.	🙂	
I am beginning to understand this with help but I need more practice.	😐	
I don't understand this yet and I need help.	😞	



Summative assessment

1. Complete the food chain: put the name of each organism in the correct box.

Now answer the questions.

- Which is the producer? .....
- Which are the consumers? .....
- Which are the decomposers? .....

The teacher observes the children while talking to the class, encourages that the children listen carefully and notices if any of the children need further explanation or clarification of the task.

Assessment rubric		4 Excellent	3 Good	2 Needs improvement	1 Unacceptable
Content	Can define what a consumer, a producer and a decomposer is.				
	Can establish links between consumers, producers and decomposers.				
	Can identify features of living and non-living things.				
	Can identify the factors that can influence the balance in an ecosystem.				
	Can describe the basic conditions living things need to survive.				
	Can identify the relationship between living and non-living things in an ecosystem.				
	Can analyse how all organisms, including humans, cause changes in their ecosystems and how these changes can be beneficial, neutral or detrimental.				
Language	Can talk and write in English about ecosystems.				
	Can use simple texts to find information.				
	Can communicate in a scientific way what I have learned about ecosystems.				
Cross curricular skills	Can work with his/her classmates in a collaborative way: <ul style="list-style-type: none"> <li><input type="checkbox"/> Can put forward his/her own ideas.</li> <li><input type="checkbox"/> Can contribute to the group discussion.</li> <li><input type="checkbox"/> Can draw conclusions.</li> <li><input type="checkbox"/> Can listen to his/her group mates.</li> </ul>				
	Can do the tasks with interest and commitment.				
	Can suggest how improve his/her work.				





# PROGETTO CLIL 2017-2019

## Validazione dei moduli CLIL prodotti

### **Art. 14 (Validazione ex-post dei materiali e dei progetti)**

1. L'amministrazione provvederà alla validazione finale dei materiali prodotti, sulla base dei seguenti criteri:

- a. coerenza e conformità con quanto dichiarato in fase di progettazione;
- b. chiarezza dell'organizzazione dei materiali;
- c. qualità dei materiali in termini di correttezza linguistica, aderenza alla metodologia CLIL, chiarezza e coerenza con la durata dei moduli/percorsi e con il target degli studenti coinvolti;
- d. trasferibilità dei materiali.



# PROGETTO CLIL 2017-2019

## Validazione dei moduli CLIL prodotti



- Fase necessaria per la chiusura del progetto
- Verifica qualitativa dell'output finale (possesso degli elementi chiave della metodologia CLIL e di coerenza)
- Possibilità di integrazioni
- Esito: validato / non validato

NB: Nella prima edizione tutti i moduli CLIL sono stati validati (125).



# PROGETTO CLIL 2017-2019

## Processo di validazione

- Supporto alla validazione degli esperti esterni
  - James D. Stuart (Inglese) ed Emanuela Atz (Tedesco)
  - pre-valutazione;
  - richiesta di eventuali integrazioni ai docenti;
- Commissione di validazione (competenza sul progetto CLIL)



Validazione formale dei materiali sulla base dei criteri



## Criteri di validazione

Criteri di validazione (adottati per la prima edizione):

- A. trasferibilità dei materiali
- B. chiarezza dell'organizzazione dei materiali
- C. qualità dei materiali;
- D. qualità dei processi didattici per il CLIL

A supporto del lavoro della commissione, i criteri B e C sono oggetto di pre-valutazione degli esperti esterni



# PROGETTO CLIL 2017-2019



1<sup>st</sup> Edition

The following notes have been compiled using ideas generated from teacher input in the first edition of the project.

This is not a comprehensive guide to good-CLIL practice but rather a series of reminders for your CLIL project planning.



## Planning

- Clear learning outcomes are important
- Competences need to be developed, not just maintained.



## Teaching

- Task-based teaching methodology:
  - Student-centred, not teacher-centred / frontal all the time
  - Team-work, cooperation and collaboration means pair work /group work is more than simply checking answers



## Teaching

- No 'lesson-creep' in lesson plans. Each lesson should end on time.
- The timing must be feasible. Be generous with the timing of activities and, if possible, have an extra activity (game etc.) up your sleeve.
- Group / pair grouping rationale needed (same level / ZPD groups etc.) and change regularly.
- Plan teacher language (NB. questions) carefully, especially at lower levels.





## Activities

- Varied tasks / activities should be included to suit all learning styles and to motivate students.
- Generally, lessons should include an initial 'activating prior knowledge' stage as well as a concluding 'final task' phase for each lesson.



## Materials

- Differentiate materials when needed and include all versions.
- Materials should (as far as possible) be attractively formatted.



## Language

- Consider language **of** learning (content), language **for** learning (transaction) for each lesson.
- In 'hard' CLIL, language development should be included in lessons.
- If your school has a 'soft' approach to CLIL, mention how the language-teaching syllabus is used to support the CLIL programme.



## Assessment

- Assessment dictates language / academic skills that need to be covered in lessons.
- Self-assessment and peer assessment should be encouraged.
- Assessment rubrics are needed.
- Assessment should be transparent.

Coyle, D., Hood, P., Marsh, D., (2010) "CLIL"  
CUP, Cambridge, UK



# PROGETTO CLIL 2017/19



## Documentazione

### SITO VIVOSCUOLA

[www.vivoscuola.it/Schede-informative/Progetto-CLIL-2017-2018](http://www.vivoscuola.it/Schede-informative/Progetto-CLIL-2017-2018)

