

# CLIL Module Plan

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<b>School</b>	ITET Pilati - Cles				
<b>School Grade</b>	<input type="radio"/> Primary		<input type="radio"/> Middle		<input checked="" type="radio"/> High
<b>School Year</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input checked="" type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>Subject</b>	Altro			<b>Topic</b>	
<b>CLIL Language</b>	<input checked="" type="radio"/> English			<input type="radio"/> Deutsch	

<b>Personal and social-cultural preconditions of all people involved</b>	The lesson plan is for a third-year class of electronics and electrical specialization of a technical institute. It consists in 24 boys, two of whom are foreigners. One of the foreign students speaks excellent English, while the other one has a medium level of proficiency compared to the class. The average CEFR level is B1. The class has already engaged in CLIL activities in this subject earlier in the year.
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<b>Students' prior knowledge, skills, competencies</b>	<b>Subject</b>	<b>Language</b>
	Some of the students have worked for an electrician, gaining prior knowledge of electrical safety. Additionally, all students have undergone mandatory safety training as required by law, where certain topics related to electrical safety are briefly covered.	Students should understand simple sentences containing technical terms and feel comfortable seeking help or clarification if needed. The grammatical level required is around B1, and most technical terms used in the module are easy to understand.

<b>Timetable fit</b>	<input checked="" type="radio"/> Module	Length 5
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<b>Description of teaching and learning strategies</b>	The lessons will primarily focus on student-centered learning. The teacher will introduce the topics, deliver a brief frontal theoretical presentation, and then students will engage in discussions. Students will communicate exclusively in English, while the teacher may provide clarifications in Italian to ensure better understanding. The teacher will refrain from correcting grammar errors (unless severe) and will encourage students to participate actively. Additionally, some activities will be conducted in groups to promote interaction among students in English.
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# Overall Module Plan

<b>Unit: 1</b> Safety of Electrical Installations <b>Unit length: 2</b>	<b>Lesson 1</b> Electrical Faults
	<b>Lesson 2</b> Electrical Protection Devices
<b>Unit: 2</b> Safety of Individuals <b>Unit length: 2</b>	<b>Lesson 1</b> Electric Current Effects on the human body
	<b>Lesson 2</b> Grounding Systems
<b>Unit: 3</b> Design of a Civil Electrical System <b>Unit length: 3</b>	<b>Lesson 1</b> Conductors Sizing
	<b>Lesson 2</b> Design of the electrical panel
	<b>Lesson 3</b> Final Test

# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	1	<b>Title</b>	Electrical Faults
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20 min	Understand common electrical faults and acquire the technical vocabulary of the topic.	Teacher gives a presentation, students learn new vocabulary and content.	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Fault, overcurrent, short circuit, supplied, damage, heat, harmful</p> <p><b>Communicative structures</b> ... is greater than..., ... is the process by which...</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>• 1-1 Electrical Faults.pdf</li> </ul>	
L	S	R	W								

2	30 min	Identify causes, support and value reasoning.	Teacher proposes topics for discussion, students must think about causes or events that can happen based on previous or newly acquired knowledge, using proposed communicative structures.	<p><b>Skills</b></p> <table border="1" data-bbox="1189 165 1532 212"> <tr> <td>L</td> <td><b>S</b></td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Mild electric shock, vibrating, bright</p> <p><b>Communicative structures</b> Have you ever experienced ... ?, What kind of ... could you mention?, What happens if ...? It might ... A possibility is that ...</p>	L	<b>S</b>	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<p>Formative: teacher ensures that the students have acquired the content of the lesson and the linguistic structures proposed by the teacher.</p>
L	<b>S</b>	R	W							

# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	2	<b>Title</b>	Electrical Protection Devices
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20 min	Understand types of protective devices	Teacher gives a presentation, students learn new vocabulary and content.	<p><b>Skills</b></p> <table border="1"> <tr> <td><b>L</b></td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Protective devices, circuit breaker, fuse, response time</p> <p><b>Communicative structures</b> Comparison structures</p>	<b>L</b>	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>1-2 Electrical Protection Devices.pdf</li> </ul>	
<b>L</b>	S	R	W								

2	10 min	Recognize circuit breakers in real cases (students' electrical panel)	Students try do describe the picture of their electrical panel. The task to take the picture was assigned in the previus lesson.	<b>Skills</b> <table border="1" data-bbox="1137 164 1478 212"> <tr> <td>L</td> <td><b>S</b></td> <td>R</td> <td>W</td> </tr> </table> <b>Key vocabulary</b> Magnetotermic circuit breakers  <b>Communicative structures</b> In the electrical panel I can see... In the electrical panel there is/are...	L	<b>S</b>	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work		Formative: teacher ensures that the students have understood what a circuit breaker is and where to find it.
L	<b>S</b>	R	W								
3	20 minutes	Calculate breakers response time in different scenarios.	Teacher shows how to calculate a breaker response time with a guided exercise, then students do exercises as individual work. Finally, discussion about the results.	<b>Skills</b> <table border="1" data-bbox="1137 780 1478 828"> <tr> <td>L</td> <td><b>S</b></td> <td><b>R</b></td> <td><b>W</b></td> </tr> </table> <b>Key vocabulary</b> Scenario, rated current  <b>Communicative structures</b> Are you able to deduce ...? From the results it is clear that..., I can see that ...	L	<b>S</b>	<b>R</b>	<b>W</b>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work		Formative: teacher ensures that the students know how to calculate a circuit breaker response time and are able to discuss the results.
L	<b>S</b>	<b>R</b>	<b>W</b>								

# CLIL Lesson Plan

<b>Unit number</b>	2	<b>Lesson number</b>	1	<b>Title</b>	Electric Current Effects on the human body
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15 min	Hypothesize the effect of the current on the human body	Warm up: Teacher gives a prompt and students have to propose ideas.	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td><b>S</b></td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Current flow, human body</p> <p><b>Communicative structures</b> What kind of effects could ... have on ...?, I think that ..., a possibility is that...</p>	L	<b>S</b>	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>• 2-1 Electric Current Effects on human body.pdf</li> </ul>	
L	<b>S</b>	R	W								

2	10 min	Understand the effect of the current flow on the human body and learn the technical vocabulary of the topic.	Teacher gives a presentation, students learn new vocabulary and content.	<p><b>Skills</b></p> <p><input checked="" type="checkbox"/> L   <input type="checkbox"/> S   <input type="checkbox"/> R   <input type="checkbox"/> W</p> <p><b>Key vocabulary</b> Signals, physiological, tingle,</p> <p><b>Communicative structures</b> What happens when the current ...</p>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work		
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3	25 min	Support and value reasoning.	Teacher asks some questions on the topic, students reason and respond by motivating their ideas.	<p><b>Skills</b></p> <p><input type="checkbox"/> L   <input checked="" type="checkbox"/> S   <input type="checkbox"/> R   <input type="checkbox"/> W</p> <p><b>Key vocabulary</b> Depend on, safely, potential difference, trellis.</p> <p><b>Communicative structures</b> What does ... depend on?, why could ... ?,</p>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work		Formative: teacher ensures that the students have acquired the content of the lesson and the linguistic structures established.
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# CLIL Lesson Plan

<b>Unit number</b>	2	<b>Lesson number</b>	2	<b>Title</b>	Grounding Systems
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	30 min	Understand the importance of grounding systems and their main parts	Teacher gives a presentation, students learn new vocabulary and content.	<p><b>Skills</b></p> <table border="1"> <tr> <td><b>L</b></td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Direct/indirect contact, insulation fault, household appliance, ground, earth plate</p> <p><b>Communicative structures</b> It occurs when ..., ... has the function to...</p>	<b>L</b>	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>2-2 Grounding system.pdf</li> </ul>	
<b>L</b>	S	R	W								

2	20 min	Discussion on grounding system failures.	Teacher gives discussion prompts on the grounding system failures students can face at home. Students discuss about their experiences.	<p><b>Skills</b></p> <table border="1" data-bbox="1176 167 1518 215"> <tr> <td>L</td> <td><b>S</b></td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Household appliance, vibrating, mild electric shock.</p> <p><b>Communicative structures</b> Have you ever experienced ...?, Have you ever felt...?</p>	L	<b>S</b>	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work		
L	<b>S</b>	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	3	<b>Lesson number</b>	1	<b>Title</b>	Conductors Sizing
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	30 min	Understand the importance of sizing conductors	Teacher gives a presentation, students learn new vocabulary and content.	<p><b>Skills</b></p> <table border="1"> <tr> <td><b>L</b></td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> Core, prevent, facilitate, heat balance, voltage drop,</p> <p><b>Communicative structures</b></p>	<b>L</b>	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>• 3-1_Conductor_sizing.pdf</li> </ul>	
<b>L</b>	S	R	W								

2	20 min	Calculate conductor sizes	Teacher shows how to use formulas, students in pairs do exercises on sizing.	<p><b>Skills</b></p> <table border="1" data-bbox="1019 167 1359 215"> <tr> <td>L</td> <td><b>S</b></td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> calculations, implications, recommendations, standards</p> <p><b>Communicative structures</b> How would you calculate the size of conductors for a given electrical load? What are the implications of using undersized conductors in an installation?</p>	L	<b>S</b>	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work		Peer review: students in pairs check the work.
L	<b>S</b>	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	3	<b>Lesson number</b>	2	<b>Title</b>	Design of the electrical panel
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	100 min	Design the electrical panel of your home	Students have to design their electrical panel according to what they have learned in this module.	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> -</p> <p><b>Communicative structures</b> -</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work		Teacher feedback during lessons: teacher gives feedbacks in order to improve students' work.
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	3	<b>Lesson number</b>	3	<b>Title</b>	Final Test
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	50	Present the project of the electrical panel and discuss the differences in what is installed.	Each student performs a short presentation about their project and compare it with the panel they have at home. Teacher and the other students ask for questions and clarifications.	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td><b>S</b></td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> -</p> <p><b>Communicative structures</b> I made these choices because..., I decided to use this..., Since ... then I have ...</p>	L	<b>S</b>	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work		Summative. For the content part, teacher evaluates the knowledge acquired by the students and their skills in knowing how to size the components correctly. For the language part, teacher evaluates the students' ability to justify their design choices and to make comparisons.
L	<b>S</b>	R	W								