

MODELLO DI PIANIFICAZIONE CLIL

UNIT BALANCE

“Surrealism and Totalitarism”

Describe here the general balance of the unit.

Abstract (short description of the unit or module) max 5/8 rows.

The unit is composed by 1 module whose aim is to show students the universal artistic outcry against the enormous brutality, destruction and suffering of wartime violence.

CONTENT AIMS

Be able to describe surrealist pictures

Be able to compare pictures

To know the main characteristics of Surrealism looking for Salvador Dalì

To be able to summarize main information about Dali's biographie

To be able to recognize the main parts of a story

To reflect about social themes of surrealism

COMMUNICATION

LANGUAGE (GENRES, PHRASES, COLLOCATIONS, PHRASAL FORMS,...)

Describing,defining, comparing and contrasting

Activities to practise all four skills

CHUNKS

VOCABULARY (BICS, CALP, MICROLANGUAGE)

Revisited and new

GRAMMAR

Present tense,linking words,describing words(adjectives and/or adverbs),prepositions(behind,in front of, next to,in the bottom/top right/left,in the foreground,etc.)

COGNITION AIMS

Learning skills (affective, metacognitive and cognitive)

Examining and comparing historical documents or/and images

Describing,comparing and contrasting,reasoning,evaluating visual and/or written sources documents such as: photos, pictures, films, etc.

Expressing and sharing own ideas and opinions

Communicating and collaborating

CULTURAL AIMS

Communicating and collaborating

Reflecting about some social themes such as: war, justice, violation of liberty, the value of peace.

LEARNING STYLES COVERED (Multiple intelligences theory)

EVALUATION AND ASSESSMENT

Example of realistic products :

1.spoken product such as:an individual,pair or group presentation, a description of a picture,etc

2.visual product such as : a poster, a map,etc.

3.written product such as a summary, a poster,a diary,etc.

OPTIONAL

COMMUNITY DISPLAYS/IMPACT ON OUTSIDE LIFE

VISITS

COLLABORATION/ IMPACT ON COLLEAGUES/SCHOOL

PARENTS

PROCEDURE AND MATERIALS

Describe here the procedure of every single step of the lesson/s.

Include materials to be used: images, videos, web links, text, tasks to be completed, evaluation and assessment materials etc.

First Lesson

First Activity

Second Lesson

Second Activity

Fourth Lesson

Fourth Activity

At the end you can get the students to compare their two halves of the text and correct any mistakes.

Fifth Lesson

Fifth Activity

Table 1. Summary of the main characteristics of the four groups of patients.

Sixth Lesson

sixth Activity

PROCEDURE	<p>Listen while the text is read (by the student) and number the words in order in which you hear them.</p> <p>Now listen to definitions and say which words on your list they define.</p> <p>Than write in the words next to their definitions (give definition on paper)</p> <p>Now read the text yourself and controll the mistakes (give the text)</p>
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Seventh Lesson

seventh Activity

PROCEDURE	<p>Show the photos and images to the students</p> <p>The students look at the images</p> <p>Give each group the text and a list of questions. Before they begin ,tell them that they will not find answers to all the questions in the text , so where not given, they must work together to try and guess the answers to questions.</p> <p>The students read the text.</p> <p>Explain that everyone needs to take notes.</p> <p>Than they provide the informations required</p>

Eighth Lesson

Eighth Activity

PROCEDURE	<p>Watch the movie</p> <p>Explain that everyone needs to take notes.</p> <p>Than they provide the informations required</p>
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