

## CLIL LEARNING UNIT – Lower Secondary School

<b>Title</b>			<b>Class</b>	SECOND
<b>Subject(s) involved</b>	GEOGRAPHY		<b>Number of lessons</b>	10
<b>Teaching aims</b>	<ul style="list-style-type: none"> <li>• To give a basic idea of Europe’s common history and culture</li> <li>• To give information on the creation of the EU, its activities and institutions, and the role of its Member States</li> <li>• To focus on connections (rather than isolated facts) between               <ul style="list-style-type: none"> <li>○ Europe's past and its present</li> <li>○ EU Member States, citizens, institutions and activities</li> </ul> </li> </ul>			
<b>Learning outcomes</b>	What learners will be able <b>to know</b> by the end of the unit	<i>Learners will know about...</i> which European countries are EU members, the history of the European Union as a prolonged period of peace and cooperation that continues to evolve and develop today. The European Institutions and their functions: the EU Government, the Council of the European Union, the European Parliament ,the European Commission and the European Court of Justice .		
	What learners will be able <b>to do</b> by the end of the unit	<i>Learners will be able to ...</i> read for information, organize data, read a map, compare and contrast information, classify information.		
	What learners will be able to <b>be aware of</b> by the end of the unit	<i>Learners will be able to be aware of...</i> the benefits of converting from various national currencies to one common currency, the <i>euro</i> , in the European Union. -The fact that the single market is designed to eliminate barriers and simplify existing rules to enable individuals, consumers and businesses in the EU to capitalize on opportunities offered by having direct access to 28 countries and over 500 million people. -The fact that the free movement of people, goods, services and capital increases competition, lower prices and the ability to live, work, study or retire in another EU country. -The benefits of being EU citizens.		

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<b>Content</b>	CLIL theme with possible Cross-curricular links	<p><b>Geography:</b> defining Europe's borders; distinguishing between Europe and the European Union; number of continents in the world.</p> <p><b>History:</b> putting historical events into a broader context; understanding how history affects the present; learning lessons from history.</p> <p><b>Social studies:</b> placing countries in their European context; democracy and Communism; war and peace; preparing to play an active role as citizens.</p> <p><b>Modern foreign languages:</b> Reading, writing, speaking and listening skills.</p>
<b>Communication</b>	Language <b>of</b> learning	<p><b>Vocabulary:</b> Countries and Nationalities, freedom, money, movement, to use, to hold, passport, parliament, power, international, freedom.</p> <p><b>Structures:</b> comparatives, superlatives, I think, I suppose, in my opinion, according to, I think so, I don't think so, have to, don't have to, must, mustn't</p> <p><b>Functions:</b> speaking about rules, making comparisons, expressing opinions expressing agreement and disagreement.</p>
	Language <b>for</b> learning	<p>Vocabulary : Union, federation, member, death penalty, to join, to vote, to legislate, soldier, civilian, citizen, products, goods, services, economy, currency, council, minister, treaty, policy, development, agreement, political, responsible, laws, court, justice, speech.</p> <p>Structures: passive form, gerund.</p> <p>Functions: making comparisons, speaking about past events, speaking about rights and duties</p>
<b>Cognition</b>	Thinking skills development (LOTS and HOTS)	Identifying, and classifying the EU countries. Analyzing the historical process toward the Union, evaluating the advantages and disadvantages of being part of the EU.
<b>Culture</b>	Awareness of topic relevance to daily life	The benefits of a single EU market: the single market helps to bring down barriers, create more jobs and increase overall prosperity in the EU. The right to free movement means that every EU citizen is entitled to travel freely around the Member States of the European Union and to settle anywhere within the EU.
<b>Materials and resources</b>	Smart board, computer, atlas.	

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### LESSON PLAN

Lesson 1 /10

**Title: The EU, an introduction**

Timing 1h

<p><b>Activation of the unit</b></p>	<p><i>How we create interest and raise motivation</i>  <i>The teacher shows a picture of the European flag then she asks the following questions: what flag is this? How many stars are there? What do you think the stars represent? Where is Europe? What is the meaning of the acronym EU? Do you know who were the first countries to become members of the EU? What was the aim of the EU at the beginning?</i>  <i>The teacher shows a globe and points to the European continent.</i>  <i>What is the the difference between Europe and the European Union?</i>  <i>The teacher elicits the students' pre-knowledge by asking to write down three words associated to the European Union that come to their mind. As it comes out that the European Union is a confederation the teacher asks the students about the difference between the American and the European confederation. The teacher writes down a list on the blackboard and focuses on the main differences.</i></p>	<p><b>Interaccional Pattern *</b>  <i>Whole class</i></p>	<p><b>Resources and Materials</b></p>
<p><b>Core activities</b>  <b>Find out (input)</b></p>	<p><i>A short description of each activity (observing, reading, selecting information, note taking, researching, ...)</i>  <i>The students observe the map of Europe and try to locate the countries that belong to the EU. The teacher proceeds by showing the very first countries to become members of the EU. The students do some exercises concerning some famous European people.</i></p>	<p><b>Group discussion</b></p>	<p><b>Pictures Worksheet n.1</b></p>

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### LESSON PLAN

Lesson 2 /10

**Title: The origins of the European Union**

Timing 1h

<p><b>Lead in of the lesson (warm up)</b></p>	<p><i>How we create interest and raise motivation</i>  <i>The teacher revises the previous lessons asking some questions. After that the teacher asks the students to make a list of the original countries who founded the European Union in their opinion. What are the countries that originally founded the European Union? Why was it created? The teacher shows a spider-gram with the first 6 countries.</i></p>	<p><b>Interactional Pattern *</b></p>	<p><b>Resources and Materials</b></p>
<p><b>Core activities</b>   <b>Sort out (input processing)</b></p>	<p><i>A short description of each activity (sequencing, classifying, sorting...)</i>  <i>The teachers explains the reasons of the European Unions, the aims and the purposes of the Union. The students have to do some exercises on the whiteboard. They have to look a map and list the countries belonging to the Union. They have to guess why other countries are coloured in different colours as they didn't join the European Union yet or because their request was rejected for some reasons.</i></p>	<p><b>pair work and group discussion</b></p>	<p><b>Pictures and worksheet 2 (first part)</b></p>

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### LESSON PLAN

Lesson 3 /10.

**Title: The first steps of the EU**

Timing 1 h

<p><b>Lead in of the lesson (warm up)</b></p>	<p><i>How we create interest and raise motivation</i>  <i>The teacher asks some questions concerning the beginning of the European Union to recall the previous information. The teacher shows a map and points out the countries belonging to the European Union.</i></p>	<p><b>Interactional Pattern *</b>          whole class</p>	<p><b>Resources and Materials</b></p>
<p><b>Core activities</b>  <b>Sort out 2 (input processing 2 if necessary)</b></p>	<p><i>A short description of each activity (sequencing, classifying, sorting...)</i>  <i>The teacher focuses on the first steps of the formation of the EU and shows a map pointing out the first countries and giving the students a worksheet to fill in with some important information concerning this matter. They have to make a list of the countries according to the year they joined the Union and after that they have to colour a map.</i></p>	<p><b>Pair work and group discussion</b></p>	<p><b>Worksheet 2 (second part)</b></p>

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Lesson 4 /10.

**Title: The reasons of EU**

**Timing 1 h**

<p><b>Lead in of the lesson (warm up)</b></p>	<p><i>How we create interest and raise motivation</i>  <i>The teacher asks some questions concerning the beginning of the European Union: what do you think are the historical reasons of the Union? Think about the aims of the European Union and try to guess. To help the students the teacher writes on the boards some words such as coal, peace, deal, common market. The students complete the spider-gram with other words that come out from the discussion in class.</i></p>	<p><b>Interactional Pattern *</b>          whole class</p>	<p><b>Resources and Materials</b></p>
<p><b>Core activities</b>  <b>Sort out 2 (input processing 2 if necessary)</b></p>	<p><i>A short description of each activity (sequencing, classifying, sorting...)</i>  <i>The teacher focuses on the aims and the first steps of the formation of the EU and gives the students some information about the history of the European Union encouraging a group discussion on the main issues.</i></p>	<p><b>Pair work and group discussion</b></p>	<p><b>worksheet n.3</b></p>

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Lesson 5/10.

**Title: The SINGLE MARKET**

Timing 1 h

<p><b>Lead in of the lesson (warm up)</b></p>	<p><i>How we create interest and raise motivation</i>  <i>The teacher asks some questions concerning the steps of the formation of the European Union. The teacher recalls the previous information concerning the steps of the EU. What was the name of the prime minister who proposed to create an European Union? Who were the first founding countries? What was the treaty of Rome signed for? Can you remember the corresponding acronyms in Italian for the following? What do you think happened after that?</i></p>	<p><b>Interactional Pattern *</b>          whole group</p>	<p><b>Resources and Materials</b></p>
<p><b>Core activities</b>  <b>Sort out 2 (input processing 2 if necessary)</b></p>	<p><i>A short description of each activity (sequencing, classifying, sorting...)</i>  <i>The teacher focuses on the following steps of EU and gives the students some information about the history of the European Union. What do you think was the single European act signed for? What do you think is the single market? The teacher asks the students to focus on the advantages of a Single market. She draws a spider-gram on the black board and together with the students they discuss the advantages of a single market making comparison with the situation in Europe before the market was created.</i></p>	<p><b>Group work</b></p>	<p><b>Pictures</b></p>

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Lesson 6/10.

**Title: The Four freedoms**

Timing 1 h

<p><b>Lead in of the lesson (warm up)</b></p>	<p><i>How we create interest and raise motivation</i>  <i>The teacher asks some questions concerning the previous steps of the formation of the European Union. The teacher recalls the previous information concerning the previous lesson and introduces the topic of the four freedoms. Do you know what happened in 1989? Do you remember the reason why the Berlin Wall was raised? What happened when the wall was pulled down? What were the consequences? What happened in 1993? Have you ever heard of the treaty of Maastricht? Where is Maastricht? What are the four freedoms?</i></p>	<p><b>Interaction al Pattern *</b></p> <p style="text-align: center;">whole class</p>	<p><b>Resources and Materials</b></p>
<p><b>Core activities</b>  <b>Sort out 2 (input processing 2 if necessary)</b></p>	<p><i>A short description of each activity (sequencing, classifying, sorting...)</i>  <i>The teacher focuses on the following steps of EU and gives the students some information about the history of the European Union. She focuses on the importance of the treaty of Maastricht. The teacher makes a list of the four freedoms and discuss with the students about the consequences of them. The students have to do the exercises on the interactive whiteboard.</i></p>	<p><b>group discussion</b></p>	<p><b>Pictures on the whiteboard</b></p>

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Lesson 7/10.

**Title: The Schengen agreements**

Timing 1 h

<p><b>Lead in of the lesson (warm up)</b></p>	<p><i>How we create interest and raise motivation</i>  <i>The teacher asks some questions concerning the previous steps of the history of the European Union. The teacher recalls the previous information. Do you know what happened in 1993? What were the aims of the treaty of Maastricht? Do you remember where Maastricht is? Where is Amsterdam? Do you know the reason why this town is important? What happened in 1999?</i></p>	<p><b>Interactional Pattern *</b>          whole class</p>	<p><b>Resources and Materials</b></p>
<p><b>Core activities</b>  <b>Sort out 2 (input processing 2 if necessary)</b></p>	<p><i>A short description of each activity (sequencing, classifying, sorting...)</i>  <i>The teacher focuses on the differences between the treaty of Maastricht and the treaty of Amsterdam. Then she focuses on the key-words and asks the students: what documents do you need to travel around the world? The teacher goes on focusing on the following step of EU and the Schengen agreements. After that she asks the students if they know what happened on 11th September 2001 and focuses on the consequences of 9/11. The students have to do the exercises on the interactive whiteboard.</i></p>	<p><b>Group discussion</b></p>	<p><b>Worksheet n. 4-5</b></p>

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Lesson 8/10.

**Title: The European Parliament**

Timing 1 h

<p><b>Lead in of the lesson (warm up)</b></p>	<p><i>How we create interest and raise motivation</i>  <i>The teacher recalls the previous information. What is 9/11? What is the Europol? What are the Schengen agreements?</i></p>	<p><b>Interactional Pattern *</b>           whole_class</p>	<p><b>Resources and Materials</b></p>
<p><b>Core activities</b>  <b>Sort out 2 (input processing 2 if necessary)</b></p>	<p><i>A short description of each activity (sequencing, classifying, sorting...)</i>  <i>The teacher sums up the previous steps of the European Union. She focuses on the institutions of the European Union. She asks some questions: what does the European Parliament represent? How are its members chosen? How often does the election take place? What is the parliament responsible for? Where is the European Parliament? The students discuss the answer with the teacher having a look at the information on the whiteboard. The teacher writes the key-words on the blackboard.</i></p>	<p><b>Group discussion</b></p>	<p><b>Pictures and worksheet n. 6-7</b></p>

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Lesson 9/10.

**Title: The EU and its institutions**

Timing 1 h

<p><b>Lead in of the lesson (warm up)</b></p>	<p><i>How we create interest and raise motivation</i>  <i>The teacher recalls the previous information: what does the European Parliament represent? How are its members chosen? How often does the election take place? What is the parliament responsible for? Where is the European Parliament? What other institutions do you know?</i></p>	<p><b>Interactional Pattern *</b>           whole class</p>	<p><b>Resources and Materials</b></p>
<p><b>Core activities</b>  <b>Sort out 2 (input processing 2 if necessary)</b></p>	<p><i>A short description of each activity (sequencing, classifying, sorting...)</i>  <i>The teacher sums up the previous steps of the European Union. She focuses on the other institutions of the European Union. She asks some questions: what is the aim of the European Council? Who are the members of the European Council? Where do the meetings take place? The students discuss the answer with the teacher having a look at the information on the whiteboard. The teacher writes the key-words on the blackboard. The teacher introduces the European Commission: what is the European Commission? How many commissioners is it made of? What does the European Commission represent? Where do they meet?</i></p>	<p><b>Group discussion</b></p>	<p><b>Pictures and worksheet n.8</b></p>

## CLIL LEARNING UNIT – Lower Secondary School

**Lesson 10/10.**

**Title: The most important European institutions**

**Timing 1 h**

<p><b>Lead in of the lesson (warm up)</b></p>	<p><i>How we create interest and raise motivation</i>  <i>What are in your opinion the most important European institutions? The teacher elicits students' knowledge about the European institutions then she writes on the backboard the names of some institutions such as the council of Europe, the European Commission, the court of justice and the European Central Bank.</i>  <i>The teacher recalls the previous information by asking some questions: what is the aim of the European Council? Who are the members of the European Council? Where do the meetings take place? what is the European Commission? How many commissioners is it made of? What does the European Commission represent? Where do they meet?</i></p>	<p><b>Interactional Pattern *</b></p> <p style="text-align: center;">whole class</p>	<p><b>Resources and Materials</b></p>
<p><b>Core activities</b>  <b>Sort out 2 (input processing 2 if necessary)</b></p>	<p><i>A short description of each activity (sequencing, classifying, sorting...)</i>  <i>The teacher sums up the previous steps of the European Union and discuss with the students the answers about the European council and the European Commission, the European Central Bank and their aims. The teacher writes the key words on the blackboard (leaders, strategies, laws, consulting body, Brussels). The Teacher asks the students if they know what a Court of justice is. What are its aims? She writes the key-words on the blackboard: freedom, rights, laws, judges. Then she/he focuses on the importance of the role of the European Central Bank.</i></p>	<p><b>Pair work and group discussion</b></p>	<p><b>Pictures on the whiteboard worksheet n. 9 - 10 and 11</b></p>
<p><b>Assessment</b></p>	<p><i>Summative assessment of the whole learning unit</i>  <i>Types of written tests: multiple choice and open questions</i>  <i>Oral tests: oral interaction.</i></p>		

*\*Whole class: W, groupwork: G, pairwork: P, individual work: I*