

PLANNING TEMPLATE

for CLIL and Content-Rich Environments

SEQUENCE /UNIT / LESSON /TASK TITLE:

AUTHORS:

WITH THE SUPPORT OF:

GRADE/AGE GROUP:

SUBJECT(S), LANGUAGE(S) and/or CURRICULUM AREAS:

NUMBER OF LESSONS:

CEFR LEVEL: A1 / A2 / B1 / B2 / C1 / C2

KEY WORDS:

INTRODUCTION TO THE UNIT (the lesson or the task)

*(Write what you want to tell **the students** at the beginning of the teaching sequence. The aim of this introduction is to capture and involve their **hearts** and their **minds**. You may want to explain the connections between the project and their lives: home, friends, interests ...; Also what the 'mission' or 'final task' is. Try to use learner-convergent / learner-friendly language)*

OBJECTIVES / GOALS

By the end of the unit / lesson /task, the students will be able to...

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-
-

KEY COMPETENCES

1. Linguistic communication
2. Mathematical
3. Science and technology
4. Digital competence
5. Social and civic competences
6. Cultural awareness and expression
7. Learning to learn
8. Sense of initiative and entrepreneurship



CLIL-SI (2015). Based on the template developed by the collaborative CLIL-SI team (2011). More information at: <http://grupsderecerca.uab.cat/clisi/> and <http://grupsderecerca.uab.cat/led/>

INFORMATIVE and FORMATIVE ASSESSMENT		
ASSESSMENT CRITERIA <i>(What exactly have the students learned to do? For every goal (see above) you will need one or more very specific observable indicators of learning).</i> - - - - - -	ASSESSMENT TOOLS & ASSESSMENT TASKS <i>(How will you determine whether the students have learned this or that? Some possible tools are: Authentic assessment tasks other than tests such as oral presentations, posters, role-play; Checklists, rubrics, ...; Tests; Etc.)</i> - - - - -	
SUBJECT, DOMAIN or TOPIC RELATED CONTENTS		
KNOWLEDGE - - - - -	SKILLS - - - - -	
CONTENT-OBLIGATORY / CONTENT-COMPATIBLE LANGUAGE and DISCOURSE FEATURES		
INDISPENSABLE LANGUAGE ITEMS <i>(Lexis, phrases, grammar forms, collocations, etc.)</i> ➤ TERMINOLOGY - ➤ ACADEMIC LANGUAGE - ➤ LANGUAGE FORMS DETERMINED BY GENRE and TOPIC - ➤ LANGUAGE ESSENTIAL FOR EFFICIENT TASK MANAGEMENT -	LANGUAGE ACTIVITIES ORAL or WRITTEN MODE ➤ RECEPTION (listening, reading) - ➤ PRODUCTION (speaking, writing) - - ➤ INTERACTION (oral, written) -	DISCOURSE GENRE / TEXT TYPE <i>(Narrative, argumentative, instructional, explanatory, etc.)</i> - - INTERACTIONAL STRATEGIES <i>(To contribute to academic, interpersonal and intercultural communication: turn taking, politeness, face saving, acknowledging a contribution, expressing disagreement, etc.)</i> - -
PERSONAL & EMOTIONAL DEVELOPMENT		



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SESSION-BY-SESSION UNIT OVERVIEW

Session	Activities	Timing	Skills ¹	Interaction ² or Grouping	ICT / CMC	Assessment ³
1						
2						
3						
...						

¹ Reception: listening (L) and reading (R). Production: speaking (S) and writing (W). Interaction or conversation (I).

² Type of interaction: Peer- interaction (S-S); Teacher-led interaction (T-S); Individual work (I).

³ Assessment task used for accountability purposes.



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ACTIVITY #	
Activity description	
Outcomes: Speaking / Writing / Conversation / Non-linguistic output	
Input: Listening / Reading / Viewing / Other	
Subject-matter CONTENT	
Content-Obligatory LANGUAGE	
Timing	
Format of interaction / Grouping (Individual work; Peer interaction Teacher-led interaction)	
ICT / CMC	
Assessment (Self-assessment; Peer-assessment; Co-assessment; Teacher assessment)	
Steps and approximate timing	



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MATERIALS and RESOURCES

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REFERENCES

ACKNOWLEDGEMENTS

OTHER COMMENTS



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