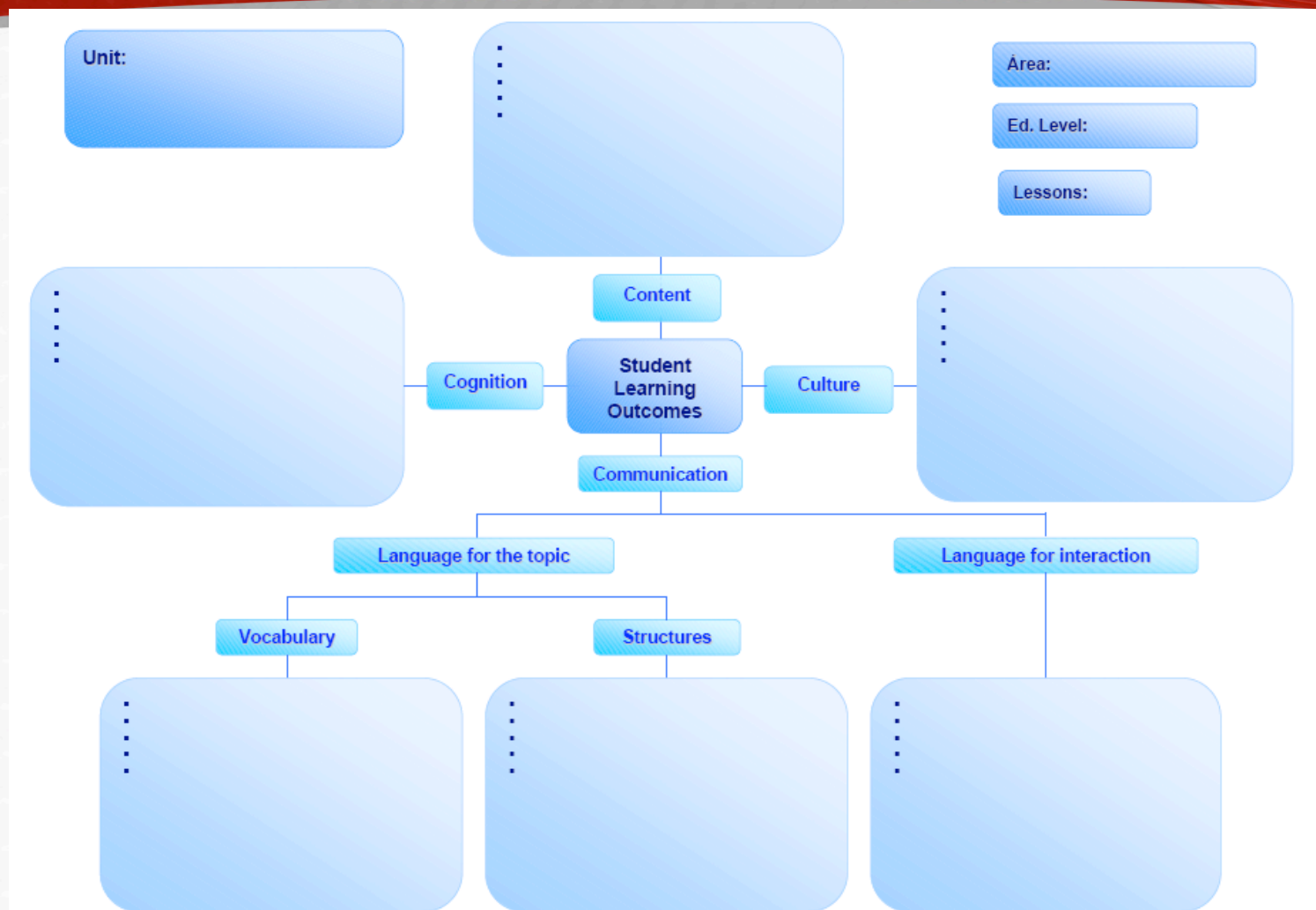


Modelo de unidad CLIL de la Consellería de Educación de Valencia

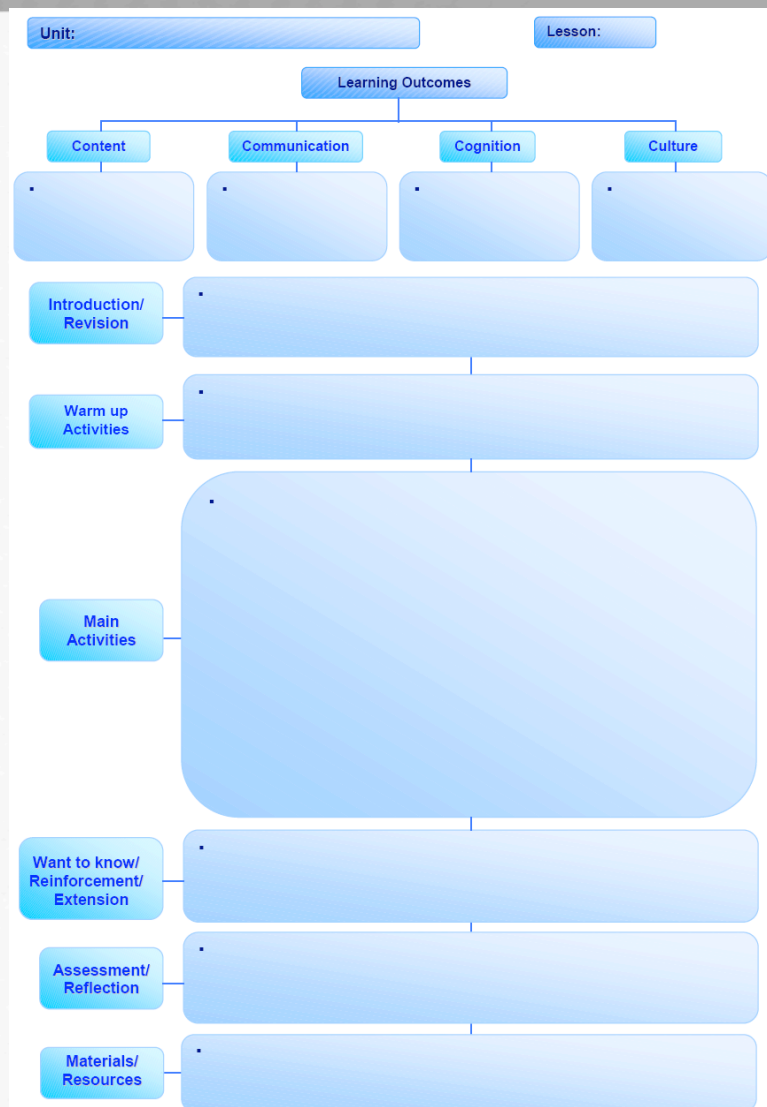
The diagram illustrates a Unit Plan Template with the following components and connections:

- Unit:** A text box at the top left.
- Área:** A text box at the top center.
- Lessons:** A text box at the top right.
- Nivel Ed.:** A text box at the top right.
- Teaching Objectives:** A text box on the left, connected to a large blue box containing a vertical list of dots.
- Final Task:** A text box in the center, connected to a large blue box containing a single dot.
- Assessment Criteria:** A text box in the center, connected to a large blue box containing a vertical list of dots.
- Key Competences:** A text box on the right, connected to a large blue box containing a vertical list of dots.
- Materials Resources:** A text box on the right, connected to a large blue box containing a vertical list of dots.

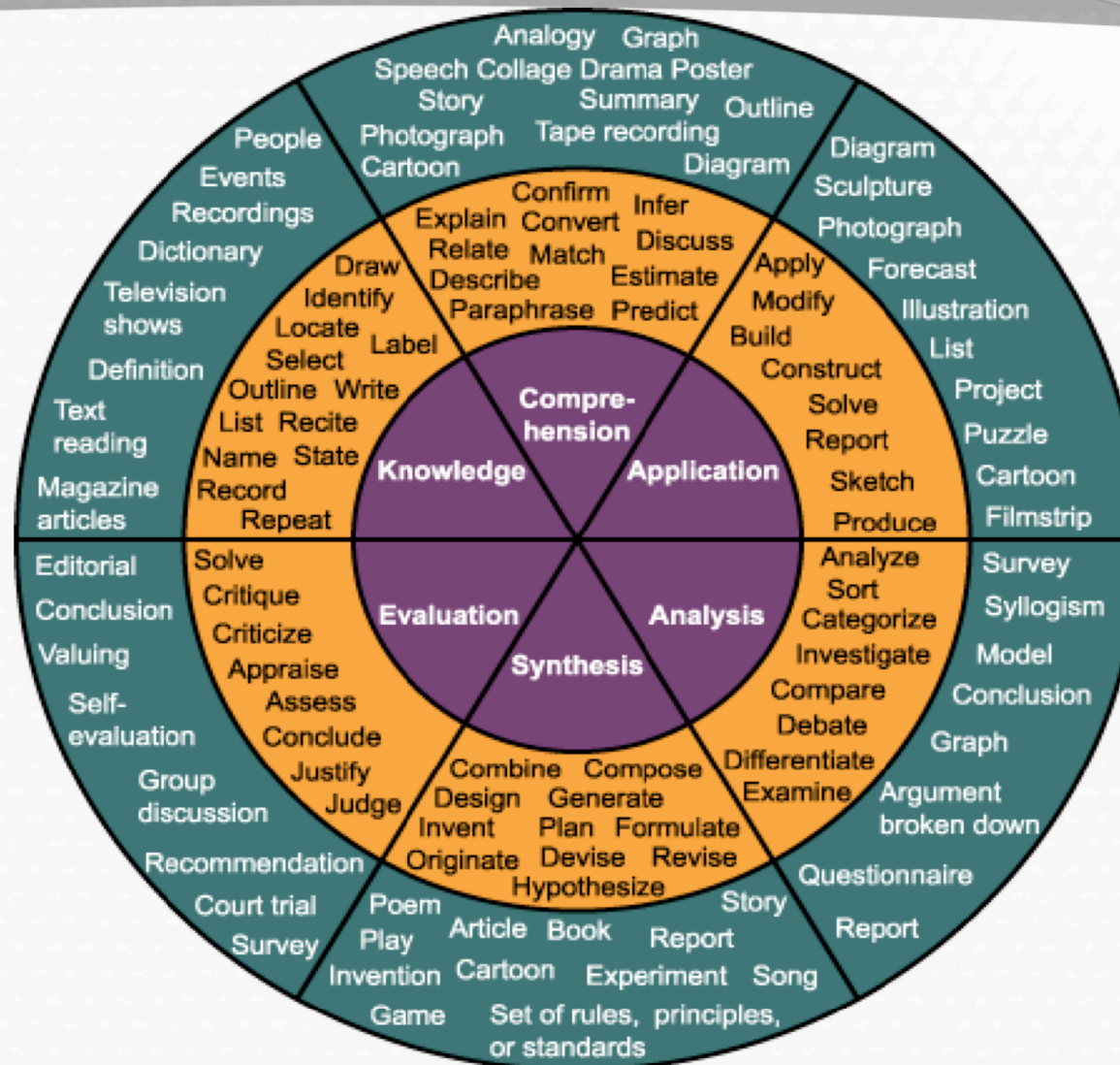
Modelo de unidad CLIL de la Consellería de Educación de Valencia



Modelo de sesión CLIL de la Consellería de Educación de Valencia



Tools for developing CLIL activities: Bloom's Taxonomy



Bloom's taxonomy in use

Useful Verbs	Sample Question Stems	Potential activities and products
explain interpret outline discuss distinguish predict restate translate compare describe	Can you write in your own words...? Can you write a brief outline...? What do you think could of happened next...? Who do you think...? What was the main idea...? Who was the key character...? Can you distinguish between...? What differences exist between...? Can you provide an example of what you mean...? Can you provide a definition for...?	Cut out or draw pictures to show a particular event. Illustrate what you think the main idea was. Make a cartoon strip showing the sequence of events. Write and perform a play based on the story. Retell the story in your words. Paint a picture of some aspect you like. Write a summary report of an event. Prepare a flow chart to illustrate the sequence of events. Make a colouring book.



Application

Bloom's Taxonomy / Gardner's Grid combined (example by Casi Soriano)

<i>The matter and its properties.</i>	Remembering	Understanding	Applying	Analysing	Evaluating	Creating
Word smart	List name of materials and examples in the class.	Prepare a two minute talk describing a selected material.	Design a poster to encourage recycling	Analyze two or more materials	Compare and evaluate the properties of some materials. (subjective)	Prepare in pairs or groups a speech about a material
Logic smart	Match the instrument with the unit of measurement (gr, cm, l)	Use the different instruments to measure some items.	Complete a table measuring different items.	Analyze the data in the table. Which is the densest material.	Compare and evaluate the properties of some materials (objective)	Make a graph with the data in the chart.
Vision smart	Match the picture with the material they are made of.	Identify the material used in each item. (pictures)	Design a mural explaining the uses of a material (pictures and drawings)	Search for different uses of a material (through videos and pictures)	Sight is enough to classify materials? Pictures / realia	Make a mural about the use of a material
Body smart	Touch the material game.	Blindfolded guess the material. Venn Diagram about an object in different materials	Experience: Use the different instruments to measure	Experience: Analyze the different rocks and mineral	Guess the weight of some items and then use the kitchen scales.	Make a collage with different materials. (mould, cut, look for in the playground, etc.)
Music smart	Match items and sounds. (see video of percussionists)	Identify objects by the sound they make	Experience Make music with water glasses.	Analyze the sound of some materials shown in a video	Evaluate if the hear is enough to classify items?	Compose a simple tune with glass water or other objects.
People smart	In groups match the items with their materials	Class discussion on materials properties	In a group, design a mural to explain a material	In pairs analyze the properties of some minerals	Class evaluation of the different objects created in pairs.	Pair work design an object using different materials
Self smart	What is your favourite colour for fabric? What do you prefer glass/ plastic for a bottle of water?	Keep an ST file for the whole of this unit.	Think about a special use for a material (fabric, paper, metal, glass, etc.) The thinker's key games L1	Prepare your own mind map of types of rocks	Search for recycling bins in school and neighbourhood. Are they enough? Do we recycle?	Predict new uses of materials and new items. The thinker's key games. L1
Nature Smart	List of minerals and rocks that you know / you would like to see.	Make a list of tests you use to identify a rock/mineral	Search about a rock or mineral. Describe a mineral in pairs.	See a video about environment risks and name some bad use of materials	Evaluate the impact of cutting trees to make paper.	Create a mural to encourage recycling in school and at home.

Stephen Krashen on Language Learning

<http://www.youtube.com/watch?v=NiTsduRreug>

Krashen on SLA and SLL

<http://www.youtube.com/watch?feature=fvwp&v=eTVbdstast>