CLIL LESSON PLAN FOR SUBJECT: Civics   **DEVELOPER:** Marchidanu Anamaria

TOPIC: Family Tree

GLOBAL GOAL: Learn about building a family tree

AGE OF STUDENTS: 11-12   **LEVEL:** A2-B1   **TIMING**:50min

Aims
• SS will learn how to build a family tree • SS will learn about linguistic families • SS will reflect on family relationships • Ss will reflect on physical and psychological similarities/differences between the members • SS will improve their communication skills

TEACHING OBJECTIVES (What I plan to teach)	
Content	
• information about family trees • distinction between physical and psychological/moral characteristics • 5 linguistic families from Europe and 11 language names	
Cognition	**Culture**
• comparing/reaching conclusions • asking/presenting information • classifying • self-analysing • listening in order to obtain specific information	• Finding one greeting in 11 languages • Obtaining information about 5 different linguistic families from Europe • Promoting tolerance towards differences and similarities between people

Language and Communication	
Language *of* learning	**Language *for* learning**
• **key vocabulary:** tree(parts of a tree), specific language (family members), languages and countries where spoken(e.g. Dutch –Netherlands, Portuguese –Portugal etc), linguistic families (Hellenic, Slavic, Baltic, Germanic and Romance/Latin), physical and psychological/moral characteristics.	• language to ask information, to guess, to compare, to conclude, to justify, to analyse, to present

LEARNING OUTCOMES (What learners will be able to do by the end of the lesson/s)
By the end of the unit, the learners will be able to: • SS will be able to build a family tree • SS will be able to ask/answer questions in order to get/offer the needed information • SS will be aware of what physical and psychological characteristics are • SS will be able to distinguish between different linguistic families

Assessment Methods/Tools

- Answers on the whiteboard (crossword)
- Checking the correctness of worksheets 2 and 4 (feedback to/from teacher's and colleagues' questions/answers)
- Checking students' understanding of physical and a psychological characteristics by asking examples
- Students' answers on the analogy between linguistic families and family trees/families
- Students' answers on naming at least 2 linguistic families without looking on the whiteboard
- Students' placement at the closing activity (on the left, the ones who consider that they know how to build a family tree).