

**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	
<ul style="list-style-type: none"> <li>• SS will learn how to build a family tree</li> <li>• SS will learn about linguistic families</li> <li>• SS will reflect on family relationships</li> <li>• Ss will reflect on physical and psychological similarities/differences between the members</li> <li>• SS will improve their communication skills</li> </ul>	
TEACHING OBJECTIVES (What I plan to teach)	
<b>Content</b>	
<ul style="list-style-type: none"> <li>• information about family trees</li> <li>• distinction between physical and psychological/moral characteristics</li> <li>• 5 linguistic families from Europe and 11 language names</li> </ul>	
<b>Cognition</b>	<b>Culture</b>
<ul style="list-style-type: none"> <li>• comparing/reaching conclusions</li> <li>• asking/presenting information</li> <li>• classifying</li> <li>• self-analysing</li> <li>• listening in order to obtain specific information</li> </ul>	<ul style="list-style-type: none"> <li>• Finding one greeting in 11 languages</li> <li>• Obtaining information about 5 different linguistic families from Europe</li> <li>• Promoting tolerance towards differences and similarities between people</li> </ul>
Language and Communication	
<b>Language of learning</b>	<b>Language for learning</b>
<ul style="list-style-type: none"> <li>• <b>key vocabulary:</b> 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.</li> </ul>	<ul style="list-style-type: none"> <li>• language to ask information, to guess, to compare, to conclude, to justify, to analyse, to present</li> </ul>
LEARNING OUTCOMES (What learners will be able to do by the end of the lesson/s)	
<p><b>By the end of the unit, the learners will be able to:</b></p> <ul style="list-style-type: none"> <li>• SS will be able to build a family tree</li> <li>• SS will be able to ask/answer questions in order to get/offer the needed information</li> <li>• SS will be aware of what physical and psychological characteristics are</li> <li>• SS will be able to distinguish between different linguistic families</li> </ul>	
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).