



CLIL LESSON PLAN. ECOSYSTEMS

UNIT 4: Human influence in ecosystems: let's save our planet

LEVEL: 4th grade

Timing: 3 LESSONS

AIMS				
<div>-To know what to they know about the climate change/environmental problems.</div> <div>-To help them understand why the climate change is a problem for the planet and for the ecosystems.</div> <div>-Introduce the concept of environment, recycling, global warming and endangered species.</div> <div>-To help them understand that human influence can cause problems into an ecosystem.</div> <div>-To make the children aware of the environmental problems of the world and how to face them.</div>				
TEACHING OBJECTIVES (what I plan to teach)			CRITERIA FOR ASSESSMENT	
CONTENT	COGNITION		<div>🌀 Taking some time to think about the causes of the climate change.</div> <div>🌀 Knowing how to work in group</div> <div>🌀 Interpretation of visual information</div> <div>🌀 Being aware of the fact that they can change things</div> <div>🌀 Developing and designing a poster/presentation</div>	
<div>-Concept of being environmentally-friendly</div> <div>-The environment and its problems</div> <div>-How can they prevent environmental problems to take place</div> <div>-Energy conservation at home and at school</div>	<div>-Give students opportunities to understand the problems that human influence has in our planet/ecosystems</div> <div>-Make them aware of the problems of pollution</div> <div>-Make them aware that they can make a difference</div> <div>-Give them opportunities to talk</div>			
LEARNING OUTCOMES (What learners will be able to do at the end of the lesson)				
CONTENT		COMMUNICATION (language and linguistic considerations)		
Pupils will have/be able to:		Language of learning	Language for learning	Language through learning
<div>- Understand what is the climate change</div> <div>- Become aware of the importance of keeping the ecosystems out of pollution.</div> <div>- Identify the main causes of the environmental problems</div> <div>- Know some vocabulary related to the topic</div>		<div>▶ Key vocabulary: planet Earth, environment, pollution, climate change, fossil fuels, a sewer, a factory,</div>	<div>▶ Describing environmental problems: <i>If we do this, then (deforestation) will happen, one result could be...,</i></div>	<div>▶ Language needed to describe</div> <div>▶ Language needed to carry on activities and explanations.</div> <div>▶ New language that we can find</div>



	deforestation, alternative energy, pesticides, endangered species.	<p>► Adverbs of frequency: Never, sometimes, always</p> <p>► Evaluating: the importance of this is... this is important because....</p> <p>► Use of DO and DON't to talk about what we should and shouldn't do.</p>	in on-line resources
CULTURE/CITIZENSHIP	COGNITION		
-Respect the environment. -Appreciation for all the ecosystems. -Understand that the problems that pollution is causing are affecting the whole world, but we (as individuals can make a difference). Idea of "think global, act local".	- To design a presentation (TV advertisement) - To make a survey - To apply new vocabulary in different contexts - To describe how is it to be eco-friendly - To be able to understand others problems		