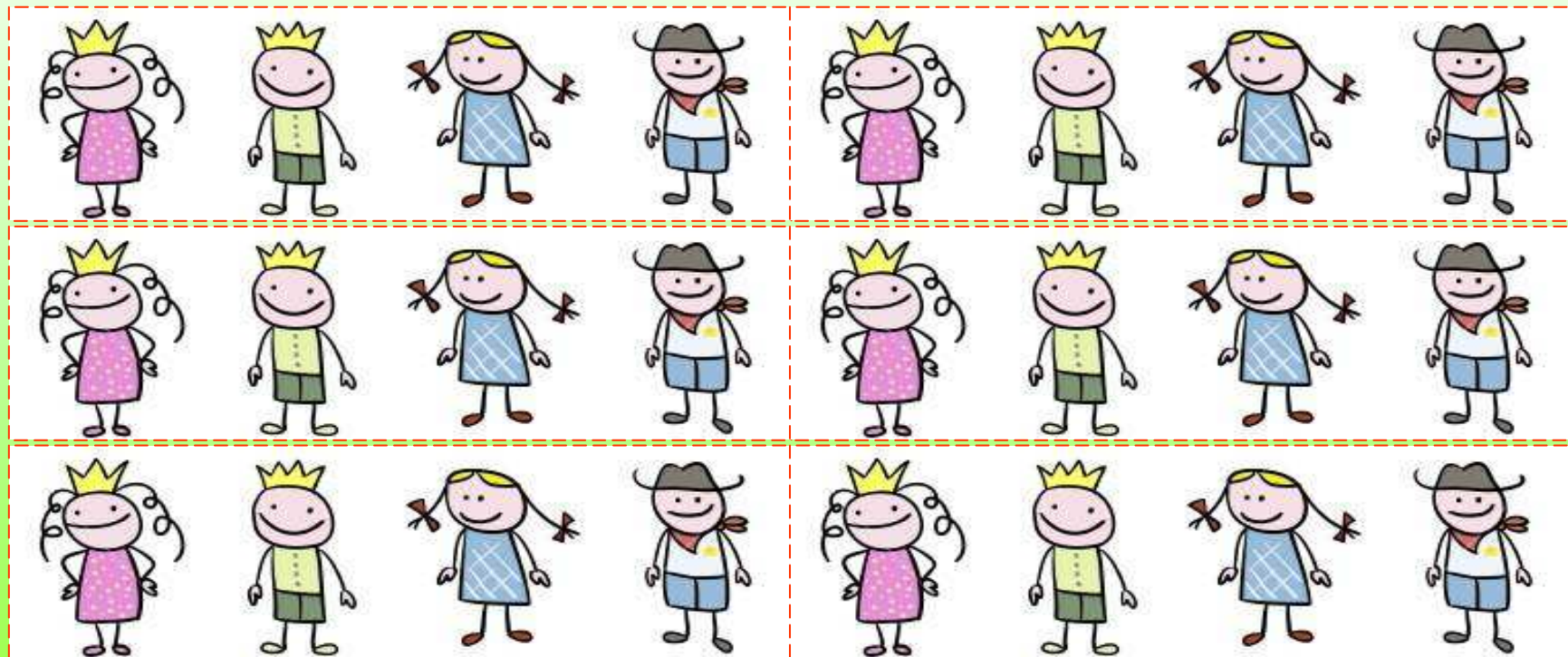


Learning about America

Crosscultural_CLIL@school

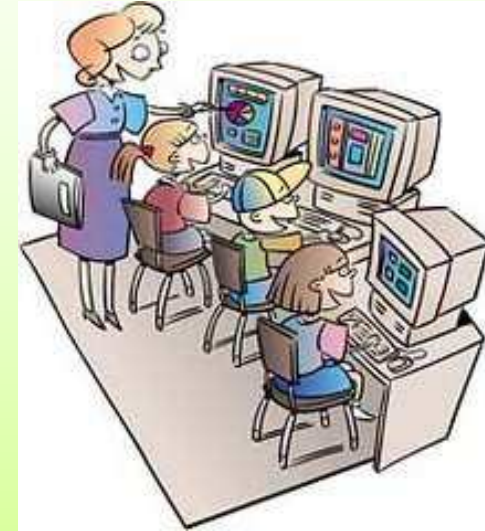
Proposta per un percorso di formazione in servizio



a.s. 2008 - 2009

Language Across the Curriculum through CLIL

Verso una **progettazione trasversale condivisa e negoziata ...**



Educazione = Linguistica

Tema = learning about America

Competenze chiave = Asse dei Linguaggi

Competenza privilegiata = Imparare a imparare

Apprendimento = trasversale



Proposta di un percorso CLIL

Learning about America

Cicli scolastici

- Infanzia
- Primaria
- Secondaria I grado

Assi

- Asse dei linguaggi
- Asse storico-antropologico
- Educazione alla cittadinanza

Condivisione esigenze reciproche

Presa di decisioni condivise rispetto a:

- Management (individuale, coppie, gruppo)
- Metodologia (che approccio..?)
- Uso TIC
- Costituzione gruppo/i di riflessione (brainstorming, input , language grading, spiral approach..)



Decisioni condivise I

Management

Verranno utilizzate attività

- individuale
- a coppie
- di gruppo
- in plenaria



Razionale

Gli allievi/e devono familiarizzare con ii nuovi input e le modalità di ascolto e interazione

Approccio

Comunicativo e Umanistico

Razionale

Mettere al centro del processo la comunicazione e la relazione abbassando il filtro affettivo.

Decisioni condivise II

Linguaggi

La proposta viene sviluppata nell'ambito dell' **Asse culturale dei linguaggi**

- **Lingua italiana**
- **Lingua comunitarie**
- **Uso TIC**

Risultati attesi

Costruzione di una proposta didattica attenta al processo di apprendimento-insegnamento di contenuti in lingua inglese volto a potenziare le abilità degli allievi tenendo presenti le quattro abilità

- parlato
- ascolto
- lettura
- scrittura

Conoscenze = studiare l'America

Competenze = comprensione e costruzione di competenze su contenuti in lingua inglese

- **Costruire un segmento omogeneo** per
 - **assunti pedagogici** (considerando in particolare la modalità dell'input)
 - **proposte educativo-didattiche pur nella differenza di livello del target**
- **Costituzione gruppo/i di riflessione in verticale**



GEOGRAPHY

Ciclo scolastico ⇒ Scuola Primaria



Finalità

Presentare e far apprendere e produrre contenuti specifici in lingua inglese, utilizzando strategie adatte al target

BRAINSTORMING

Teacher puts a globe on her desk

Teacher's prompt children

- what is this? (it is a **globe**)
- what colours can you see? (green-blue-brown-black)
- what is green? (**lowland**)
- what is blue? (**sea-rivers-lakes**)
- what is brown? (**mountains-hills-deserts**)
- what is light blue? (**ocean**)
- what is black? (**names ...**)

Rationale

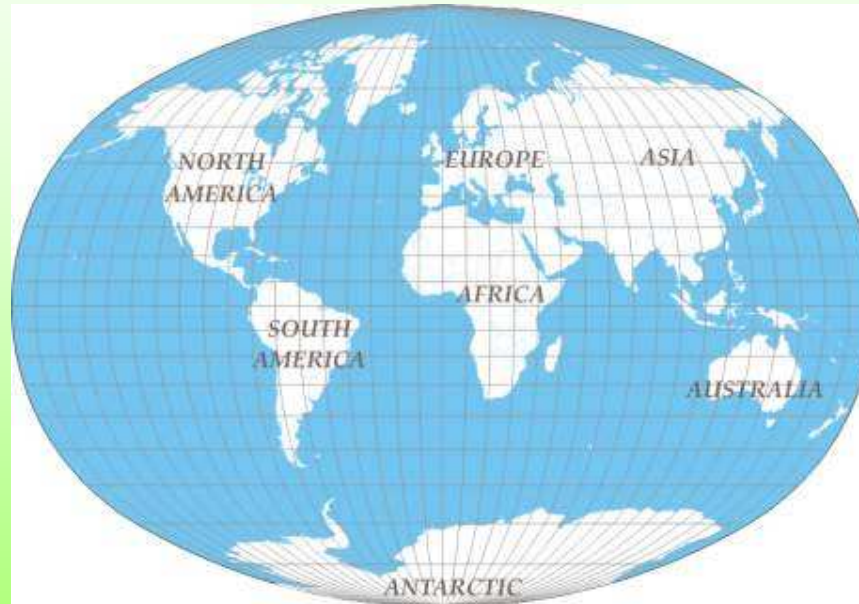
Teacher resorts to children's previous knowledge of the world



Locating places

Activity 1

Teacher shows children a big map about the continents (**OHP**)



Teacher invites children to look at the map and prompts their answer

How many continents can you see on the map?

(teacher points at the continents on the map)

Locating places II

Activity 2

Teacher invites chain work

Let's **repeat the names of the continents aloud**

- EUROPE
- AFRICA
- ASIA
- AUSTRALIA
- NORTH AMERICA
- SOUTH AMERICA
- ANTARTIC



Activity 3

Teacher invites chain work again.

Now children are invited to **put names in alphabetic order**

CONTINENTS

Let's put them in alphabetic order:

1. one **Africa**



3. three **Australia**



2. two **Asia**



4. four **Antartica**



CONTINENTS II

5. five **Europe**



6. six **North America**



7. seven **South America**



Ordering

Activity four

Teacher writes on the blackboard

Children repeat

1st - **the first** is Europe

2nd - **the second** is Asia

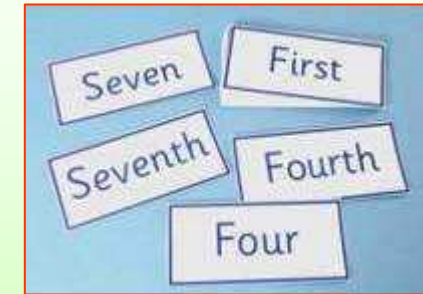
3rd - **the third** is ...

4th - **the fourth** is ...

5th - **the fifth** is ...

6th - **the sixth** is ...

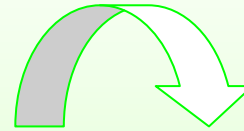
7th - **the seventh** is ...



Connecting Continent Country

Activity three

Teacher asks children:
What is our continent?



Children and teacher together
It's Europe

Teacher

"We live in Europe" teacher invites children to repeat

PLENARY

Children: **"We live in Europe"**

Teacher **We live in Europe. Italy is in Europe**



Matching pictures with names

Game

Teacher uses some pictures and invites children to **match the pictures with the corresponding continent.**

Memory strategy

Rationale

Children

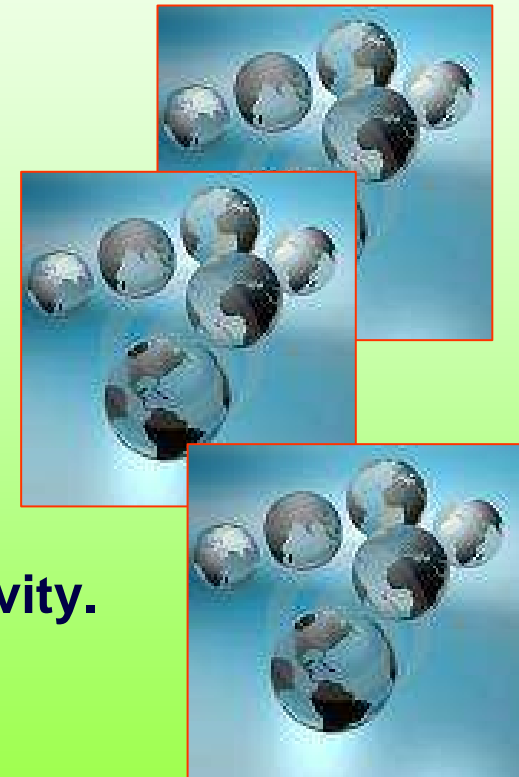
get familiar with new sounds and names

learn about the continent

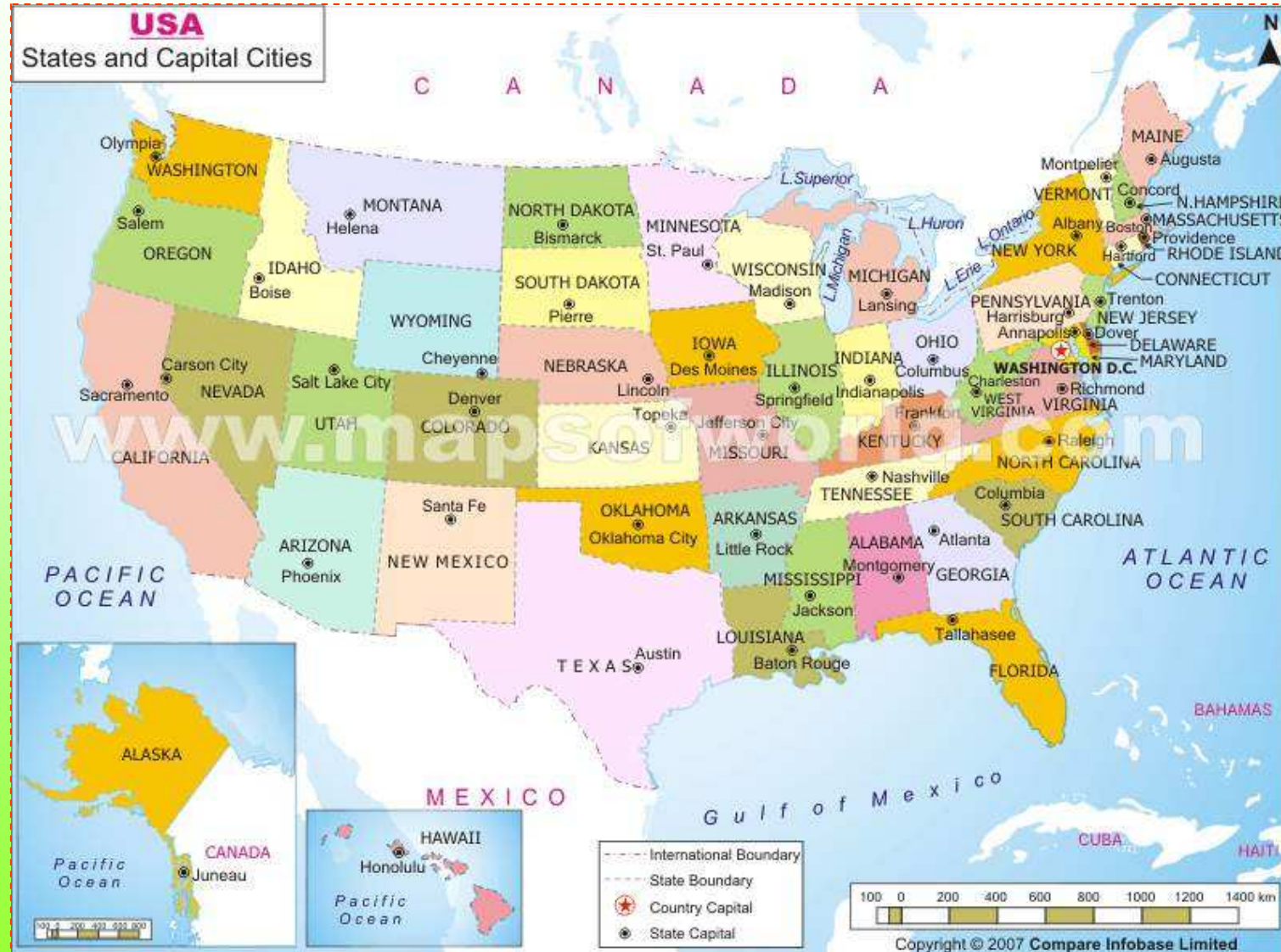
revise numbers

recognize different continents in a game-like activity.

Activities as forms of discovery learning



The United States of America



Children
are invited
to watch
the map

Teacher
points to
some of
the most
important
States

SINGING TOGETHER

Activity five

Teacher invites children to **watch** the video

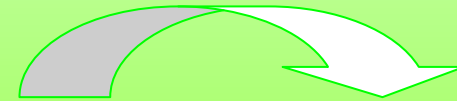
Teacher **teaches children** the song

Rationale

Children get familiar with **the sound and names of the member states of America**

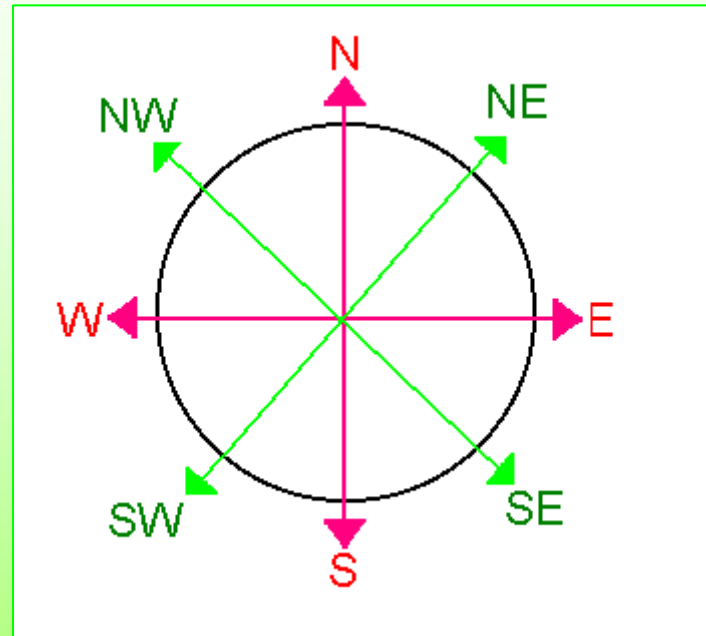
Teacher **shows the map of the USA and points to the different States**

She tells the children about America



**“In America there are many States:
California, Texas, ...”**

CARDINAL DIRECTIONS/POINTS



N North – S South – E East – W West

ANTARTICA IS IN THE SOUTH

America and Cardinal Numbers



FINDING DIRECTIONS

The Compass

Children experiment finding direction

Teacher tells children

Find ...

The South

The North

The East

The West



The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry, no matter how small, should be recorded to ensure the integrity of the financial data. This includes not only sales and purchases but also expenses and income. The document provides a detailed explanation of how to categorize these transactions and how to use a double-entry system to ensure that the books balance. It also discusses the importance of regular reconciliations to catch any errors early on.

The second part of the document focuses on the practical aspects of bookkeeping. It provides a step-by-step guide to setting up a chart of accounts, which is a list of all the accounts used in the business. This chart is essential for organizing the financial data and for generating financial statements. The document also discusses the importance of using a consistent accounting method, such as accrual or cash basis, and how to choose the one that best suits the business's needs.

The third part of the document covers the preparation of financial statements. It explains how to calculate the net income or loss for a period and how to prepare a balance sheet, income statement, and statement of cash flows. It also discusses the importance of providing a clear and concise explanation of the results of the business's operations. The document provides a detailed explanation of how to interpret these statements and how to use them to make informed decisions about the business's future.

The final part of the document discusses the importance of maintaining accurate records for tax purposes. It explains how to track deductible expenses and how to calculate the business's taxable income. It also discusses the importance of keeping records for a sufficient period of time to support the business's tax returns. The document provides a detailed explanation of how to organize these records and how to use them to prepare the business's tax returns.

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