

TEACHING UNIT : Chasing perspectives around the school

SCHOOL & YEAR	GRADE	TERM	NUMBER OF SESSIONS	TEACHER			
Guerau de Liost, 2018	6 grade	2nd	3	Mar			
TEACHING AREAS		JUSTIFICATION					
- Arts and crafts + English		The school is only implementing CLIL through Arts and Crafts, that is why I am implenting my T.U in this subject. Moreover, the teacher in charge was the one who told me that I had to work the term perspective.					
DRIVING QUESTION		FINAL PRODUCT		CEFR LEVEL			
Can we find perspectives in our daily life?		A3 digital template per group		A1			
LEARNING OBJECTIVES		ASSESSMENT CRITERIA & TOOLS		DIMENSIONS			
- To understand the term perspective and to identify the vanishing point, vanishing lines and the horizon line. - To be able to work by groups.		Pupils' rubric for the groups, individual, activity and teacher assessment Pupils' rubric for the oral presentation		ORAL COMMUNICATION	LISTENING	x	
					SPEAKING	x	
- To be able to use ITC to create a digital poster.		Teacher rubric		READING COMPREHENSION		x	
- To be able to do an oral presentation in English.				WRITING EXPRESSION		x	
				<i>DIMENSIÓ LITERÀRIA</i>			
				<i>DIMENSIÓ PLURLINGÜE</i>		x	
21ST CENTURY COMPETENCES							
Literacy		Financial literacy		Communication	x	Persistence/grit	x
Numeracy		Cultural and civic literacy		Collaboration	x	Adaptability	x
Scientific literacy		Critical thinking-problem solving	x	Curiosity	x	Leadership	x
ICT literacy	x	Creativity	x	Initiative	x	Social and cultural awarness	
KEY CONTENTS. CURRICULUM CONNECTIONS							
ENGLISH LANGUAGE CURRICULUM				SUBJECT-MATTER CURRICULUM			
<ul style="list-style-type: none"> • Competència 2. Planificar i produir textos orals breus i senzills adequats a la situació comunicativa. • Competència 3. Interactuar oralment d'acord amb la situació comunicativa utilitzant estratègies conversacionals bàsiques. • Competència 6. Utilitzar eines de consulta per accedir a la comprensió de textos. • Competència 8. Produir textos senzills amb adequació a la situació comunicativa i amb ajut de suports. • Competència 12. Utilitzar estratègies plurilingües per a la comunicació. 				<ul style="list-style-type: none"> • Competència 1. Mostrar hàbits de percepció conscient de la realitat visual i sonora de l'entorn natural. • Competència 9. Dissenyar i realitzar projectes i produccions artístiques multidisciplinàries. 			
SESSION	LEARNING AND ASSESSMENT ACTIVITIES	RESOURCES	GROUPING (WC whole class / PW pair work / GW group work / IW	TIME	ATTENTION TO DIVERSITY		

			individual work)	ACTIVITY	SESSION	
Introduction to the term perspective	The lesson is going to start with a brief oral presentation about the schema of the whole teaching unit so that the pupils can have a quick overview of all the activities that they are going to do. Then some language support is going to be delivered by groups and used for the 3 lessons (they will be asked to read them with their groups). They are going to be asked about the term perspective and the priorknowledge that they have about it. Moreover, the "silence control material" (the traffic light and the behaviour grid) is going to be explained as well.	Computer, projector, traffic light, sound to pay attention, behaviour grid (these last three are going to be used the whole lesson).	WC	15 min	1h 30min	Adapted template for the pupil with autism. The groups are created taking into account pupils' strengthness and weaknesses so that they can learn from each other and so that all groups are balanced.
	The lights are going to be switched off to show the the ideas of proximity and perspectives. Pupils are going to see the projection of the shadows on the blackboard of some models (that haven been previously selected). While the teacher is manipulating the models and showing the shadows, pupils are going to be asked about what they see. The shadows are going to be traced on the blackboard and the terms of vanishing point, vanishing lines and horizon line are going to be introduced. Finally, the term perspective is going to be described.	Touorch, models, blackboard and chalk.	WC	25 min		
	Each group of 4 tables (the tutor decided to relocate the pupils using my proposal of the groups for my TU, so, they are already seated by groups), is going to have a model. They will have to take pictures looking for the perspective. Afterwards, they will have to pass them to the computer and send them to their own email. Finally, they will start the template whic consist of drawing and completing some definitions. They can help each other in order to complete the information. If they don't finish it, they will have to do it for homework. * They can try to draw the perspectives without taking a picture, the reason why they are asked to do it with a picture is because it is easier to see it.	Templates, adapted template, twelve cameras and six laptops.	IW	50 min		

Working by groups taking pictures around the school	The lesson is going to start with a brief oral presentation about the schema of the lesson so that the pupils can have a quick overview of all the activities that they are going to do and refreshing what we did in the first session. They are going to be asked about the individual template. Pupils that have won or losed points,from the first session, are going to be pointed out. (if any)	Computer, projector, traffic light, sound to pay, attenttion, behaviour grid (these last three are going to be used the whole lesson).	WC	15min	1h 30min	<ul style="list-style-type: none"> - The pupil with autism will follow and help one of the groups. - The groups are created taking into accoiunt pupils' strengthness and weaknesses so that they can learn from each other and so that all groups are balanced.
	Pupils are going to be asked to go by groups looking for perspectives and taking pictures of them arround the school. If they finish before, they can come back to start the next task.	Cameras	GW	30 min		
	Pupils are going to be asked to start the group digital template. In this case, they will have to include the same information that I asked in the template of the first session but they will have to design it on their own (they are used to work with drive, so they will have the document ready and shared). They are also be given with the script for the oral presentation so that they can have a look of it and start it If they have time.	Laptops (2 per group), cameras and cables, shared document.	PW	45 min		
Finishing the digital template and doing the oral presentation	The lesson is going to start with a brief oral presentation about the schema of the lesson so that the pupils can have a quick overview of all the activities that they are going to do and refreshing what we did in the second session. Pupils that have won or losed points,from the first session, are going to be pointed out. (if any)	Computer, projector, traffic light, sound to pay, attenttion, behaviour grid (these last three are going to be used the whole lesson).	GW	10 min	1h 30min	<ul style="list-style-type: none"> - The pupil with autism will introduce their classmates in the oral presentation and will show her personal creation
	Pupils will have time to finish the digital template and to rehearsal the oral presentation. They are going to be given an scrip so that they can use it for the presentation.	Two laptotps per groups and one script per pupil.	GW	50 min		
	Pupils are going to do the oral presentation. They will be allowed to bring the script with them and they will have 5 min per group. We will use wheel decide to see who starts presenting. Pupils are going to use a rubric to assess their classmates.	Computer, projector, rubric	GW	30 min (5 min/group)		

<p>Pupils are going to complete, individually, a final assessment about their work as a group, their individual performance and the teacher/activity assessment. I have agreed with the tutor that if we do not have enough time for the assessments, we will do it in an extra lesson in any other subject.</p>	Rubrics	IW	10 min		
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