**The 4Cs framework**

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| **SUBJECT AREA:** **UDI : YEAR:** |
| **EVALUACION CRITERIA**(Go to legislation)**INDICATORS**(Write the ones liked to the integrated unit)**TASKS**(Proposal of possible tasks related to the criteria and indicators above) |
| **CONTENT & LANGUAGE INTEGRATED LEARNING (CLIL)** |
| **DESCRIPTORS MCERL**  | **LEARNING OUTCOMES**  |
| *Basic reference for designing tasks with activities in which all skills are included* | *What do I want them to learn? What do they need to know at the end?* (linked to the subject content) |
| **CLIL CONTENTS (THE 4Cs)** |
| **SUBJECT CONTENT** | **COMMUNICATION** | **COGNITION****(BLOOM’S TAXONOMY)** | **CULTURE** |
| *What will I teach? What will they learn?What are my teaching aims? What are my learning outcomes?* | *What language do they need to work with the content?Specialised vocabulary and phrases?What kind of talk will they engage in?Will I need to teach some grammar?What about the language tasks and classroom activities?What about discussion and debate?***LANGUAGE OF LEARNING/****Vocabulary****Phrases and language functions (**related to the subject content)**LANGUAGE FOR LEARNING***(Functional language related to the type of tasks)***BICS** (Basic Interpersonal Communication Skills)*Funtional language* (related to the type of task/activities and cognitive skills | *What kind of questions do I need to ask to encourage thinking? What tasks will I develop to encourage high order thinking?What are the language implications? Which thinking skills are appropriate to this content?***LOTS**(Lower Order Thinking Skills)**HOTS**(High Order Thinking Skills) | *What are the cultural implications of the content? What aspects of culture can be studied though this topic? How can we compare with our own culture? Can we develop ways of solving world problems?Can we find some culture matter tha connects the other three Cs?* |

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| **SUBJECT AREA: Natural Science** **UDI 2: Healthy eating YEAR: 2** |
| **EVALUACION CRITERIA****C.E.1.1. Obtener información y realizar pequeñas conjeturas sobre hechos y elementos naturales previamente delimitados y realizar sencillos experimentos que faciliten su comprensión, potenciando el trabajo cooperativo y expresando oralmente los resultados obtenidos.****C.E.1.2. Identificar y localizar las principales partes del cuerpo, estableciendo relación con las funciones vitales en las que se ven implicadas, para potenciar hábitos saludables básicos poniendo ejemplos asociados a la higiene, la alimentación equilibrada, el ejercicio físico y el descanso como formas de mantener la salud, el bienestar y el buen funcionamiento del cuerpo.****INDICATORS****CN.1.1.3.** Utiliza estrategias para realizar trabajos individuales y cooperativos, respetando las opiniones y el trabajo de los demás, así como los materiales y herramientas empleada.**CN.1.2.1.** Identifica y localiza las principales partes del cuerpo, estableciendo relación con las funciones vitales. **CN.1.2.2.** Pone ejemplos asociados a la higiene, la alimentación equilibrada, el ejercicio físico y el descanso como formas de mantener la salud, el bienestar y el buen funcionamiento del cuerpo. **TASKS*** Investigations about calories and nutrients in different foods
* Classification of food according to its origin
* Designing healthy menus for a restaurant
* Writing a weekly diary of daily mails
* Diagrams to explain about vital functions (breathing & digestión)
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| **CONTENT & LANGUAGE INTEGRATED LEARNING (CLIL)** |
| **INDICATORS MCERL**  | **LEARNING OUTCOMES**  |
| * Can produce simply mainly isolated phrases.
* Can describe what and when he/she eats.
* Can give a simple description of his/her daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.
* Can explain what food he/she likes or dislikes.
* Can describe eating habits and routines.
* Can answer straightforward follow up questions about eating habits and food he/she likes.
* Can write a series of simple phrases and sentences linked with simple connectors like ‘and’, ‘but’. I.e.: *I like bananas but I dont like oranges*.
* for him/her to assimilate meaning.
* Can understand instructions addressed carefully and slowly to him/her and follow short, simple directions.
* Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.
* Can recognise familiar names, words and very basic phrases on a menú.
* Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.
* Can ask for food in a restaurant.
 | * Shows autonomy when handling simple oral ansd written tasks.
* Uses the vocabulary and expressions related to the unit in oral interactions.
* Incorporates and integrates new vocabulary with whats was already learnt in previous units.
* Knows the main organs of the breathing system.
* Uses and writes simples sentences about breathing and digestión using a given scaffolding.
* Talks about likes and dislikes.
* Uses a wider vocabulary about food and drink and the daily meals.
* Classifies food and drink into healthy and unhealthy.
* Pronunces correctly the vocabulary and sentences read aloud.
* Uses simple sentences about simple eating habits and the five daily meals.
* Orders food and drink in a restaurant.
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| **CLIL CONTENTS (THE 4Cs)** |
| **SUBJECT CONTENT** | **COMMUNICATION** | **COGNITION****(BLOOM’S TAXONOMY)** | **CULTURE** |
| **The breathing system**<https://www.youtube.com/watch?v=FBxbPnkxE64>**The digestive system****Healthy & unhealthy** **food**<https://www.youtube.com/watch?v=GnfTHsdTodA&t=51s>**Vegetable songs**<https://www.youtube.com/watch?v=RE5tvaveVak><https://www.youtube.com/watch?v=DOT15xaX7-E>**Food classification**<https://www.youtube.com/watch?v=Q413VcqOlyU><https://www.youtube.com/watch?v=L9ymkJK2QCU>**The food pyramid** | **LANGUAGE OF LEARNING/****Vocabulary****The breathing system:** nose, mouth, trachea, lungs**The digestive system:** mouth, teeth, tongue, esophagus, stomach, intestines **Meals:** breakfast, morning snack, lunch, afternoon snack, dinner**Healthy/unhealthy meals & food****Phrases and expressions**What is your favourite fruit/food/meal?My favourite fruit/ food /meal is…I like/dislike/love/enjoy…I don´t like/hate…Is your bacon/soup/… good? Tasty?Do you prefer … or…?I prefer…Is … healthy or unhealthy?Give me an example of a healthy meal/breakfast…It’s delicious! Yummy!I would like…Can I have chicken, please?**LANGUAGE FOR LEARNING**Language to* write a menu
* order food
* explain eating habits
* of daily routines

Language for learning how to learn* group work/pair work
* asking & asnwering questions
* create a menú
* explaining a process

**BICS** (Basic Interpersonal Communication Skills)Can I have my morning snack?Our morning snack today is fruit/a sandwich…Can I open my snack box now?I have finished my work so can I get my snack?I don´t want any more.I have a tummy ache.My stomach hurts! | **LOTS**(Lower Order Thinking Skills)**Remember**List, label, name, draw, find, match(i.e.Label foods, write lists of foods, **Understand**Classify, compare (i.e. Classify food into healthy & unhealthy) **Apply**Use, construct (i.e. Transfer information completing a text) **HOTS**(High Order Thinking Skills)**Analyse**Organise, integrate (i.e. Study some simple menus and make statements about how healthy they are.**Evaluate**Experiment (i.e. Study the nutritional contents and make statements)**Create (i**.e: Write a healthy menu using prior knowledge) | **Typical food in the UK and the USA**What’s for breakfast?[**https://www.youtube.com/watch?v=RP7pTP2lToA**](https://www.youtube.com/watch?v=RP7pTP2lToA)This is Britain food[**https://www.youtube.com/watch?v=aKbIilKwJwg**](https://www.youtube.com/watch?v=aKbIilKwJwg)**Breakfast**[**https://www.youtube.com/watch?v=DTz4EHYW00k**](https://www.youtube.com/watch?v=DTz4EHYW00k)**Food for special occasions (Thanksgiving, Christmas, Shrove Thursday, Easter…)****Songs****Healthy habits**[**https://www.youtube.com/watch?v=9Fr1iDqemjY**](https://www.youtube.com/watch?v=9Fr1iDqemjY)* Compare foods in different countries.
* Appreciate and accept differences in meals and eating habits.
* Enjoy learning about different foods
* Trying a simple recipe in class or at home
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