

Lesson(title)	Subject/Topic:
Electric Phenomena	Simple electrical circuit
Language competence level A1 * A2 <input type="checkbox"/> B1 <input type="checkbox"/> B2 <input type="checkbox"/> C1 <input type="checkbox"/>	Prerequisites / requirements: (e. g.: language or content revision or preparation; use of L1 in specified teaching segments) Students need to have some knowledge about the electric current – die Glühbirne die Leitung, der Leiter, der Nichtleiter, die Batterie, die Taschenlampe , usage: geschlossen, ans chließen, ausschliessen, aus schalten They should be able to ask simple questions and give answers with specialized vocabulary: Was passiert? Such in dem Set! Zeihne das Schema ! Die Glühbirnen leuchten. Eine Glühbirne ist kaputte.
Class/grade: a VI-a A, B (6 th grade) Number of students in class:	Age of students: 12 Duration of lesson(s): 50 min.
Content of lesson:	
<ul style="list-style-type: none"> - Understanding the importance of electricity in everyday life - Creating a simple electrical circuit. 	

Teaching aims/objectives

Content: Ss will be able to create a simple electrical circuit and perform experiments through which they could learn how simple devices operate (ex: Flashlight)

Communication: Ss will be able to describe physical phenomena, formulate questions and give answers related to electricity

Cognition: Ss will be able to analyze and draw conclusions

Culture/ community/ citizenship: Ss will use teamwork and collaboration, which will stimulate their curiosity regarding the operation and construction of electrical appliances.

**FL/STEM lesson planning template based on 4Cs (see next page)
(content, communication, cognition, culture)**

phase time	Content	Objective/ Competence („can-do“ statements)	Student activity	Social form/ setting	Material, media, mobile lab	Language: subject specific terminolo gy	Language: communication & interaction	Teacher activity	Notes, comments on processes & outcomes = including affective outcomes, (self-) evaluation**
/									

trigger	Presenting images with different electrical circuits	Ss can recognize images with different electrical circuits	Observing, listening and commenting	The whole class	calculator video Projector, computer	Das Licht, das Objekt , leuchten, der Stromkreis	Die Glühbirne leuchtet.	Coordinating and mediating discussions	Desire for knowledge , students formulating questions
hypothesis	reactualizare a cunostintelor despre circuit electric	Ss can recognize components of an electrical circuit and their symbols, with terms in German and with the specific working methodology	Observing, choosing, explaining, discussing.	Groups	Kits	der Leiter das Batterie die Quelle die Glühbirne die Leitung	Such die Taschenlampe in dem Set! Die Taschenlampe hat eine Batterie, eine Glühbirne und zwei Leitungen	Support for adaptation to the conditions and working methods.	Questions, Filling out the Worksheet

experimentation, (processes, results) verification of hypothesis	Creating simple circuits and indentifying the operating conditions.	Ss can create a simple electrical circuit. Ss will learn how to do experiments. Ss will developing skills of working in a team.	Planning and performing experiments and drawing conclusions.	Groups / teams	Electricity and magnetism kit	Die Objekte sind leiter, oder nichtleiter geschlossen ausschliessen einschalten	Baue ein Stromkreis Ein Stromkreis hat eine Batterie, eine Glühbirne und Leitungen In einem geschlossenen Stromkreis leuchtet die Glühbirne	Organizing, coordinating, supporting and observing.	Filling out the experiment Worksheet Explaining the working methodology. Conclusions.
Conclusion	conducting experiments allowing generalizability of the findings	Ss can Identify through experiments situations where the bulb shines	Creating circuits, turning on and off the switch.	Groups /the whole class	Electricity kit.	der Elektrischer strom Der Geschlossen stromkreis, Ausschliessen stromkreis	Benutze der Schalter!	Organizing, coordinating, supporting and observing.	Drawing conclusions, noting, comparing.

transfer generalization application	Find solutions for the new situations	Applying knowledge to solve exercises with linguistic and scientific content	Doing exercises.	In groups and individually.	Worksheet .	Die Fernseher Die Elektrischer in Stallation, Das Weihnachtsornament der Kuhlshrank , vacuum etc.	Vervollständige die Sätze ... Nenn die Vorrichtungen d e m Stromkreis!	Organizing, coordinating, supporting and observing.	Solving exercises from the worksheet.
--	---------------------------------------	--	------------------	-----------------------------	-------------	---	---	---	---------------------------------------

FL/STEM and the domains of the 4Cs

C1	Content / Learning outcomes	“know” (content): “be able to” (content, communication): “be aware” (content, cognition):
C2	Communication: Language learning & Interaction	Vocabulary (revisited) Vocabulary (new): subject matter specific (CALP) Vocabulary (new): general (BICS) Structures (focus on grammar) Language functions (information, argumentation, questioning, reasoning)
C3	Cognition / cognitive processing: LOTS & HOTS	Remembering / Identifying Comparing Classifying Predicting Reasoning Synthesizing / creating
C4	Culture / Community	Awareness (of scientific topic as relevant for the culture / community) Involvement (project continuation outside of classroom) Communication (proliferation of scientific results in community)

Note: ** this column refers to the lessons implemented during the school year 2015-2016. The comments concern exclusively the academic hours the lesson was made and because of the uniqueness and diversity of each class, it should not be expected to be exactly the same during another lesson.