

Master's Dissertation/
Trabajo Fin de Máster

CLIL IN INTERNATIONAL SCHOOLS: IS IT POSSIBLE TO LINK CLIL AND THE IB CURRICULUM? A didactic proposal

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ABSTRACT

After having discovered Content and Language Integrated Learning (henceforth, CLIL) and International Baccalaureate (henceforth, IB) worlds, the present Final Master Thesis aims at presenting new ways of understanding education. In this way, a didactic proposal has been addressed in which both approaches are considered.

CLIL proposals endeavour to respond to the current bilingual education demands, so learning a new language is a meaningful experience and, consequently, students have more work setting opportunities and a better training to become citizens of the world.

Regarding IB and although it shares similar goals with CLIL, its structure is more complex because it involves a whole curriculum implemented nowadays in many schools around the world.

Thus, in the following pages a theoretical framework is presented to give a sense of the didactic proposal which expects to connect both perspectives.

Key words: CLIL, International Baccalaureate, international mindedness, learner profile, unit of inquiry.

RESUMEN

Tras haber descubierto los mundos de AICLE y el Bachillerato Internacional, el presente trabajo se plantea para dar a conocer nuevas formas de entender la educación y ofrecer una propuesta didáctica en la cual ambos enfoques sean considerados.

AICLE es una propuesta que pretende responder a las demandas de la educación bilingüe actual, con vistas a que dicha experiencia sea realmente significativa y que, por consiguiente, el alumnado amplíe su abanico de posibilidades en lo que respecta a su futuro laboral y a su propia formación como personas ciudadanas del mundo.

En lo que respecta al Bachillerato Internacional y aunque comparten objetivos similares a los de AICLE, su estructura es más compleja ya que se trata de un currículo completo, que se lleva a cabo hoy en día en una gran cantidad de colegios internacionales en todo el mundo.

Así, en las páginas siguientes se expone un marco teórico que da sentido a la propuesta didáctica conectando ambas perspectivas.

Palabras clave: AICLE, Bachiller Internacional, mentalidad internacional, perfil del estudiante, unidad de investigación.

1. INTRODUCTION

Our world is experiencing changes. This is a reality that we cannot deny. Every change is a new beginning in which everything is different from the previous one. As the Greek philosopher Heraclitus said, “change is the only constant”.

One of the changes that has affected our society the most, leading to the situation we face today, is the process of globalization, also known as Westernization of the world. If we go back in time, according to Marín (2002), this process began in the 15th century with the military campaigns, known as the Crusades, and the discoveries of new territories such as Africa, America, and Asia. From that moment, entire families started to immigrate searching for new opportunities and better life conditions.

Therefore, many different cultures started to cohabit with each other, and multiculturalism emerged. In fact, according to Resnik (2009) “many western countries regarded multiculturalism as the solution for the integration of immigrants into their states” (p. 217).

Although this seems to be a positive aspect that would help every culture to accept and respect that cultural diversity, Kymlicka (2007) affirms that “multiculturalism serves to facilitate or justify the expansion of global capitalism” (p.129).

But leaving aside this discussion, what is true is that nowadays our multicultural society presents important challenges in the form of conflicts and exclusion. This leads to the need of working together for an integrative model of society and education. This is the key tool to build a better and more inclusive society.

In this sense, international and in addition International Baccalaureate (henceforth, IB) schools play an important role promoting the intercultural understanding and a more open-minded vision of the world that surrounds us. Thus, the present Final Master Thesis endeavours to offer a theoretical framework to explain what the IB curriculum consists of, when it emerged and how the current situation looks like. Finally, to link the main content of this master’s degree, which is CLIL, with the IB context, both approaches will be discussed and combined in a didactic proposal for a specific international school.

2. THEORETICAL FRAMEWORK

2.1. Content and language integrated learning: What to consider when planning a lesson?

According to Marsh & Langé (2000) CLIL is defined as “a dual-focussed education approach in which an additional language is used for the learning and teaching of both content and language”. Indeed, CLIL appears as a solution to face the current demands of a globalised society, in which learning a foreign language is more and more paramount.

Originally, CLIL emerged around 1990 as a combination of the French immersion programs and the bilingual teaching models implemented in North America. Since that moment, its contributions to the educational field have been numerous, concretely in relation to four specific dimensions: content, cognition, communication, and culture.

In this sense, the benefits referring to the content lay on the fact that CLIL provides meaningful content which motivates students to learn. In addition, according to the cognition, CLIL enhances and improves students' linguistic abilities at the same time as their knowledge construction. Positive consequences in communication implies that students learn to use the language, not just in academic settings, but in their daily life so they can communicate with other peers coming from different countries and having diverse cultures and traditions.

To implement CLIL successfully, there are some considerations to bear in mind. Following Coyle, Holmes, and King (2009), **choosing appropriate content** is essential. In this regard, appropriate refers to the fact that those contents must be linked to the students' ages, abilities, and interests. Furthermore, Meyer (2019) goes beyond claiming that “content matter is not only about acquiring knowledge and skills, it is about the learners creating their own knowledge and understanding and developing skills” (p. 12).

In this sense, **scaffolding** plays an important role because it consists “on providing students with support for meaning-making and independent thinking” (Muhonen, Rasku-Puttonen, Pakarine, Poikkeus and Lerkkanen, 2016). This means that it supports language production and the understanding of the tasks.

However, when scaffolding is intended to assist English Language Learners, there are different types of this kind of instruction that could be beneficial, like modelling and schema building (Walqui, 2006). On the first hand, modelling implies giving clear examples. So, when introducing a new task, it would be essential to interact and develop an example as a class, so afterwards they might feel more confident and knowledgeable about the steps they must follow. Next, schema building means providing students strategies, so they can see connections between different activities and organise their knowledge and understanding. In this sense, they might focus first on the general idea, to afterwards, examine the details.

Using a foreign language to acquire knowledge requires the development of abilities that are difficult to acquire in monolingual settings, and one of them is the **interaction** using the target language. This means that when planning CLIL lessons, we should enhance the use of the L2 during the interactions in and outside the classroom.

However, those situations should be as authentic as possible, through video conferences with native people, for instance. In that kind of scenario, students would have real and natural experiences with their foreign language, which would help them to feel more involved in their learning. Thus, Meyer (2019) affirms that “languages are acquired most successfully when they are learned for communicative purposes in meaningful and significant social situations” (p. 17).

To have the capacity for considering all these aspects, the CLIL teacher must develop a **good planning and design or select authentic classroom materials**. As Frydrychova (2012) claims, a CLIL lesson must not be just a traditional lecture or reading class, but it should offer diverse activities to work on content and language. Thus, teachers should plan student-centred lessons, considering learning styles, interests, and specific needs.

More concretely, when planning it is essential to establish and decide the amount of knowledge that will be presented to our students and how it will be introduced in the class. In this sense, teachers may decide to create their own materials from scratch, which means that those materials will be specifically focused on what the teacher has planned. Nonetheless, this process is quite time-consuming and difficult to combine with lessons planning. Consequently, and as an alternative, other kinds of materials could be used like non-pedagogical materials from social media (newspapers articles, videos...), and materials produced by native speakers.

However, "it can be difficult to find authentic materials which do not require some form of treatment prior to use" (Pérez & Malagón, 2017:634).

In a nutshell, because the aim of this paper is to link CLIL and the IB curriculum, several aspects in which both approaches coincided will be presented below. In this sense, the IB curriculum could be a way in which CLIL and bilingual education are put successfully into practice.

2.2. IB curriculum

2.2.1. *What does it involve?*

International education is an educational movement that has been changing and interpreted in a variety of ways with the pass of the time and by different schools. Following Bueno (2018) this philosophy appeared to face the world wars and promote and improve the relationship among nations. In this way, they intended to stand up for cultural diversity and teaching for peace. Among these international schools, the IB plays an important role. In fact, "the IB and IB World Schools are leaders in international education" (Davy 2011).

Following Menéndez (2016), the International Baccalaureate (henceforth, IB) is "a non-profit educational foundation" that emerged in 1968 and nowadays offers programmes of international education "that develop the intellectual, personal, emotional and social skills needed to live, learn and work in a rapidly globalizing world." Thus, the IB main goal is to create a better world through education.

But, to better understand the IB curriculum it is convenient to address its philosophy and roots. In this way, **constructivism** has influenced the IB programmes in the sense of promoting engaging and challenging ways of approaching the teaching-learning process.

However, **international mindedness** (henceforth, IM) is the philosophy that defines the IB the best. As Barratt Hacking et al., (2016) affirms, international mindedness is "an overarching construction related to intercultural understanding, global engagement and multilingualism." However, it is also claimed that IM is not an easy concept to define and it is interpreted differently by diverse individuals. Thus, there are some researchers who affirm that this philosophy should not be named as "international" but "global", and those who declare having

never thought about international mindedness before because it is considered as an intrinsic part of their lives.

On the other side and according to the research developed by Barratt (2016), many experts claim that IM is about interacting with others, understanding and respecting different points of view, even if we do not agree with them, so we are getting used to new situations that have never been experienced before. Thanks to these kinds of experiences, empathy is learned, which means that the world is not understood just as the specific place where we live, but as a whole. For example, we would not be worried just about what happens in our city but also about what happens in other parts of the world and to the same extent.

Therefore, international mindedness is directly related to what in IB is called **learner profile**. The learner profiles are attributes that students are expected to acquire during their path through the IB education to become internationally minded. In other words, they are the values in which their learning is based on.

The International Baccalaureate Organization (2013) defines ten learner profiles or what is the same, ten qualities students should work on and teachers and schools must find the ways to instil. These are the following:

- Inquirers: In the IB curriculum nurturing the students' curiosity and enhancing their abilities to research independently is essential.
- Knowledgeable: Being knowledgeable implies exploring information related to different disciplines and issues around the world.
- Thinkers: It has to do with the critical thinking and drawing on the knowledge that has been learned.
- Communicators: Meaning being able to express ideas and communicate them in different ways and languages, making collaborative work possible.
- Principled: When someone is principled denotes being honest and fair which means that the responsibility for one's actions must be taken and the consequences that accompany them.
- Open-minded: It implies appreciating one's culture and personal circumstances and being open to other traditions, values, and communities to learn from them.
- Caring: Showing empathy and respect to others and to the world that surrounds us.

- Risk-takers: Being brave and able to face new situations with forethought and good disposition to explore new knowledge.
- Reflective: Being aware about one's strengths and weaknesses to know what to improve.
- Balanced: Understanding the importance of intellectual, physical, and emotional balance.

2.2.2. Curriculum and structure

Concentrating now on the curriculum itself and how it is organised, it is convenient to highlight that generally an international curriculum includes many objectives and procedures of the national curricula. Nevertheless, it presents some differences because it has its own structure and essential elements.

As it is stated in *Curriculum* (n.d.), “the IB curriculum is transdisciplinary, meaning that it focuses on issues that go across subject areas.” Moreover, it is characterized by being flexible, which means that teachers can decide what to teach according to the students’ interests. However, this autonomy could have a lack of reliability according to Resnik (2009) who affirms that “international schools tend to fine-tune their curriculum according to parent demands and expectations, as they expect these schools to prepare their children for access to the top-notch jobs” (p. 224).

Leaving aside this discussion, what is true is that this project encompasses the different stages of the formal education, from pre-school until university. In this sense, it offers the Primary Years Programme (henceforth, PYP), what is known as a Pre-school and Primary Education (3-12 years old); secondly the Middle Years Programme (henceforth, MYP), commonly known as High School (12-16 years old); and finally the Diploma Programme (henceforth, DP), which is recognised and gives students the access to higher education and universities around the world.

Since the present paper intends to offer a didactic proposal for the Primary Education (PYP), this is the programme that will be analysed deeply. In this way, the PYP curriculum is divided in three parts: written curriculum (explains what the students will learn), taught curriculum

(sets how teachers should teach) and assessed curriculum (details how an effective assessment must be developed).

According to the written curriculum, there are five essential elements students must learn (*Curriculum*, n.d): Firstly, disciplinary, and transdisciplinary knowledge. This implies traditional subject areas as Science or Language, but also the content which does not belong to these subjects and students might be interested in learning about.

Thus, students explore the following six transdisciplinary themes (similar to didactic units) during their school year: “who we are, where we are in place and time, how we express ourselves, how the world works, how we organize ourselves, and sharing the planet” (International Baccalaureate Organization, 2013). In addition to this content, students can learn more than one language from the age 7.

Following Eade (2013), transdisciplinary themes help teachers “to develop a programme of substantial and in-depth inquiries, requiring a high level of student involvement and usually lasting for several weeks. These are intended to be engaging and challenging, involving both individual and group work, and related to the world beyond the school” (p. 11).

Referring to the taught curriculum, it proposes an independent learning in which students are actively engaged in their own learning. Thus, the teacher acts as a facilitator “providing provocation through new experiences” (*Taught curriculum*, n.d.). However, provocation is only possible when students can connect the new information based on real-life situations, to their own experiences. In other words, teachers in IB settings must encourage students to wonder and redefine their knowledge and understanding, respecting their ideas.

This implies a holistic education in which the teacher is no longer depending on subject expertise but “is guiding students in developing and examining their own values and prejudices, their critical thinking and behaviours” (Hare, 2010). In this sense, teachers change their minds about students’ cognitive and affective development provoking a more inclusive, dynamic, and egalitarian working relationship.

Collaboration is an essential part of the taught curriculum because all teachers are engaged in the planning process. They define the central ideas of each unit of inquiry, discuss what are the

best ways of addressing the inquiry and find ways to meet the needs and interests of every student. This collaborative relationship also refers to the one between teachers and students.

In respect of assessed curriculum intends to identify what students know and understand, and what their needs are so the next step of their learning can be planned. However, it does not include any marks, but reports written by the teachers in which a detailed assessment is accomplished to support and measure students' learning.

Generally speaking, the IB world might sound challenging to understand when one has not heard about it before. In this sense, the following table aims to compare the traditional and the IB learning for a better understanding.

Traditional learning	IB
Content presented as facts that must be memorised	Contents presented as questions to investigate
Follow instructions	Solve problems
Students have a passive role	Students have an active role
Learn isolated skills	Skills are learned in real contexts
Focus on the product	Process and product are valued
Individual work	Cooperative work
The same for everyone	Personalised and student-centered

Table 1: Traditional learning VS. IB

2.2.3. Current situation

Nowadays the IB educational model is developed all over the world, specifically there are 1.782 schools offering the PYP in 109 countries worldwide. (*Key facts about the PYP* n.d.). In total, 3.699 schools by 2013, had adopted any of the IB programmes in their curriculums; and it is expected that by this year more than 10.000 schools will be authorised to teach IB (Bueno, 2018).

Although it is affirmed that the most part of IB schools are in occidental continents such as Europe, USA, and Canada, currently numbers are also growing in Africa, Asia, and South America, which means that these programmes are successful.

What is true is that in the latest countries, most schools are still private, meaning that only people with a good economic situation can afford taking their kids there. Thus Walker (2002) affirms that IB offers an educational system all around the world, but not for everyone. Even though the IB believes that there should be no barriers to any child getting the best possible education. (Halligan, 2018).

But, how does the situation look like in Spain and specially, in Andalusia? According to *Buscar un Colegio del Mundo del IB*. (n.d.) currently, there are in total, 23 private and 1 semi private schools in Spain following the IB curriculum in English and accomplishing the PYP (in Spanish, “Programa de la Escuela Primaria”). However, just in two of them the language of instruction is just English, while in the rest the language of instruction besides English, is also Spanish. Concretely, 5 of those 24 IB schools are located in Andalusia offering a private and international education.

In a nutshell, and as it has been affirmed previously, the most part of IB schools around the world are private, and Spain is not an exception. In this sense, it seems that this IB education is not accessible for everyone as CLIL is nowadays, at least in the Spanish educational system.

2.3. IB and CLIL: Could they be combined in a didactic proposal?

Considering the possibility of including CLIL and the IB curriculum in the same didactic proposal, it might be required to note what both approaches have in common and in what aspects they do not coincide.

On the first hand, the biggest difference between CLIL and IB is that the former is an approach that aims to make bilingualism a reality, providing innovative teaching methodologies that can be implemented in any school as an addition to the national curriculum. However, the latter goes forward because it comprises a whole curriculum and although it includes some aspects of the national ones, it has its own basis and structure.

In view of CLIL as a synonym of bilingual education, there are different CLIL models (Met, 1999) like immersion and submersion programs, sheltered subject-matter teaching, or adjunct language instruction. Here, IB schools would be placed either in the first or second category, immersion, or submersion programs. However, it depends on each school's specific context.

But what every international school share, despite the percentage of native teachers and students, is that the language of instruction is always the same (English, French or Spanish) during the school day. Which means that contents are addressed in a language that for most part of the students is their L2.

In this sense, CLIL and IB would have some aspects in common. First of all, in both programmes one of the goals is that the students become proficient in their L1 and L2 at the same time they are acquiring academic knowledge. Secondly, for the most part of the students the language of instruction at the school is their L2, although in some cases it can be their L1 or even L3.

Moreover, the attractiveness of both programmes for the parents lies in the fact of believing that their kids will learn properly their foreign language, having native and bilingual teachers. In this sense, referring to the teaching staff, they must be bilingual so both programmes are successfully implemented. Finally, the objective in both programmes is to obtain effective communication, so to have a learning environment that motivates students to learn a new language.

Apart from these common aspects, there are some differences between CLIL, and immersion programmes proposed by Lagabaster & Sierra (2019) who affirm that in fact, “there are more differences than similarities between the two”. Thus, they claim that the materials used in immersion programmes are mainly directed towards native speakers, while in CLIL those materials are more inclusive and adapted to different levels. In this sense Pérez-Cañado (2012) affirms that in those immersion programmes “the content taught is taken from academic subjects or disciplines rather than from everyday life” (p. 318). Another stated difference by these authors is that in the immersion programmes the language objective is to reach being completely fluent in the foreign language like native speakers, while in CLIL what is important is being able to communicate in different ways and situations.

From my personal experience working at an international school it could be affirmed that the teacher role, language instructions, methodologies and type of materials are quite similar to what CLIL establishes. In this way, teachers are facilitators who guide the teaching-learning process, paying attention to the students’ interests and daily life experiences. Besides, like in CLIL, the language of instruction that is usually implemented through the IB program is

English. Finally, referring to the methodology and type of materials, they are quite innovative. So, this is also similar to CLIL in the sense that traditional methods are left aside in order to offer a meaningful and lifelong learning.

3. A DIDACTIC PROPOSAL: COMBINING CLIL AND IB IN INTERCULTURAL SETTINGS

3.1. Justification

The following didactic unit has been designed to be addressed in an international school, which means that the structure of the planning will look differently to the one that follows the Spanish and Andalusian curricula. In this way, according to the IB curriculum, the planning is flexible and might be modified depending on the students' interests and demands. Teachers must plan to direct and guide the learning process.

Concretely, the unit of inquiry (henceforth, UOI) or transdisciplinary theme that is going to be planned below is called **“Where we are in place and time”**. Since this title is very general, it gives freedom of choosing different transdisciplinary topics, although the general guidelines stated in the IB curriculum related to what to teach and how must be considered.

Thus, the central idea would be: “Exploration leads to discovery and develops new understandings”. This means that the history of the past is going to be studied to understand the present. In other words, since most students in the classroom are coming from other countries, inquiring about how and why other people have done the same during centuries will orientate them in place and time. In addition, this unit of inquiry will make them value the relationships and interconnectedness of individuals and civilizations, from local and global perspectives.

3.2. Contextualization and timing

This UOI has been planned to be taught in a semi private international school located in Norway. Although the amount of population in this country is not as big as that of Spain, for instance, the truth is that there are many immigrant families that decide to move because of their job or in the search for a better life.

Indeed, Özerk (2013) affirms that “the demographic situation in Norway is best characterized as ethnically and linguistically diverse” (p. 56). Moreover, according to the

"Statistisksentralbyrå" (2018), 1.883.250 immigrants or people with immigrant backgrounds are currently living in Norway. This means there is a considerable international community.

Specifically, this school is surrounded by nature and located in the city of Stavanger, the fourth largest and third largest metropolitan area in Norway. This city is characterized by a diversity and a big number of cultural events that are developed. In fact, Stavanger was appointed European Capital of Culture in 2008. In summary, the school is in an ideal location to enjoy the many resources of the city and also the natural environment.

Regarding the unit of inquiry and the class context, it will be addressed to **3rd grade students (8-9 years old)**, what in the international IB school would be **PYP 3** (Grade 3). In this class there will be 20 students with many different cultural backgrounds and mother tongues. Although none of them speaks English at home, they use the language in their daily life at school, with their friends and classmates, when going shopping, watching films or even reading. In addition, the majority of them has been part of an international school before, which means that their English level is relatively high.

Regarding the economic situation of the families, generally they are in a good financial shape. In fact, the most part of students' parents have an educational background and intend their kids to follow their steps.

Besides, with respect to special educational needs, currently none of the students has been diagnosed but adaptations will be considered when students need extra help or reinforcement.

Considering the time that will be dedicated to the following unit of inquiry, it is estimated to be worked in **11 sessions**, starting the second week of school after summer holidays. Thus, this is how the daily schedule in this international school would look like:

Times/Days	Monday	Tuesday	Wednesday	Thursday	Friday
08:00-08:50	CBI ¹	CBI	CBI	CBI	CBI
08:50-09:40	CBI	CBI	CBI	CBI	CBI
09:40-10:10	BREAK				
10:10-11:00	CBI	Assembly ²	CBI	CBI	CBI
11:00-11:50	CBI	CBI	CBI	CBI	Norwegian

¹ Classroom Based Inquiry or time dedicated to the unit of inquiry.

² The moment of the week in which the whole school gathers in an aula to learn about any transdisciplinary topic, discuss and have fun together.

11:50-12:30	LUNCH				
12:30-13:20	CBI	Norwegian ³	CBI	CBI	PE
13:20-14:10	PE ⁴	Library ⁵	CBI	CBI	CBI

3.3. Contents

The contents that are going to be presented are linked to different subjects such as English, Mathematics, Social Studies and Art. It should be noted that English (as in CLIL) will not be taught as an isolated subject but as a language of instruction during the whole unit of inquiry. In this sense, literacy skills will be enhanced through oral, written, and visual language. Thus, the contents or lines of inquiry would be the following:

- Reasons for journeys and explorations: Meaning that the reasons why people move from one place to another will be investigated to understand what immigration is and what causes it.
- What we discover through exploration.
- The present and future of migration.
- Effects of human migration on communities, cultures, and individuals
- Location influences people's homes.

In addition, although all the subjects mentioned previously must be taught with common contents related to the unit of inquiry, it should be made clear that sometimes, Mathematics and even English will not have to be related to the UOI theme due to their difficulty to be linked. In other words, sometimes there might be the case in which students need to work more on sentence construction or punctuation, for instance. In this situation activities that are not directly related to the UOI can be planned, so students improve their basic skills.

³ Since it is the official language of the country, schools are obliged to offer teaching in Norwegian language.

⁴ Physical Education.

⁵ Once in the week, students go to the library to spend some extra time reading and doing activities related to the books they are reading.

3.4. Learning goals

The objectives of this UOI are introduced below by subjects:

ENGLISH
Oral language: listening and speaking
-Listen and respond in small or large groups for increasing periods of time. -Ask questions to gain information and respond to inquiries directed to themselves or the class. -Use oral language to communicate during classroom activities, conversations, and imaginative play.
Written language: reading
-Select and reread favourite texts for enjoyment. -Participate in shared reading, posing, and responding to questions and joining in the refrains.
Visual language: viewing and presenting
-Talk about their own feelings in response to visual messages; show empathy for the way others might feel.
Written language: writing
-Create illustrations to match their own written text. -Write informally about their own ideas, experiences and feelings initially using simple sentence structures, for example, "I like ...", "I can ...", "I went to ...", "I am going to ..." -Create rhymes.

MATHEMATICS
Numeracy
-Know how to place the values of the numbers: units, tens, and hundreds. -Use the language of addition and subtraction, for example, add, take away, plus, minus, sum, difference. -Identify numbers greater than and less than. -Understanding of multiplication and division.

- Comprehend the relationship between multiplication and division.
- Interpret charts of data collection.

SOCIAL STUDIES

Human and natural environments

- Locate on a globe or map his or her place in the world, and its relationship to various other places.
- Use a variety of resources and tools to gather and process information about the reasons why people migrate.
- Research about the past, present and future of migration.
- Identify factors that influence where people live and what their homes are like.
- Research and compare homes in different cultures.

ART

- Show an understanding that issues, beliefs, and values can be explored in arts.
- Demonstrate an understanding that there are similarities and differences between different cultures, places, and times.
- Analyse their own work and identify areas to revise to improve its quality.
- Explore how dramatic meaning illustrates the values, beliefs and observations of an individual or community.

3.5. Competences

Along this unit of inquiry, students will be expected to be inquirers, knowledgeable, thinkers, communicators, open-minded and reflective.

Concretely, the competences or in the IB terminology "Approaches to Learning Skills" that would be developed by the students along the UOI would be the following ones:

-Communication Skills:

- Exchanging information through listening, interpreting, and speaking.

Listening

- Listen to and follow the information and directions of others.
- Listen actively to other perspectives and ideas.
- Ask for clarifications.
- Listen actively and respectfully while others speak.

Reading

- Read a variety of sources for information and for pleasure.
- Read critically and for comprehension.
- Make inferences and draw conclusions.

Writing

- Use appropriate forms of writing for different purposes and audiences.
- Organize information logically.
- Communicate using a range of technologies and media.
- Understand and use mathematical notation and other symbols.

-Research skills: Formulating questions, observing, and planning to find out what they want to learn about. In addition, students are expected to learn how to research using Internet resources.

-Social and civic skills: Accepting responsibilities when working in groups, cooperative thinking, and respecting others' opinions.

3.6. Methodology

In order to complete the teaching-learning process the following methodological principles will be considered:

-Starting from students' previous ideas, so they can connect new knowledge to the previously settled and form hierarchies and learning networks.

-Guaranteeing the construction of meaningful learning because of its practical application to real life as well as its adequacy to the student's needs and interests.

- Promoting the student as the main character in his/her learning by developing skills which enable him/her to build up his/her own knowledge and help him/her to learn how to learn in an autonomous way.
- Adopting a role of teaching as mediator and guide for learning through supervision and continuous evaluation.
- Developing the students' critical awareness so they can question and filter stereotyped information coming from outside.
- Fostering the students' creativity with activities encouraging reflection, research, and decision-making.
- Facilitating and boosting students' participation in class so they become active learning agents.
- Creating a climate of affection and confidence so students feel safe and motivated to unfold all their potential.
- Basing the educational action on a communication and interaction process between teacher and student among students.
- Offering a teaching adapted to students' diversity.

On the other hand, in this UOI the following methodological strategies are going to be addressed due to the possibility that only one methodological strategy does not assure the success of the teaching-learning process.

- Direct teaching. Although this methodological strategy is not the most used one in IB settings, sometimes it is necessary to clarify ideas and solve doubts students may have.
- Project Based-Learning (PBL). Also used in CLIL, it is a heuristic method by which students engage in problem solving to develop their knowledge or skills.
- Cooperative learning. As the PBL, cooperative learning is also practised in CLIL. It requires students to work together in common tasks, sharing information and supporting each other, while the teacher will play the role of learning facilitator and mediator. It also implies using social, organization, participation, communication, listening, conflict solving skills, etc.

3.7. Step-by-step planning

The following plan will be implemented from the second week of school after the summer holidays up to two weeks, because during the first week, the activities will not be related to the didactic unit but focused on:

- Getting to know each other.
- Developing an essential agreement in which we establish rules that we will follow during the year in our classroom.
- Discussing what IB is about, because for some of them it might be their first experience in an IB school.
- Discussing IB learner profiles, so they start to understand what will be expected from them during the school year.
- Explaining school routines.

After the first week, the following sessions will take place:

Session 1: Starting “Where we are in place and time” (60 minutes)

Activity 1: Why do people migrate?

Part 1 Description: At the beginning of this session, students will be asked “Why do you think people migrate?” In order to answer this question, they will complete individually a KWL (what I **K**now, what I **W**ant to know and what I **L**earned) chart (Figure 1, Appendix 6.1 A.) In this way, their previous ideas would be considered for next sessions. However, students will answer only the two first questions, “what I know” in a blue sticky note”, “what I want to know” in a yellow one and “what I learned” will be answered at the end of the unit in another sticky note.. This will allow us to display in the wall of our classroom our process of inquiry.

When asking students different questions like this one in this first part of the unit, it would be important to have in mind what we want them to reply, so as to guide and facilitate the process of learning. In this case some of the answers to “why do people migrate?” could be: because of work, to improve their lifestyle, wars, natural disasters...

Part 2 Description: After completing the KWL chart, they will be in groups of 4 and will have 10 minutes to prepare the questions they are going to ask. Then by turns, each group will take a tour around the school asking members of staff and students where they are from, trying to find out why they moved to Norway. Each group will have 5 minutes to ask these questions to at least 3 people.

Among the questions they could ask: Where are you from? How long have you been living in Norway? Why did you move?

But for them to come up with this type of questions they will be given the following checklist or success criteria that will help them to complete the activity:

- We will prepare at least 3 relevant and open-ended questions.
- We will interview at least 3 people.
- We will write down the different answers in a piece of paper.

While one group is trying to find out information, the rest of groups will answer the following questions related to themselves using the template in Figure 2 Appendix 6.1.B: Why did you come to Norway? What has been the best part about being from another country? What has been the hardest part about being from another country? What do you wish people knew about your experiences?

Part 3 Description (15 minutes): In this third part of the session, students will explain to the rest of the class what they have discovered, who they have interviewed and what they have answered discussing their thoughts and opinions about what they have found out. In addition, students will be explained how to present the information they have gathered in a proper way considering expression, fluency, eye-contact with the audience and pace.

Subjects: Social studies and English.

Resources: Pencils and worksheets.

Classroom arrangement: Clusters.

Session 2: (30 minutes)

Activity 2: How many people live in Norway? Place the value!

Part 1 Description: To learn about units, tens and hundreds, students individually are going to complete the worksheet originally prepared with an example (Figure 3 Appendix 6.1.C). Thus, students will have to find out, using their tablets, how many people live in the country they come from or in the one they really like or would like to visit one day. Then with that number, they will have to write the different ways of showing it: base ten, standard, word and expanded forms.

Part 2 Description: Once students are done, they will share their worksheets with their classmates, comparing the numbers and correcting each other's work.

Part 3 Description: Students will choose a partner and will add the number they found to their partners' number. Then, they will write the result and will be asked: -Which number is bigger than the other? Identify numbers greater than and less than. -Can you subtract it to 5.638.000?

Subjects: Mathematics, English, and Social Studies.

Resources: Pencils, worksheets, and tablets.

Classroom arrangement: Clusters.

Session 3: (90 minutes)

Mini lesson: Immigrant or emigrant? What is the difference? (5 minutes)

Before starting the next activity and since students might have not understood completely these two concepts, a mini lesson will be addressed to make sure they have comprehended them. In this sense, they will be remembered about the previous activity named "Being an immigrant". Thus, they will be told that they are considered as immigrants in Norway, because it is the place they have moved to. However, in the city they come from, they will be considered as emigrants because it is the place they have moved from.

Activity 3: Homes around the world (90 minutes)

Part 1 Description: First, the following questions will be written in the whiteboard as a "provocation": What do people discover when they migrate to new places? What things might they discover that are new to them? After having written these two questions on the whiteboard, students will stand up to write their ideas. They might come up with ideas such as food, new language, different weather, different traditions, new friends, different types of houses, etc.

Part 2 Description: During the second part of the activity, we will be focusing on one of those aspects: "Different types of houses around the world." Consequently, we will be focusing our inquiry on this topic.

Students will be developing cooperative learning because they will be told to work in groups of 4 in order to research about this topic and create a PowerPoint (using Google Drive which allows them to edit the document at the same time). Thus, students will have to find at least 10 examples of houses around the world. Although most part of students are used to research and work autonomously, to help them finding the information, some resources will be provided like:

-Pariona, A. (2019, June 14). *15 Traditional Housing Types from Around the World*. WorldAtlas. Retrieved from: <https://www.worldatlas.com/articles/15-traditional-house-types-from-around-the-world.html> Accessed on 26th June, 2020.

-Thomas, R., & Sydenham, S. (2017). *Houses around the world*. Kidcyber. Retrieved from: <https://www.kidcyber.com.au/houses-around-the-world> Accessed on 26th June, 2020.

Part 3 Description: At the end of the session, students will present their PowerPoints explaining to the rest of the students what they have found out and learned.

In order to guide and for them to know better what is expected from them they will be told about the following checklist or “success criteria”:

Related to the Power Point:

- We will include at least 7 examples of types of houses around the world.
- We will include pictures and summarised text, in a way that in the same slide there are more pictures than letters.
- We will consider the formal aspects: punctuation and spelling.
- We will be creative.

Related to the Oral presentation:

- We will share the contents between all the members of the group.
- We will take into account expression, intonation and fluency.

Subjects: English, Social Studies and Art.

Resources: Whiteboard, markers, laptops. Internet resources.

Classroom arrangement: Clusters.

Session 4: (40 minutes)

Activity 4: How are houses in Oman? Are they different from the ones in Norway? (40 minutes)

Part 1 Description: During the first part of this activity, students will have the opportunity to interview through Skype an artist living in Oman about what houses are like there and how that is connected to their culture. In this way, they will compare them to the ones in Norway which will make them wonder: “Why are they different?”

In this way, students will learn how to elaborate open-ended questions like: How are houses in Oman? How are they built? How is it the weather affecting the way they are built? For collecting the information, some students will be told to write down what the artist is answering. After this, we will elaborate a T-chart comparing both types of houses like the following:

HOUSES IN OMAN	HOUSES IN NORWAY
Are built for hot temperatures	Are built for cold temperatures
Linked to the Islamic art	Linked to the Scandinavian style
A lot of decoration	Simpler decoration

Part 2 Description: Students will learn how to paint Omani homes and develop beautiful works of art with the help of some examples given and made by the artist.

Subjects: English, Social Studies and Art.

Resources: White cardboard, crayons, colour pencils and watercolours.

Classroom arrangement: Clusters.

Session 5: (70 minutes)

Activity 5: Who are refugees? (40 minutes)

Description Part 1: Mini lesson

Coming back to the content of the first session in which we discussed why people move from one country to another, in this activity we will clarify that there are “push factors” and “pull factors”. Push factors are those who push people to leave an area and normally are negative like lack of education, poor medical care, unemployment, or war. On the other hand, pull factors pull people to go to live somewhere because there are lots of doctors, more resources such as food, job opportunities and democracy.

Description Part 2: After the mini explanation, students will read the following text from the website Wonder Polis: <https://wonderopolis.org/wonder/what-are-refugees>). Then they will have to make sure that they understand what they read. Thus, they will be suggested to use dictionaries or translators to find out the vocabulary they do not understand, although the page

provides the meaning of some words they may struggle with. Once they have read and understood, they will complete the template Figure 4, Appendix 6.1.D.

Although this activity is individual, students are allowed to ask questions to each other and help each other. Indeed, there is a rule in the classroom which states: “If you do not know something first ask yourself, then ask the person who is sitting next to you. If still you cannot find answers, go around the classroom asking someone else and finally, ask the teacher!”

Subjects: English and Social Studies.

Resources: Tablets to access the article, worksheets, pencils.

Classroom arrangement: Clusters.

Activity 6: Math time! (60 minutes)

Description: As a “brain break” students will work on some Math activities not related to the Unit of Inquiry because as it has been mentioned previously, it might be challenging sometimes to be transdisciplinary and link both contents.

Thus, in this activity students will consolidate their knowledge about multiplication and division strategies explained in the worksheets in Figure 5 and 6 Appendix 6.1 E, which will be the model answer to their work. In addition, the following multiplications and divisions will be written on the whiteboard for them to solve using the different strategies:

Multiplications	Divisions
10×5	$36 \div 4$
8×9	$40 \div 8$
5×4	$16 \div 2$
2×8	$24 \div 6$
5×3	$120 \div 60$

Students will be in pairs to help each other and they will be given first the multiplication worksheet and the previous multiplications they will have to solve. In addition to those they

will have to come up with three more of their choice. Once they are done with multiplication, they will work on division and will follow the same previous steps. This activity will help students to see the relationship between multiplications and divisions, reinforcing high and medium ability students and challenging the low ability ones.

At the end of the activity we will discuss together which strategy works better for each student and why, clarifying that although it is interesting to know different ways to solve problems and calculations, they can use the method that they understand or like the most for upcoming activities.

Subjects: English and Mathematics.

Resources: Maths worksheets, pencils.

Classroom arrangement: Clusters.

Session 6: (30 minutes)

Activity 7: Diamond 9 challenge

Description: In this activity students will be given a diamond 9 template (Figure 7, Appendix 6.1.F) and they will be asked: If you had to flee your home, what would you pack? Thus, students individually will write one thing per section that they could not live without. Once they are done, they will be asked to pick just one. Some answers they could come up with would be: clothes, books, video games, food, family pictures, etc.

In order to share with each other what they would take with them in that extreme situation, each student will be asked about what he/she has decided. After, we will do another diamond 9 as a class, deciding what are the most important things that we could take with us and why.

Subjects: English and Social Studies.

Resources: Diamond 9 template, pencils.

Classroom arrangement: Clusters.

Session 7: (40 minutes)

Activity 8: Interpreting a migration chart

Description Part 1: An interesting way of linking the present unit of inquiry with Math is interpreting population charts and maps. Thus, students will be shown an interactive migration map that they will be asked to interpret.

In this way, students will be in groups of 4 and each group will get a tablet to access to the interactive map: Sander, N. S., Guy J. Abel, Abel, G. J., & Bauer, R. (2014). *The global flow of people*. Vienna Institute of Demography. http://download.gsb.bund.de/BIB/global_flow/ Accessed on 26th June, 2020.

In addition, they will be focusing on one country and researching where mostly the people from that given country migrated between 2005 and 2010, how much people returned and how much population from the other countries migrated to that country. Students in each group would be expected to explain the information they have interpreted to the rest of the groups orally. Given Latin America as an example, they could say: “3.576.226 Latin Americans migrated from their home country to North America, 1.641.748 went to live in Europe, 110.079 migrated to East Asia and 800.000 came back to Latin America, while 267.397 North America inhabitants migrated to Latin America.”

With this activity, students will learn another way of presenting the information more than bar charts or pie charts.

Subjects: English, Mathematics and Social Studies.

Resources: Pencils, notebooks, laptops.

Classroom arrangement: Clusters

Session 8: (120 minutes)

Activity 9: Film time

Students will watch a film related to our unit of inquiry called *Paddington*. This film is based on true events of World War II in England in which kids were sent to train stations to escape the war. Paddington (a bear) is also a refugee who goes through different adventures and experiences.

However, before starting watching the movie, students will be asked what they think the movie is about if it is related to our Unit of Inquiry. In this way they could suggest different ideas like Paddington could be a person who moves or an immigrant.

Watching the entire film will help students to understand better what refugees must go through, developing their feelings of solidarity and empathy. Thus, after watching the movie we will discuss as a group what the film was about and what they learnt so they can complete a film review worksheet (Figure 8, Appendix 6.1 G) with which they will reflect on the story and its link with the unit of inquiry.

Subjects: English and Social Studies.

Resources: Pencils, worksheets, projector.

Classroom arrangement: Clusters, except while watching the movie students will sit on the carpet.

Session 9: (40 minutes)

Activity 10: Migration and human rights

Description Part 1: To start this session, students will watch the following “video provocation”: *Stand up for the human rights of all migrants*. (2017, December 18). [Video]. YouTube. <https://www.youtube.com/watch?v=9yzfbUdIk4k> Accessed on 28th June, 2020.

As it is claimed in the video, the effects of human migration sometimes lead to exclusion and division. In this way students will be asked: what can you do to make you part and fight against exclusion and prejudices? To what student will answer brainstorming ideas like: including everyone to play despite where they come from, being open-minded, respecting different cultures and traditions...Thus we would discuss as a group how it would be the best way to face that exclusion in our most direct environment, our classroom.

Description Part 2: After the discussion as a class, students will work in groups on a role play activity. Thus, each group will be given a situation (Appendix 6.1.H) that normally refugees experience when they get to their adopted country, and then, they will have to perform the situation to the rest of the class. Finally, they will have to reflect about that situation and offer a solution.

Subjects: English, Art, and Social Studies.

Resources: Role-play worksheets.

Classroom arrangement: Groups of 6 around the classroom.

Session 10: (30 minutes)

Activity 11: Taking action through poems

At the beginning of this activity, students will be asked to think of a way to promote empathy. Thus students will create a poem for refugees in pairs, maybe thinking of the fact that they could be refugees, how would they feel or, thinking of someone else whose situation is not good so some words and emphatic words would make that person feel better. Afterwards, they could draw a little picture related to the poem.

Although students have learnt in previous grades how to write poems, they will be reminded to plan first their writing, and choose which kind of poem they are going to write or which elements they are going to include. Hereby, they will first write interesting information about the theme (refugees), then they will think of adjectives and rhyming pairs that they might include in their poems. For instance, if a student has decided to write an acrostic poem with the word “refugee”, the poem could look like:

Rather than hate
Especially he needs someone that cares
Full of love
Unique, as everyone else
Good life he also deserves
Ethnic differences
Earth we all share”

Another example by Lv, A. (2017). *Voices of Refugees: A Free Verse Poetry Peek*. The Poem Farm. <http://www.poemfarm.amylv.com/2017/02/voices-of-refugees-free-verse-poetry.html>
Accessed on 4th July, 2020, would be shown to students:

“last year
this girl
this girl you see
she was not a refugee
but just a child
who loved to read
to walk with grandma
by the sea
the nights were loud
they had to flee
so now
we call her refugee
she is a child
may she be free
she could be you
she could be me.”

Subjects: English and Social Studies.

Resources: Paper and pencils.

Classroom arrangement: Groups of 2 around the classroom.

Session 11: (3 hours)

Activity 12: Future of migration

Description Part 1. Students will be given the following scenario: Imagine that in some years it would be possible to migrate to other planets. To which planet would you migrate? How would it look? Who would you expect to meet there? How would you like to be treated? Would you have to learn a new language? Next, students will be asked to write a creative writing describing their destination planet with detail.

Description part 2: In addition, students will be told to make a mock-up of their planets using a shoe box and creating a fact file in relation to their planets. In this fact file they will have to include as many details as possible answering the previous questions.

For example, they could come up with answers or report for their mock-up like: “I would like to migrate to Mars because it has similar living conditions to the Earth one's. This planet might be very big and you would be able to see the entire galaxy if you look at the sky. Probably once I move there, there would be other inhabitants coming from different countries and even planets. It would be very exciting to have the chance to meet them and share ideas and experiences. So, in this planet everyone will be treated with respect and we all will value where we come from. On this planet everyone will speak English, although other languages are also welcomed, although the most important one would be the language of respect.”

Session 12: (30 minutes)

Activity 13: Complete the KWL chart

To conclude the Unit of inquiry, students will go back to their KWL chart in order to complete the part “What I learned”. Here, they will write a reflection including what they did enjoy the most and what they have found more difficult. This would be considered as well as a self-assessment useful for them to think about their own learning process, and for the teacher to see how each students’ necessities can be attended.

Thus, some of the students answers to “What I learned” could be: “reasons why people migrate”; “houses are different depending on the place, for example, houses in Oman are different to the ones in Norway because of cultural differences and how the climate is”; “the present of migration and how difficult is for some people to migrate like for refugees.

3.8. Linguistic adaptations

Considering the class context, it is essential to clarify that although the language of instruction in the classroom, and in the rest of the school, is English, the students’ mother tongues are valuable and respected. This means that although students will be encouraged to speak English, they will have opportunities to speak their mother tongue and to ask for translations. In this way, we will collaborate for their language learning process to be stress-free, lifelong and as natural as possible.

3.9. Assessment

According to International Baccalaureate Organization, (2009) (henceforth, IBO), the main objective of assessment in the PYP is to provide feedback on the learning process. Like in CLIL, in the PYP the assessment happens continuously.

Focusing on the PYP, the assessment is subdivided in three areas: Assessing, recording and reporting (IBO, 2009). The former would correspond to what is known as summative and formative assessments. Thus, the summative assessment gives the students opportunities to show what their previous ideas were and how those have changed during the process of learning. However, the formative assessment provides information for teachers and students to know about the stage of the learning, change what is not working and establish what are the next steps to follow. In short, this process of assessment would take part in the classroom when: collecting evidence of students' stage of learning, for example, pictures of their work or videos of them speaking and sharing their ideas; using the self and peer assessment or creating rubrics.

Coinciding with CLIL, in the IB curriculum the assessment must be effective, meaning that, it should allow students to: share their ideas with others, use a variety of learning styles and multiple intelligences, know what is expected from them, base their learning on real-life experiences, analyse their learning understanding what they need to improve. At the same time, the assessment must be effective for teachers so they know what to plan and develop success criteria, take into account different learning styles and inform and give evidence to the rest of the school community about the teaching and learning process.

Considering the second area of the assessment, recording has to do with the assessment strategies and tools that are used to gather information about the students' learning. Among the strategies that can be used, the following ones can be emphasised: Observations that take place when students are regularly observed so teachers know about their learning styles and how to answer particular necessities; and open-ended tasks which occur when students are asked questions that do not have right or wrong answers. On the other side, the previous strategies can be put into practice through the assessment tools like rubrics, checklists or anecdotal records.

Reporting is considered as the last stage of the assessment and consists of communicating what students know, understand and can do. It intends to provide feedback and describe the progress

students have made in their learning and which areas are to improve. Thus, there are two types of reporting: Parent conferences and written reports. The first ones are opportunities for parents and teachers to communicate with each other directly, while the second ones are normally written twice in a year by classroom teachers and specialists and shared with the parents and the rest of the school community.

Generally, there are no specific formats preferred by the IB for reports, but the following points might be addressed:

- The learner profiles are included.
- The transdisciplinary units and the subject-specific teaching are included.
- There are comments from every teacher involved in the student's progress.

In the particular situation of this unit of inquiry, the assessment strategies and tools mentioned previously are going to be put in practice. Thus, below is specified how each activity is going to be assessed.

Firstly, in the session 1, the parts of the activity one will be assessed differently. In this way, the part one will be assessed as an open-ended task due to there are no right or wrong answers to the question "why do you think people migrate?". Next, in part 2, the assessment will be focused on the observation of each student's actions and the fulfilment of the success criteria included in the step-by-step-planning section. Regarding the worksheet that students will complete (Figure 2 Appendix 6.1.B), will be considered as another open-ended activity and more formal aspects will be considered as the writing style, use of punctuation, capital letters, etc. Finally, in the last part of the activity speaking skills will be assessed through observation, like expression, fluency, eye-contact with the audience and pace.

Considering the session 2 and the different parts of the activity 2 will be also assessed. In the case of the first part of the activity in which students are going to complete the Figure 3 worksheet, will help us to check the prior knowledge students have about placing the value. Thus, students will find a pair to interchange their work with, in order to assess each other and check that results are correct. The last part of this activity will be assessed through observation checking student agency and their ability to overcome challenges.

Regarding session 3 and its first part, the assessment strategy that will take place will be the open-ended task because we want to know the students' ideas about what they think people discover when they migrate to new places. In the second part of the session, students will elaborate a power point presentation taking in consideration the following list of success criteria they will have to check before announcing they are done with the work and before presenting their work to the rest of the class during the last part of the session.

Related to the Power Point:

- We will include at least 7 examples of types of houses around the world.
- We will include pictures and summarised text, in a way that in the same slide there are more pictures than letters.
- We will consider the formal aspects: punctuation and spelling.
- We will be creative.

Related to the Oral presentation:

- We will share the contents between all the members of the group.
- We will take into account expression, intonation and fluency.

In addition, after presenting their work and in order to self-assess their work, students will complete the rubric in the section 6.2.1.A.

Next, in session 4, the assessment will be addressed through observation. In this way, we will be able to provide students with lack of engagement help and support in their artwork.

Given session 5, activities 5 and 6 will follow different assessment tools. And so, in order to elaborate the activity 5, students will be given the following success criteria to know what is expected from them when completing the Figure 4. At the same time, this will help the teacher to assess and obtain information about each student process of learning in English and Social Studies.

Checklist (Success criteria):

- I will explain the 3 most interesting things I learned and why.
- I will use capital letters and correct punctuation.
- I will write at least 3 sentences to explain about my connection to the text.
- I will give reasons why I liked or disliked the article.

Afterwards, to assess the activity 6, the observation will take place in order to see the level of the students in Mathematics and start creating different ability groups in the upcoming weeks. This assessment strategy will also be used in the session 6, in which the students will have to complete a Diamond 9 template and decide what they would take with them if they had to move to a new country. At the point of elaborating the same template as a group, we will be able to see their team work ability and communication skills.

Deeming session 7, students will be assessed through observation. As a consequence, we will be able to know who struggles the most with this mathematical concept and which activities we could suggest in upcoming units to improve the interpretation of charts and maps.

In session 8 and in order to assess the activity 9, students will be given the following success criteria that will be the checklist for the teacher:

- I will explain with details what the film is about including at least 4 sentences.
- I will give reasons why the part I chose is my favourite one. (At least 2 sentences).
- I will give reasons why I did not like the film. (At least 2 sentences).
- I will give reasons why the character I chose is my favourite.
- I would write to who I would recommend the film and why.
- I will include capital letters and correct punctuation.

Next, the activity 10 in session 9 will be assessed using the following checklist at individual level:

- The student listens to other students' ideas.
- The student develops good communication and teamwork skills.
- The student is reflective and shows empathy for the way others might feel.
- The student understands that the activity has an impact in real life situations.

To help students in session 10 to create their refugee poems, apart from different examples, they will also be given the following success criteria:

- We will include some rhyming words.
- We will include at least eight verses.
- We will write about refugees.

The session 11 will be used for a kind of final assessment with which we are going to assess the teaching learning process. This summative assessment will be what is known as the final report of a specific unit of inquiry. However, the activity 12 will be assessed in first place using the rubric in 6.2.1.B. In addition, the mock-up, which is another part of the activity will be assessed as an open-ended task. This is because students are going to be given the freedom to create this as they wish. So, there is no incorrect way of making it. Nevertheless, it will be checked that the creative writing is linked with the mock-up they have created. Thus, a lot of conclusions will be obtained from this last activity of the unit of inquiry, which will be written and explained in the section 6.2.2.A.

The last session of the unit will be focused on completing the KWL chart that was started at the beginning of the unit and will be assessed as an open-ended task. This time they will write about what they have learned during this unit of inquiry, which means we will be able to compare previous and new knowledge.

3.10. General layout: Verifying the relation between objectives, competences, contents, activities, and evaluation

In this section it is going to verify the relationship between the different parts of the unit:

Through the first activity, *why do people migrate?* the content that would be address would be “reasons for journeys and explorations.” Regarding the objectives, these would be the following:

- Use oral language to communicate during classroom activities, conversation.
- Participate in shared reading, posing, and responding to questions.
- Use a variety of resources and tools to gather and process information about the reasons why people migrate.
- Write informally about their own ideas, experiences and feelings using simple sentence structures, for example, "I like ...", "I can ...", "I went to ...", "I am going to ..."

Considering the competences, they would be:

- Exchanging information through listening, interpreting, and speaking.
- Listen actively to other perspectives and ideas.

- Ask for clarifications.
- Organize information logically.
- Social and civic skills.

Next, within activity 2, *place the value* students will work on “what we discover through exploration.” Thus, they will try to relate their place in the world to other places; identify numbers greater than and less than; know how to place the values of the numbers: units, tens, and hundreds; and finally, use the language of addition and subtraction, for example, add, take away, plus, minus, sum, difference.

Bearing in mind the competences, students will be able to exchange information through listening, interpreting, and speaking; listen actively and respectfully while others speak; understand and use mathematical notation and other symbols; and social and civic skills.

In activity 3 *homes around the world*, students will learn how location influences people’s homes. Thus, the objectives of the unit that will be addressed are:

- Use oral language to communicate during classroom activities.
- Create illustrations to match their own written text.
- Research and compare homes in different cultures.
- Demonstrate an understanding that there are similarities and differences between different cultures, places, and times.
- Analyse their own work and identify areas to revise to improve its quality.

At the same time, students will learn to exchange information through listening, interpreting, and speaking; listen actively to other perspectives and ideas and respect while others speak; read a variety of sources for information; organize information logically; communicate using a range of technologies and media; social, civic and research skills.

Then with activity 4, *how houses are in Oman*, students will learn what we discover through exploration and how location influences people’s homes. For example, if people live in cold places, then houses might be adapted to those climate conditions.

In this way, the objectives will be to:

- Listen and respond in small or large groups for increasing periods of time.

- Identify factors that influence where people live and what their homes are like.
- Research and compare homes in different cultures.
- Demonstrate an understanding that there are similarities and differences between different cultures, places, and times.

After completing this activity, students will be able to exchange information, ask for clarifications, listen to others and finally, they will gain social and civil skills.

Activity 5, *Who are refugees* will let students know what the reasons for journeys are and how the present and future of migration look like.

Thus, students are intended to fulfil the following objectives:

- Ask questions to gain information and respond to inquiries directed to themselves or the class.
- Participate in shared reading.
- Write informally about their own ideas, experiences and feelings using simple sentence structures, for example, "I like ...", "I can ...", "I went to ...", "I am going to ..."
- Use a variety of resources and tools to gather and process information about the reasons why people migrate.

With this activity students will get better when asking for clarification, reading critically a variety of resources for information, making inferences, drawing conclusions, and organizing information logically.

The activity 6 is a Math activity that is not related to the unit but works on a content that students need to learn about like understanding multiplication and division and comprehending their relationships.

Within this activity students will learn how to organize information logically and to understand and use mathematical notation and other symbols.

The next activity, *Diamond 9 challenge*, will work on the content “what we discover through exploration.” In this way students will use oral language to communicate during classroom activities, conversations; and talk about their own feelings in response to visual messages showing empathy for the way others might feel.

Thus, the competences they will work on will be:

- Exchanging information through listening.
- Listen actively to other perspectives and ideas.
- Listen actively and respectfully while others speak.
- Organize information logically.
- Social and civic skills.

In activity 8, students will learn how to interpret a migration chart. Therefore, they will learn more about the present and future of migration and the effects of human migration on communities, cultures, and individuals.

Hence, some of objectives that students will try to reach during this activity will be.

- Use oral language to communicate during classroom activities.
- Interpret charts of data collection.
- Use a variety of resources and tools to gather and process information about the reasons why people migrate.
- Research about the past, present and future of migration.

In this activity students will improve when listening to other's perspectives and ideas, organizing information logically, and making inferences and drawing conclusions.

Turning to activity 9 consisting of reflecting and watching a film, students will learn more about the effects of human migration on communities, cultures, and individuals when listening actively to the film itself and other peer's ideas.

The effects of human migration on communities, cultures, and individuals will be still studied in the activity 10 in which students will:

- Listen and respond in small or large groups for increasing periods of time.
- Use oral language to communicate during classroom activities.
- Talk about their own feelings in response to visual messages; show empathy for the way others might feel.
- Explore how dramatic meaning illustrates the values, beliefs and observations of an individual or community.

With this activity students will acquire the following competences:

- Listen actively to other perspectives and ideas.
- Listen actively and respectfully while others speak.
- Social and civic skills.

Next, in activity 11 students will be asked to write a refugee poem. Hence, students might present information about how the present of migration looks like and how it could seem to be in the future. In addition, students will focus on the effects of human migration on communities, cultures, and individuals.

Thus, the objectives in this activity will be to:

- Create illustrations to match their own written text.
- Create rhymes.

Within this activity students will use appropriate forms of writing for different purposes and audiences and get better at organizing information logically.

Through activity 12 *future of migration* students will review what they learnt about the present and future of migration and the reasons why location influences people's homes.

Thus, they will have to reach the following objectives:

- Use oral language to communicate during classroom activities.
- Create illustrations to match their own written text.
- Write about their own ideas, experiences and feelings using more complex sentence structures.
- Locate on a globe or map his or her place in the world, and its relationship to various other places.
- Show an understanding that issues, beliefs, and values can be explored in arts.

These objectives will help them at the same time to use appropriate forms of writing for different purposes and audiences; organize information logically; and improve their research and social skills.

With this last activity in which students have to complete the chart they started at the beginning of the unit and show their skills to organize information logically, they are intended to:

-Talk about their own feelings in response to visual messages; show empathy for the way others might feel.

-Write informally about their own ideas, experiences and feelings initially using simple sentence structures.

4. DISCUSSION AND CONCLUSION

As has been mentioned previously, despite all the differences that CLIL and the IB curriculum present, there are many other aspects they have in common. Considering one of the most remarkable differences, CLIL is an educational approach that aims to stop teaching languages in an isolated way, and IB consists of an entire curriculum with its own beliefs and values, objectives, methodologies, etc., that intends to promote the learning of a second language through content, among other aspects.

On the other hand, normally IB might be regarded as an immersion programme. In this sense Cenoz, Genesee and Gorter, (2013) state some other differences with respect to CLIL. One of these differences lies in the fact that the goal in an immersion programme is to reach the students' native-like proficiency in the target language, while in CLIL the level of the L2 proficiency students might acquire is less advanced. Thus, the level of exposure to the L2 would differ to some extent from one approach to the other.

Another difference that might be addressed is that in immersion programmes only privileged students have access to this type of education while in CLIL everyone or almost everyone has access to it, so the latter would be less elitist. In any case, it is not an easy task to delimit if the IB curriculum would be categorised as an immersion programme and to which extent because each school might adopt and address the teaching of a foreign language in different ways according to their specific situations.

However, if we look closely at how the day-to-day practice is like in a CLIL classroom or in an IB one, more similarities than differences can be noticed. Thus, one of these shared characteristics is the fact that both approaches use a L2 to teach the content, which means that language is not taught separately, but naturally and as a tool to communicate with each other.

On this matter CLIL could be considered as more flexible in the sense that students are allowed to use their home language when they cannot communicate using the school language, in this

case English. In IB students are also allowed to use their home language, but depending on the school, speaking the L2 is more or less imposed.

Another similarity that might be highlighted is that both aim at engaging students in their learning, offering possibilities to use what they have learned into their daily life. This is only possible when selecting a meaningful content that motivates and engages students to learn. In the specific case of the unit that has been planned, the content is related to migrations and why people move from one place to another, considering that most part of students have moved from their home country and experiment themselves with what they are learning about.

Cognition and knowledge construction are also enhanced in the proposed unit at the same time as the students' linguistics abilities. Thus, the language that is intended to be used along the whole unit is English. However, should students need clarification or translation of some concepts in their home language; teachers would provide that help.

Taking communication into consideration, in CLIL and IB settings students learn to use the L2 at school but also when they are at home watching a film or travelling abroad. In the specific case of this unit, students are given the opportunity to use the language around the school and interact through the interviews and in the classroom. Since each of them have different home languages, English is the only language they can communicate with.

Directly related to communication, culture is another CLIL main aspect that has to do with IB and the unit of inquiry that has been suggested. In this sense, this unit allows the students to learn from other cultures and traditions, for instance with the activity in which they speak to an artist in Oman to learn how the houses where people live there are different from the ones in Norway.

Although the terminology (international mindedness, learner profiles, units of inquiry, transdisciplinary theme...) that is used in IB is not used in CLIL, the teaching methodology is similar. Consequently, modelling is intended to be used along the unit of inquiry, which means students would be given examples of how to do different activities and strategies to connect knowledge and be independent learners. For instance, in order to complete the first activities of the unit modelling will be provided, but for them to do one of the last activities (activity 12), students will be given a schema building which would allow them to connect ideas and the knowledge they have acquired along the unit.

The balance between content and language is pursued in CLIL and IB. Both intend to be transdisciplinary to link knowledge and the content with the teaching of the language. In this way, the unit presented previously has intended to combine different subjects to work on the same activity.

Next, when selecting the classroom materials it has been intended to create as much original materials as possible so they can be adapted to different levels and be more inclusive, considering learning styles and differences, creating a good planning and more student-centered lessons.

Despite all the non-common aspects CLIL and IB may present, through the current final Master Thesis it has been demonstrated that CLIL can also take part in international settings and in the IB curriculum, being positive and enriching each other. Thus, both approaches can work together and with the national curriculums to fulfil the expectations of nowadays' education, which is "expected to facilitate international cooperation and promote social transformation in an innovative way towards a more just, peaceful, tolerant, inclusive, secure and sustainable world" (UNESCO, 2014).

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6. APPENDIX

6.1. Materials and resources

A. KWL Chart.

K-W-L Chart		
Topic: _____		
What I K now	What I W ant to Know	What I L earned

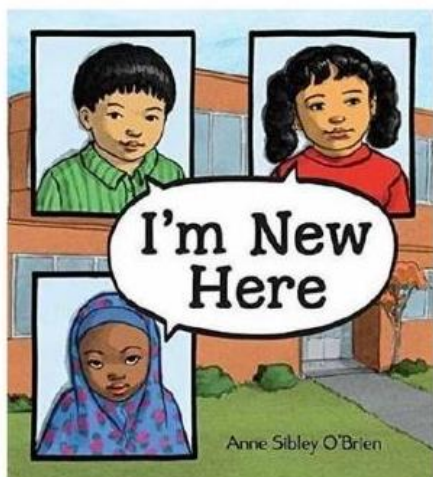
whysospecial.com

6

⁶ Figure 1: KWL chart. Session 1 (Activity 1, part 1). Taken from *K-W-L Strategy Chart*. n.d.

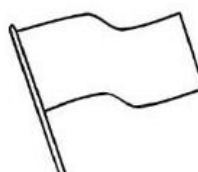
B. Being an immigrant worksheet.

BEING AN IMMIGRANT



An immigrant is someone who moves to a country that they were not born in! Answer the questions to share about your experience being an immigrant.

WHAT COUNTRY WERE YOU BORN IN?



Why did you come to Norway?

What has been **the best part** about being from another country?

What has been **the hardest part** about being from another country?

What do you wish people knew about your experiences?

7

⁷ Figure 2: Being an immigrant. Session 1 (Activity 1, part 2). Original material (created by me).

C. Place the value worksheet.

PLACE VALUE

In Norway there are 5,368,000 inhabitants approximately. There are different ways of showing this and any number. Look!

5	3	6	8	0	0	0
---	---	---	---	---	---	---

STANDARD FORM 5,368,000	WORD FORM FIVE MILLION THREE HUNDRED SIXTY-EIGHT THOUSAND
BASE TEN FORM OF 368: 	EXPANDED FORM 5,000,000+300,000+60,000+8,000

Now it is your time! Research now how many people live in the country you come from or in the one you choose. Show that number in different ways as like in the example.

COUNTRY: _____

NUMBER OF INHABITANTS: _____

STANDARD FORM	WORD FORM
BASE TEN FORM OF 368:	EXPANDED FORM

8

⁸ Figure 3: Place Value. Session 2 (Activity 2, part 1). Original material (created by me).

D. Who are refugees? Reading comprehension.

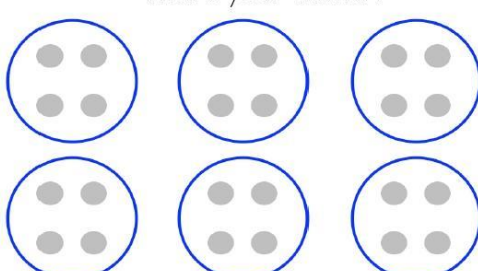
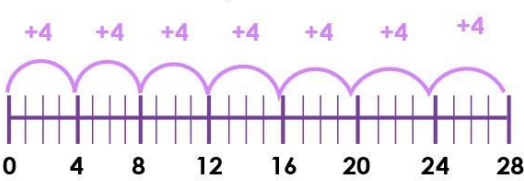
THE 3 MOST INTERESTING THINGS I LEARNED... 1. _____ 2. _____ 3. _____	
2 NEW WORDS I LEARNED... WORD: _____ DEFINITION: _____ WORD: _____ DEFINITION: _____	A CONNECTION I MADE TO THE TEXT (“THIS REMINDS ME OF...” OR “I THOUGHT IT WAS INTERESTING THAT...”)
1 QUESTION I STILL HAVE...	STAR RATING ★ ★ ★ ★ EXPLANATION:

9

⁹ Figure 4: Who are refugees? Session 5 (Activity 5, part 2). Taken from Create Share Teach, (2013).

E. Multiplication and division strategies worksheets.

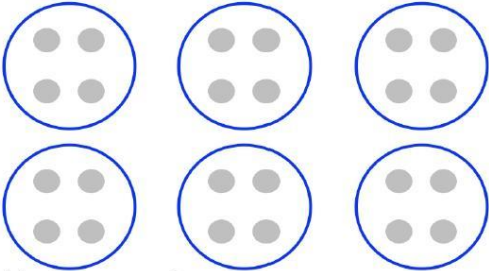
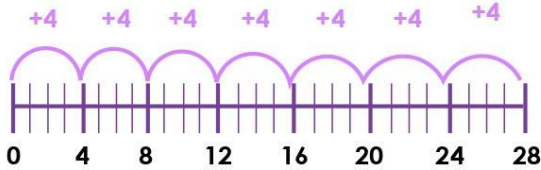
Multiplication Strategies

Using Equal Groups $6 \times 4 = ?$ (6 groups of 4) Create 6 groups. Now put 4 dots in each group. How many total dots do you have? That's your answer!  24 total dots so the answer is <u>24</u>.	Using a Numberline $7 \times 4 = ?$ (7 jumps of 4) Create a number line. Make 7 jumps of 4- that means jump 4 spaces a total of seven times. What is your ending point? That is the product (answer)!  You made 7 jumps of 4 so the answer is <u>28</u>.
$5 \times 4 = 20$ factor factor product	
Using an Array $8 \times 4 = ?$ (8 rows of 4) You know that your first factor is 8. That means you will have 8 rows. Your second factor tells you how many are in each row (4). How many total dots are there? That is the product! 8 rows with 4 in each row; the product is <u>32</u>! 	Repeated Addition $5 \times 6 = ?$ (5 addends of 6) Start at 0 and add 6 a total of 5 times. What is the number you ended at? That is the answer! $0 + 6 = 6$ $6 + 6 = 12$ $12 + 6 = 18$ $18 + 6 = 24$ $24 + 6 = 30$ Adding 6 five times will give you an answer of <u>30</u>!

10

¹⁰ Figure 5: Multiplication. Session 5 (Activity 6). Taken from Explorations in Education, (2020).

Division Strategies

Using Equal Groups $24 \div 6 = ?$ Create 6 groups. Now put 1 dot in each group until you get to 24. How many dots are in each group? That's your answer!  4 dots in each group so the answer is <u>4</u>.	Using a Numberline $28 \div 4 = ?$ Create a number line that goes from 0 to 28. Now, make jumps of 4 until you get to 28. How many jumps did you make? That is the quotient!  7 jumps so the answer is <u>7</u>.
$20 \div 5 = 4$ dividend divisor quotient	
Using an Array $32 \div 8 =$ You know that your divisor is 8. That means you will have 8 rows. Now add 1 dot in each row until you get to a total of 28 dots. How many dots are in each row? That is the quotient! 8 rows with 4 in each row so the quotient is <u>4</u>! 	Repeated Subtraction $36 \div 6 = ?$ Start at 36 and subtract 6 until you get to 0. Then count the number of times you subtracted 6. That is the answer! $\begin{aligned} 36 - 6 &= 30 \\ 30 - 6 &= 24 \\ 24 - 6 &= 18 \\ 18 - 6 &= 12 \\ 12 - 6 &= 6 \\ 6 - 6 &= 0 \end{aligned}$ You subtracted 6 times so the answer is <u>6</u>!

11

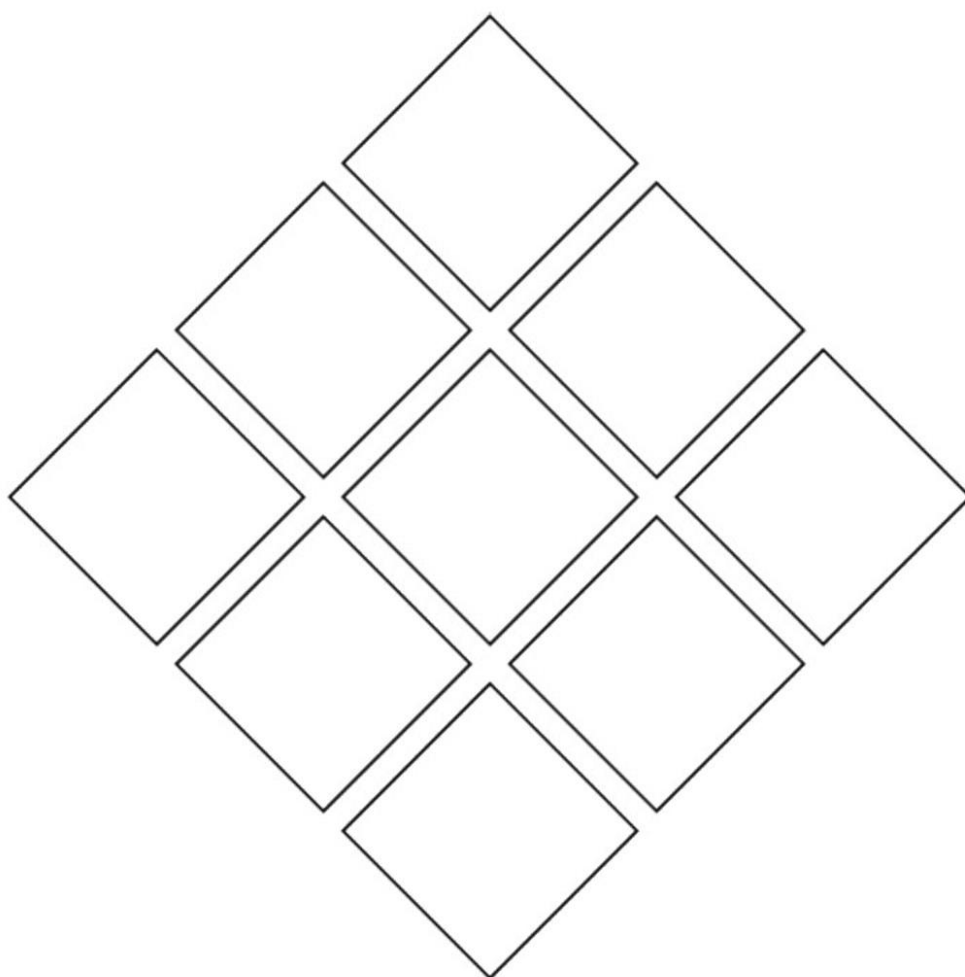
¹¹ Figure 6: Division. Session 5 (Activity 6). Taken from Explorations in Education, (2020).

F. Diamond 9 template.

NAME:

DATE:

**IF YOU HAD TO FLEE YOUR HOME, WHAT
WOULD YOU PACK?** 



12

¹² Figure 7: Diamond 9 template. Session 6 (Activity 7). Adapted from T. (n.d.). *Diamond Nine Template*.

G. Film review (Original resource)

NAME: _____



MY MOVIE REVIEW

MOVIE: _____

DID YOU LIKE THE MOVIE?



WHAT IS THE FILM ABOUT?

WHAT WAS YOUR FAVOURITE PART?

**WAS THERE ANYTHING YOU DID NOT
LIKE? WHY?**

**WHO IS YOUR
FAVOURITE
CHARACTER?**

A large empty rectangular box intended for drawing a character.

WHY? DRAW IT.

WHO WOULD YOU RECOMMEND THIS MOVIE TO? WHY?

¹³ Figure 8: My movie review. Session 8 (Activity 9). Original material (created by me).

H. Role play scenarios.¹⁴

1. Angela is having a birthday party next week. She has handed out invitations to many of the children in her class. When Jessica comes into the cloakroom, she notices that many of her classmates have invitations to Angela's party. She asks Angela if she can come to her party. Angela says that her dad told her that he does not think it is proper to have any brown people over to their house.

How would you react if you were Jessica? How could you make her think that having a different skin colour does not matter?

2. At lunchtime, Farida is sitting and reading a book. Matteo begins to hassle her because she does not have any lunch. Farida explains that she is fasting for Ramadan. Matteo sneers and says, "Why do you Muslims have all these weird ideas of praying so much and not eating?"

How would you react if you were Farida? What could be done to prevent this from occurring?

3. On his first day of school after moving from his home country, Robert is feeling sad because some students start to laugh at him because he has a different skin colour and wears typical clothes from his country.

How would you feel if you were Robert? How would you react?

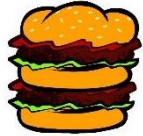
¹⁴ Original material (created by me).

6.2. Assessment tools

6.2.1. Rubrics

A. Activity 3 (Part 3)

To assess the last part of the activity 3 in which students have been told to create a power point presentation, the following rubric will be given to the groups to self-assess their work:

Success criterion	Getting started 	Standard work 	Work in progress 	Deluxe work 
How is it the information you have included?	What we included in our power point does not have so much to do with the topic.	We have included less than 7 examples of different homes around the world.	We have included at least 7 examples of different homes around the world.	We have included more than 7 examples of different homes around the world.
How is it organised?	Our power point needs more organization and clarity.	Our power point is eye-catching but requires a better organization.	Our power point is well-organized and easy to understand.	Our poster is exceptionally well-organized and easy to understand.
Is it creative?	Our power point could be more creative.	Our power point is creative.	Our power point is very creative.	Our power point is impressively creative.
What about punctuation and spelling?	There are more than two errors in spelling and punctuation.	There are two errors in spelling and punctuation.	There is 1 error in spelling and punctuation.	Spelling and punctuation are correct throughout the text.

B. Activity 12

-Creative writing rubric

Criteria	Getting Started	Standard work	Work in progress	Outstanding work
Content	There are no topics and closing sentences.	There are some topics and closing sentences.	There are topic and closing sentences.	There are high quality topics and closing sentences.
Evidence	There are no details.	There are some details.	There are details.	There are more details than expected.
Organization and Style	The writing is not so clear, and there are some link ideas and strong vocabulary missing.	The writing is clear but there are some link ideas and vocabulary missing.	The writing is clear and purposeful, it contains link ideas and strong vocabulary	The writing is clear and purposeful, it contains link ideas and strong vocabulary exceeding expectations.
Conventions	There are no capital letters and punctuation which makes the writing difficult to read and understand.	The writing has some capital letters and punctuation, but it is not easy to read and understand.	The writing has some capital letters and punctuation, and it is easy to read.	The writing has capital letters, ending punctuation, and it is easy to read and understand.

6.2.2. Final evaluation: Example of a written report

At the end of each unit of inquiry, the evaluation will not be represented with a mark, but with a short report in which teachers explain different aspects of the learning that need to be improved. This type of evaluation could be considered as formative and effective.

Here there is an example of a report in which, the Unit of Inquiry, English and Mathematics are assessed separately:

A. Example 1:

-Evaluating UOI contents (Social Studies).

During this unit of inquiry Student 1 gained confidence when faced with the challenge of having to speak to older students and staff about the reasons they came to Norway. Student 1 was able to identify push and pull factors for people migrating. In addition, the student has broadened his/her creativity during the different art activities.

Student 1 developed a better understanding of refugees and the human rights that refugees are often denied. We are keen to develop Student 1's confidence, so he/she feels he/she is able to present information to his/her classmates as this is not something, he/she feels he/she can do now.

-Evaluating English:

Student 1 is making slow and steady progress in English. The student reads in a small group and with some encouragement and support can decode tricky words. The student is encouraged to re-read difficult sentences to further develop his/her fluency skills.

Student 1 enjoys incorporating expression into his/her reading, which makes listening to his/her reading very enjoyable and fun. Thus, the student has been developing his/her comprehension skills through reciprocal reading activities; learning to ask relevant questions, summarise chapters of a story and clarify the meaning of unfamiliar words or phrases.

During written activities Student 1 benefits from working within a small group that work closely with the teacher to further support his/her understanding of a task. The student listens well and is learning to take cues from his/her classmates to support his/her understanding.

Student 1 is being supported to develop his handwriting skills, working on the letters sitting on the line, the letters being a consistent size and using finger spaces between words. A real improvement has been noticed with his/her handwriting and he/she should keep up the hard work.

Student 1 is always prepared to step out of his/her comfort zone to be a risktaker. This is something he/she can be proud of and is admired by others.

-Evaluating Mathematics:

Student 1 approaches Maths with growing confidence, always with enthusiasm and interest. He/she has a good understanding of place value and can identify numbers greater than and less than. The student understands that he/she can support his/her understanding further through the use of visual representations.

Student 1 is able to use different strategies to support addition and subtraction and this is supporting his/her mental maths knowledge. The student has been exploring strategies to support his/her understanding of multiplication and division. He/she is developing an understanding of the inverse relationship between multiplication and division or “family of numbers”.

The student has been introduced to simple methods of data interpretation; he/she has a firm understanding of these methods and have developed the activities with relative ease. Student 1 should try to explore and link Maths concepts through real life situations, so they can be embedded. It is impressive with how hard he/she has been working in Maths.