

THE EUROPEAN CURRICULUM ON ACTIVE CITIZENSHIP STRUCTURE

THE EU FRAMEWORK

SYNTHESIS OF THE CURRICULUM

ACTCITY: EUROPEAN CITIZEN CURRICULUM

GENERAL GOALS:	<p>Developing a shared curriculum whose aim is to enhance students' attitude as active citizens to emphasize the given points which are:</p> <ol style="list-style-type: none"> 1. To develop the confidence of our students, their potential for civic engagement and well-being, in order to discourage early school leaving 2. To develop a sense of European identity, to promote European citizenship based on common values, obtained by participative culture in order to reflect on the common responsibility for the future of Europe 3. To foster collaboration and cooperation between school – family - local community in order to support students to participate at the community life, to become responsible citizens 4. To encourage students and the community to become more open to reality and to the European events 5. To increase awareness and participation in all forms of democratic culture 6. To determine students and teachers to make better use of ICT and build an on line learning community to be extended to other educational topics 7. To enhance the tolerance and find the way of intercultural understanding in order to eliminate discrimination among the nations and to look for more similarities than differences between us 8. To create a chance for students to know about different cultures, traditions, lifestyles and historical backgrounds 9. To provide a positive attitude of our students and teachers in terms of multiculturalism, culture and diversity 10. To improve transition between the different systems of education
SPECIFIC GOALS:	Acquiring competences of citizenship and Identifying correct and appropriate contents and terms of the European active curriculum

COUNTRIES	<i>Romania</i>	<i>Italy</i>	<i>Portugal</i>	<i>Greece</i>	<i>France</i>	<i>Turkey</i>	<i>Lithuania</i>	<i>Spain</i>
EUROPEAN UNIT	UNIT 1	UNIT 2	UNIT 3	UNIT4	UNIT 5	UNIT 6	UNIT 7	UNIT 8
TITLE	Discrimination	Rights and duties of workers for active citizenship in Europe	The process of democratization in partner countries	Human Rights	Freedom of Expression	Social protection of disabled groups such as elderly, single mothers and children	- The process which led to achieve the unity of European countries	Environmental protection
STUDENTS' AGE	15-17 age	15-17 age	15-17 age	15-17 age	15-17 age	15-17 age	15-17 age	15-17 age

EUROPEAN UNIT	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5	UNIT 6	UNIT 7	UNIT 8
KEY CONTENTS	Rights and duties of workers for active citizenship in Europe	Rights and duties of workers for active citizenship in Europe	The process of democratization in partner countries	Human Rights	Freedom of Expression	Social protection of disabled groups such as elderly, single mothers and children	Brief introduction of European Union	Introduction to the environment protection
ACTION	GAIN ACTIVITY (GROUP RESEARCH & FORUM)	GAIN ACTIVITY (GROUP RESEARCH & FORUM)	GAIN ACTION AND FORUM	Self training	Forum	Learning by doing	SELF-TRAINING	SELF-TRAINING
MAIN ACTIVITIES	Group work on employment law on the rights of workers across the EU	Group work on employment law on the rights of workers across the EU	Doing research, debating and comparing different dictatorial regimes and pro democratic movements	Case study	Individual work/Group work/Classroom debates	Visiting the institutions and meeting with people in need.	Group work on economical and historical conditions with motivated to unite European countries	Warming up activity

OUTPUT	HELP DESK	HELP DESK	Actively participating in the youth parliament	Photo exhibition	Awareness of the freedom of expression through debates	Organize an aid campaigns for children in need and adopt a child in need	Advocacy campaign	A conceptual map about the environment
TOTAL HOURS	10	10	10	10	10	10	10	10
DATE OF BEGINNING								
DATE OF END								

THE EUROPEAN CV TEAM

<i>Coordinator (in each school's country)</i>	Ionescu Elena-Daniela,
<i>Teachers' team and subjects involved</i>	Stancescu Mihaela, Stancu Nicoleta, Oprea Diana
<i>Additional human resources involved</i>	Cirnaru Ionel - Geograghy teacher, Vladut Andreescu - Europe Direct representative
<i>Tools</i>	lab, guided tours ICT, camera- film making

<i>Coordinator (in each school's country)</i>	A. M. Bevacqua, G. Scurria
<i>Teachers' team and subjects involved</i>	M.R. Cuccia , L .Guercio, A. Vitale, A. Chillura, Support teachers'team
<i>Additional human resources involved</i>	M.R. Cuccia
<i>Tools</i>	lab, guided tours ICT, camera- film making

<i>Coordinator (in each school's country)</i>	Ligia Magalhaes
<i>Teachers' team and subjects involved</i>	Claudia Santos, Sheila Ferreira, Helena Gigante, Madalena Alves, Silvia Vidinha
<i>Additional human resources involved</i>	
<i>Tools</i>	

<i>Coordinator (in each school's country)</i>	Styliani Giasouridou
<i>Teachers' team and subjects involved</i>	Eleni Pantazelou, Konstantina Pefani

<i>Additional human resources involved</i>	Charilaos Evaggelou
<i>Tools</i>	Guided tours ICT, Camera, Lab

<i>Coordinator (in each school's country)</i>	France
<i>Teachers' team and subjects involved</i>	Valérie Piusi
<i>Additional human resources involved</i>	Valérie Lapère, Marie Christine Stefanelli, Nathalie Delebecque, Hélène Stalin, Virginie Chirez, Edouard Truong
<i>Tools</i>	ICTs, Digital Lab

<i>Coordinator (in each school's country)</i>	Ahmet San
<i>Teachers' team and subjects involved</i>	Gülsen VURALER, Ali KOLAYEL, Zeki BAYRAM, Elif TARHAN
<i>Additional human resources involved</i>	Tufan ÖZTAŞ, Murat KABA
<i>Tools</i>	digital classroom, guided tours, ICT, camera- film making, smartboard, leaflet

<i>Coordinator (in each school's country)</i>	Janis Ramonas
<i>Teachers' team and subjects involved</i>	Asta Kaniušonienė, Julija Šmigelskienė, Renata Boguško
<i>Additional human resources involved</i>	Juzef Trypucki, Nera Prakapienė, Petras Lozda
<i>Tools</i>	lab, guided tours ICT, camera-film making

<i>Coordinator (in each school's country)</i>	Mercè Bacardit Reguant
<i>Teachers' team and subjects involved</i>	Carles Albors, Ignasi Cebrian, Maurici Tarragó
<i>Additional human resources involved</i>	Pilar Compte, Lourdes Moncunill, Júlia Fernández, Mercè de Subirà i Carme Margarit
<i>Tools</i>	lab, guided tours ICT, camera- film making

T01		STANDARD SKILLS FOR CITIZENSHIP																	
KEY COMPETENCES		PERFORMING AREA	UNIT								YEAR / TARGET								
			1	2	3	4	5	6	7	8	I	II	III	IV	V				
A	LEARNING TO LEARN																		
A01	Organizing one's own learning	C			x	x	x	x	x	x									
A02	Acquiring one's own learning method	C					x		x	x									
A03	Organizing one's own learning	A	x	x		x	x			x			x						
A04	Project design: Gaining, processing and assimilating new knowledge and skills as well as seeking and making use of guidance	B	x	x	x		x												
A05	Use the knowledge learned to reach meaningful goals, and select realistic priority	C	x		x		x		x	x									
A06	Recognize the institutional constraints and opportunities	A		x															
B	COMMUNICATION IN FOREIGN LANGUAGE																		

B01	Understanding, expressing and interpreting concepts, thoughts, feelings, facts and opinions in both oral and written form	B	x	X	x		x	x	x	x								
B02	Use different languages (verbal, mathematical, scientific, symbolic) and different disciplinary knowledge through various media (paper, computer and multimedia)	C		X	x	x	x			x	x							
B03	Selecting and interpreting information	B			x	x	x			x	x							
B04	Taking part in group work respecting roles and rules	B	x		x	x	x	x	x	x	x							
C	SOCIAL AND CIVIC COMPETENCE																	
C01	Interacting in a group understanding the different points of view	B	x		x		x	x	x	x								
C02	Contributing to common learning and recognizing the fundamental rights of the others	C		X	x	x	x			x	x							

C03	Dealing with conflictual situations		x	x														
D	CULTURAL AWARENESS AND EXPRESSION																	
D01	Acquiring a basic knowledge of major cultural heritage	B	x	x		x		x	x									
D02	Assuming an active and conscious role in the class and in social life	C		X	x	x	x	x	x	x								
D03	Interpreting critically distinguishing facts and opinions	A	x		x		x		x	x								
D04	Proposing solutions using contents and methods from different disciplines, according to the type of problem	A							x	x	x							
D05	Finding links and relations between phenomena, events and legislation in different European countries	C	x	X	x		x		x	x								
D06	Recognizing the systemic nature, similarities and differences in the events	A			x	x	x		x									

T01		STANDARD SKILLS FOR CITIZENSHIP																	
KEY COMPETENCES		PERFORMING AREA	UNIT								YEAR / TARGET								
			1	2	3	4	5	6	7	8	I	II	III	IV	V				
E	DIGITAL COMPETENCES																		
E01	Acquire the information received in the various areas and through different communication using web tools	C	x	X	x	x	x	x	x	x									
E02	Use of main computer applications such as word processing, spreadsheets, databases, information storage and management, and an understanding of the opportunities and potential risks of the Internet and communication via electronic media	B					x		x	x									
E03	be aware of issues around the validity and reliability of information available and of the legal and ethical principles involved in the interactive use of IST	A			x	x	x		x	x									
F	SENSE OF INITIATIVE AND ENTREPRENEURSHIP																		
F01	Developing a sense of initiative and entrepreneurship in active group attitudes	B			x				x										

F02	Understanding the dynamics of the working field, facing the opportunities and challenges of an employer or organisation	B	x	x						x							
F03	Acquiring an effective representation and negotiation, and the ability to work both as an individual and collaboratively in teams, respecting rules and laws	A			x	x	x	x	x	x	x						

T02
EDUCATIONAL STRATEGY FOR SKILLS AND KNOWLEDGE

UNIT	KEY COMPETENCES						CONTENT	GENERAL COMPETENCE	SPECIFIC COMPETENCE	OBJECTIVES	SKILLS	FINAL RESULTS (output)
	A	B	C	D	E	F						
1	X	X	X	X	X	X	Discrimination	Using notions, concepts, legislation and principles specific to an education in the spirit of tolerance in order to eliminate all forms of discrimination	Knowledge of the specific terminology	to define the specific terminology	The ability to research, using the internet, information on the legislation on types of discrimination that they have learned about	Short movie: research of key-terms
2	x	X	X	X	X	X	Rights and duties of workers for active citizenship in Europe	Knowing and understanding juridical micro-language	Understanding the meaning of the terms in European legislation and using them in a specific context;	Learning different types of European job legislation and working contracts	Appropriate use of terms in relation to rights and duties of the workers Identify and recognize the most important norms adopted in a specific workplace	Simulation of an employment agency to give information to other students at school and to assist European citizens. Emaze presentation Short video
3	X	X	X	X	X	X	The process of	Awareness and	Knowledge of	To develop and	The ability to	Making proposals

								democratization in partner countries	ability to use the tools available to citizens to act and intervene democratically in society	fundamental freedoms and of the tools available to promote them	guarantee the role of active citizens	integrate other cultures in the light of the process of democratization	to parliamentary groups in order to present a cause and legislate on it
4	X	X	X	X	x	x		Human Rights	Developing an understanding of the importance of the Charta of Human Rights in human development and life	The ability to respect HR in every day life.	Understanding the importance of the documentation of the Human Rights (HR) , recognizing violation of HR in daily life, and knowing the organizations that protect HR.	Ability to understand terms used in the documents, to plan and carry out a petition	Photo exhibition, poster, writing a petition in a social media net
5	X							Freedom of Expression	Developing the awareness and spirit of students concerning Human Rights and more precisely on Freedom of Expression	Ability to implement Freedom of Expression on everyday life, keeping in mind the limits of the topic	Implementation and limits of Freedom of expression	Ability to get informed, to make observation, to describe, to comment upon, to communicate, to disseminate their ideas and experiences, and to accept other point of views	Display of a poster with the basic principles of Freedom of expression and concrete examples

6	X							Social protection of disabled groups such as elderly, single mothers and children	To be more responsible in society	To determine the effects (whether they are sufficient or not) of the legislations on the disadvantaged groups	To be able to understand the situations of disadvantaged groups	Personal and interpersonal competences assuming collaborative and inclusive attitude	video of representation with a disabled and normal students
7	x	x	x	x	x	x	x	Brief introduction of European Union	Understand the European Union foundation historic facts and stages.	the general meaning of the European Union.	To learn and to know the European Union finding stages and benefits. To be able to take advantage of the opportunities given by projects.	The ability to research and to understand the specific terms using the internet	Assessment test
								The enlargement of the European Union	understand the main political conceptions.	the terms of different European Union stages.	To learn and to know the terms of different European Union stages.	The ability to find out the requirements for accession to the European Union.	Maps
								Partner country's accession to the EU	To conceive the requirements of accession to the European Union.	relevance of the requirements of accession to the European Union.	To understand and analyze the directives of some documents.	The ability to conceive the importance of accession	Short movie- role play "Accession to the EU"
8	X	X	X	X	X	X	X	The	To understand	Identify and	To define the	- The ability to	To develop the

							environmental protection	and respect the importance of environment for human development and life	know	green areas surrounding our city. To create easy itineraries around this green areas. To acquire knowledge about natural, social and economics aspects related to these areas.	select information and define pathways and green areas. - The ability to work cooperatively in working groups - The ability to use different informatic tools related with geolocation. - The ability to transmit the results to the educational community.	green belt around our city
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EDUCATIONAL STRATEGY FOR EVALUATION

UNIT KEY CONTENT		KEY PERFORMANCE INDICATORS				EVALUATION AREA	
		PERFORMING AREA	BASE key performance indicators C	MEDIUM key performance indicators B	ADVANCED key performance indicators A	ASSESSMENT	EVALUATION
2	European legislation on work	B	Adopting a civic-oriented attitude to the job	Taking a stand in critical situations that involve the denial of human rights on work	Acting and solving critical situations that involve the denial of human rights on work	Formative	Summative
	workers' rights and duties in europe	A				Process-oriented	Product-oriented
	working contracts	C				Diagnostic	Judgemental
	writing a CV	A				Process-oriented	Judgemental
3	The process of democratization in partner countries	A	Understand the process of democratization	Acknowledge the importance of democratic standards	Promoting democratic movements and taking a stand in parliamentary groups	Formative	Judgemental
						Process-oriented	Judgemental
4	Definition and History of Human Rights	A	Organizing its own learning, selecting and interpreting information,	Organizing its own learning, selecting and interpreting information, acquire the information	Organizing its own learning, selecting and interpreting information, acquire the information	Formative	Summative

			acquire the information received in the various areas using web tools	received in the various areas using web tools, be aware of issues around the validity and reliability of information available and the legal and ethical principles involved in the interactive use of ICT	received in the various areas using web tools, be aware of issues around the validity and reliability of information available and the legal and ethical principles involved in the interactive use of ICT, Recognizing the systemic nature, similarities and differences in the events		
	The Chartas of HR (UN / EU)	A	Use different languages and different disciplinary knowledge through various media, recognizing the fundamental human rights	Use different languages and different disciplinary knowledge through various media, recognizing the fundamental rights of others contributing to common learning	Use different languages and different disciplinary knowledge through various media, recognizing the fundamental rights of others contributing to common learning, taking part in group work respecting roles and rules.	Diagnostic	Judgemental

	Organizations that defend Human Rights	B	Use different languages and different disciplinary knowledge through various media, recognizing the fundamental rights of others contributing to common learning	Use different languages and different disciplinary knowledge through various media, recognizing the fundamental rights of others contributing to common learning, taking part in group work respecting roles and rules, assuming an active and conscious role in the class and in social life.	Use different languages and different disciplinary knowledge through various media, recognizing the fundamental rights of others contributing to common learning, taking part in group work respecting roles and rules, assuming an active and conscious role in the class and in social life, acquiring an effective representation and negotiation and the ability to work both as an individual & collaboratively in teams	Process-oriented	Product-oriented
5	Freedom of Expression	A	Adopting a civic-oriented attitude on Freedom of Expression	Taking a stand in critical situations that involve the denial of Freedom of expression	Acting and solving critical situations that involve the denial of Freedom of expression	Formative	Summative
						Process-oriented	Project-oriented
						Diagnostic	Judgmental

6	Legislations relating to the disadvantaged groups in Europe	C	Adopting a civic-oriented attitude	Raising awareness about the situations of disadvantaged groups	Being receptive and proactive about the problems of disadvantaged people and provide solutions	Process-oriented	Summative
	Comparison and evaluations of these legislations relating to disadvantaged groups in Turkey and Europe	C	Adopting a civic-oriented attitude	Knowing the rights of the disadvantaged people and making a comparison between their country and Europe	Recognizing the fundamental rights of others taking part in group work respecting roles and rules, assuming an active and conscious role in the class and in social life	Process-oriented	Product-oriented
	Institutions relating to the social protection for disadvantaged groups.	C	Adopting a civic-oriented attitude	Recognizing the institutions relating to the social protection for disadvantaged groups	Acting and solving critical situations that involve the denial of human rights	Process-oriented	Judgemental
7	Brief introduction of European Union	B	Adopting a civic-oriented attitude	Taking a stand in critical situations that involve the denial of human rights	Acting and solving critical situations that involve the denial of human rights	Formative	Summative
						Process-oriented	Product-oriented
						Diagnostic	Judgemental
8	Introduction to	B	Adopting a	Taking a stand in	Acting and solving	Formative	Summative

	the environment protection		civic-oriented attitude	critical situations that involve the denial of human rights	critical situations that involve the denial of human rights	Process-oriented	Product-oriented
						Diagnostic	Judgemental

T04		UNIT work plan								
UNIT	TARGET	PERIOD(BEGINNING/END)	HOURS	TITLE		Discrimination				
				GOALS		to define the specific terminology				
UNIT 1	15-17 age	SEPT/OCT	10							
KEY CONTENT			MAIN ACTIVITY							
Rights and duties of workers for active citizenship in Europe			Group work on employment law on the rights of workers across the EU							
STUDENTS						TEACHERS GROUP				
KEY CONTENT	Activities	Hours	Tools	ACTION	OUTPUT	CONTENT	Activities	Hours	PARTNERS	Tools
Rights and duties of workers for active citizenship in Europe	Group work on employment law on the rights of workers across the EU	3	Cloud Power point presentation	GAIN ACTIVITY (GROUP RESEARCH & FORUM)	HELP DESK	Rights and duties of workers for active citizenship in Europe	ORGANIZATION OF A WEB SEARCH ON EUROPEAN LAW	2	FOREIGN LANGUAGE TEACHER	CLOUD - SUMMARY SHEETS

EU law on employment contracts	MEETINGS WITH LABOUR AGENCY EXPERTS	5	Cloud Power point presentation	DEVELOPING COMMON PLATFORM ON LINE	PLATFORM ON LINE	EU law on employment contracts	MEETINGS WITH LABOUR AGENCY EXPERTS	5	AGENCY OF THE LOCAL LABOUR	Power point presentation
laws on informing and consulting workers	MEETINGS WITH LABOUR AGENCY EXPERTS	2	Cloud Power point presentation	PROMOTION AND COMMUNICATION SERVICE INFORMATION WORK INSIDE AND OUTSIDE THE SCHOOL	AUDIO & VIDEO SUPPORT MATERIAL	laws on informing and consulting workers	MEETINGS WITH LABOUR AGENCY EXPERTS	5	AGENCY OF THE LOCAL LABOUR	DRIVE PLATFORM

T04		UNIT work plan			
UNIT	TARGET	PREVIEW HOURS	HOURS	TITLE	Rights and duties of workers for active citizenship in Europe
		PERIOD(BEGINNING/END)		GOALS	Learning different types of European job legislation and working contracts
UNIT 2	15-17 age	OCT/NOV	10		
KEY CONTENT		MAIN ACTIVITY			
Rights and duties of workers for active citizenship in Europe		Group work on employment law on the rights of workers across the EU			
STUDENTS				TEACHERS GROUP	

CONTENT	Activities	Hours	Tools	ACTION	OUTPUT	CONTENT	Activities	Hours	PARTNERS	Tools
Rights and duties of workers for active citizenship in Europe	Group work on employment law on the rights of workers across the EU	3	Cloud Power point presentation	GAIN ACTIVITY (GROUP RESEARCH & FORUM)	HELP DESK	Rights and duties of workers for active citizenship in Europe	ORGANIZATION OF A WEB SEARCH ON EUROPEAN LAW	2	FOREIGN LANGUAGE TEACHER	CLOUD - SUMMARY SHEETS
EU law on employment contracts	MEETINGS WITH LABOUR AGENCY EXPERTS	5		DEVELOPING COMMON PLATFORM ONLINE	PLATFORM ONLINE	EU law on employment contracts	MEETINGS WITH LABOUR AGENCY EXPERTS	5	AGENCY OF THE LOCAL LABOUR	Power point presentation
laws on informing and consulting workers		2		PROMOTION AND COMMUNICATION SERVICE INFORMATION WORK INSIDE AND OUTSIDE THE SCHOOL	AUDIO & VIDEO SUPPORT MATERIAL	laws on informing and consulting workers		5		DRIVE PLATFORM

T04		UNIT work plan									
UNIT	TARGET	PERIOD(BEGINNING/END)				HOURS	TITLE	The process of democratization in partner countries			
							GOALS	To develop and guarantee the role of active citizens			
3	15-17 age	NOV/ DEC				10					
KEY CONTENT		MAIN ACTIVITY									
The process of democratization in partner countries		Research; Debates; Analysing historical documents; Reading and listening comprehension; Creating timelines; Writing biographies; Online forums									
STUDENTS						TEACHERS GROUP					
CONTENT	Activities	Hours	Tools	ACTION	OUTPUT	CONTENT	Activities	Hours	PARTNERS	Tools	
The process of democratization in partner countries	Research; Debates; Analysing historical documents; Reading and listening comprehension ; Creating timelines;	10	Media and press articles, historical documents, coursebook, ICT tools, worksheets, audio files	Gain Activity	Making proposals to parliamentary groups in order to present a cause and legislate on it	The process of democratization in partner countries	Organising research and debates, selecting materials, promoting collaborative work	10	English Teachers from school; Geography and Arts teachers	Media and press articles, historical documents, coursebook , ICT tools, worksheets , audio files	

	Writing biographies; Online forums									
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T04		UNIT work plan								
UNIT	TARGET	PERIOD(BEGINNING/END)	HOURS	TITLE						
				Human Rights						
4	15-17 age	DEC/JAN	10	GOALS						
				Understanding the importance of the documentation of the Human Rights (HR) , recognizing violation of HR in daily life, and knowing the organizations that protect HR.						

KEY CONTENT						MAIN ACTIVITY				
Human Rights						Case study				
STUDENTS						TEACHERS GROUP				
CONTENT	Activities	Hours	Tools	ACTION	OUTPUT	CONTENT	Activities	Hours	PARTNERS	Tools
Human Rights	Guided discovery learning	2	PowerPoint presentation, ICT	Self training	Photo exhibition	Human Rights	Organizing a web search in history of Human Rights	3	English Teacher	PowerPoint presentation

The chartas of Human Rights (UN / EU)	Guided discovery learning, debate	4	ICT, card game	Self training, Forum	Poster with the human rights	The chartas of Human Rights (UN / EU)	Organizing activities for the knowledge of Human Rights	3	English Teacher	Creating a mix and match card game,
Organization s that defend Human Rights	Case study	4	ICT, PowerPoint presentations,	Gain action	Writing a petition in a social net	Organization s that defend Human Rights	Meeting with the representative s of organizations that protect human rights	5	Representative s of the organizations	PowerPoint presentations

T04		UNIT work plan								
UNITTARGETPERIOD(BEGINNING/END)HOURS						TITLE	Freedom of Expression			
						GOALS	Discovering and learning different aspects of Freedom of expression in Europe.			
5	15-17 age	SEPT/OCT		8						
KEY CONTENT			MAIN ACTIVITY							
Freedom of Expression			Individual work/Group work/Classroom debates							
STUDENTS						TEACHERS GROUP				
CONTENT	Activities	Hours	Tools	ACTION	OUTPUT	CONTENT	Activities	Hours	PARTNERS	Tools
Freedom of Expression	Class work	1	Posters	Forum	Awareness of the freedom of expression through debates	Freedom of Expression	Describe and debate about each poster.	3	3 History teachers and 1 English teacher.	Posters taken from the Internet.
Freedom of Expression	Individual Work	1	Article 10 of the European convention of the Human Rights	Gain activity	Make a short summary of the main ideas	Freedom of Expression	Listing key works and checking the definitions and the summary	2	2 History teachers and 1 English teacher	ICTs and Guide of the European Convention on the Human Rights

Freedom of Expression	Group work	1	Posters	Self training	Listing of the common points and differences between the documents	Freedom of Expression	Developping students'critical mind about documents	1	2 History teachers and 1 English teacher	Posters taken from the internet and social network
Freedom of Expression	Group work	6	ICTs (Pictures and Posters, Press and Legal articles, Poems, Paintings, Lyrics and Songs, Youtube Videos and Movies, Radio Broadcast	Forum, Gain activity and Self training	A paper file ; a digital file on a USB key (presentation of a powerpoint in front of the class /Assessment by the teacher and the other students), included on an interactive map of Europe, that each member could consult or on which further information can be added ; a poster displayed in common and public places of the high school and on the open day of the school.	Freedom of Expression	Discovering, Analyzing, Commenting, Debating and Developing critical minds	36	2 History teachers and 5 English teachers	ICTs (Pictures and Posters, Press and Legal articles, Poems, Paintings, Lyrics and Songs, Youtube Videos and Movies, Radio Broadcast

T04		UNIT work plan								
UNIT	TARGET	PERIOD(BEGINNING/END)	HOURS	TITLE		Social protection of disabled groups such as elderly,single mothers and children				
				GOALS		To be able to understand the situations of disadvantaged groups				
6	15-17 age	FEB/MARCH	11							
KEY CONTENT		MAIN ACTIVITY								
Social protection of disabled groups such as elderly,single mothers and children		Group works, making research, debates, study visits,drama								
STUDENTS						TEACHERS GROUP				
CONTENT	Activities	Hours	Tools	ACTION	OUTPUT	CONTENT	Activities	Hours	PARTNERS	Tools
Social protection of disabled groups such as elderly,single mothers and children	Meeting with elderly, single mothers and children	3	power point presentations, posters	gain activity and experience	Videos, presentations, answered questionnaires, debates	Social protection of disabled groups such as elderly,single mothers and children	Meeting with elderly, single mothers and children	3	Project teachers and English teacher	ICT, posters, presentations, videos.
Rights of disabled people such as elderly, children and disabled	Making research, debates, group work	4	Films, videos,ppt	gain activity, forum	ppt presentations of students, posters that students prepared.	Rights of disabled people such as elderly, children and disabled	organizing debates and web search	4	project teachers and English teacher	ppt presentations,

people						people				
Social protection of disadvantaged groups such as diasabled people	Group work, reseach, debates, drama, videos	4	Films, videos,ppt presentaions, posters	Forum, self training and gain activity	Awareness about the disadvantaged groups, slogans and comments on the subject.	Social protection of disadvantaged groups such as diasabled people	Organizing debates, group works and drama activities.	4	Project teachers and Englisg Teachers	ppt presentations, role cards, posters, films, videos

T04		UNIT work plan								
UNIT	TARGET	PERIOD(BEGINNING/END)	HOURS	TITLE						
				GOALS						
7	15-17 age	MARCH /APR	10	- The process which led to achieve the unity of European countries To learn and to know the European Union finding stages and benefits. To be able to take advantage of the opportunities given by projects.						
KEY CONTENT				MAIN ACTIVITY						
Brief introduction of European Union				Information processing and absorption. A trip to European Parliament Information Office						
STUDENTS						TEACHERS GROUP				
CONTENT	Activities	Hours	Tools	ACTION	Final result	CONTENT	Activities	Hours	PARTNERS	Tools
Brief introduction of European Union	Information processing and absorption. A trip to European Parliament Information Office	3	ICT, PPT	Research and compose of appropriate information	Test-questioner	Brief introduction of European Union	Slide show interpretation and assessment test formation. A trip to European Parliament Information Office	3	Geography and English teacher. information office administrator	Cloud assessment test
The enlargement of the European Union	The analysing of European Union in all stages.	3	ICT, PPT	Information searching and adopting, groupwork	PPT PRESENTATION	The enlargement of the European Union	Task sheets and lesson preparation	3	Geography and English teacher.	ICT, PPT,task instruction

Partner country's accession to the EU	The analysing of EU accession requirements.	4	ICT, PPT, MAPS	Maps refilling, information searching	ROLE PLAY/ VIDEOE	Partner country's accession to the EU	Task-steps explanation	4	Geography and English teacher.	ICT, PPT, MAPS
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T04		UNIT work plan									
UNITTARGETPERIOD(BEGINNING/END)HOURS						TITLE	Environmental protection				
						GOALS	- The ability to select information and define pathways and green areas. - The ability to work cooperatively in working groups - The ability to use different informatic tools related with geolocation. - The ability to transmit the results to the educational community.				
8	15-17 age		APR/MAY		2						
KEY CONTENT				MAIN ACTIVITY							
Introduction to the environment protection				Warming up activity							
STUDENTS						TEACHERS GROUP					
CONTENT	Activities	Hours	Tools	ACTION	OUTPUT	CONTENT	Activities	Hours	PARTNERS	Tools	

Introduction to the environment protection	Warming up activity	0,5	ICT	Individual work	A conceptual map about the environment	Introduction to the environment protection	Preparing a fill in the gaps activity. Searching a listening file.	1	Project teacher	ICT
The humans and the environment protection concepts	Guided discovery learning	1	ICT: Presentation and questionnaire	Self-training	Aswered questionnaire	The humans and the environment protection concepts	- Provide a presentation and a questionnaire about the contents	2	Project teacher	ICT, photocopies of the questionnaire
The greenhouse effect	Listening and animation	0,5	ICT: listening, animation and questionnaire true or false	Self-training	Aswered questionnaire	The greenhouse effect	- Provide a listeing an animation and a questionnaire about the content	1	Project teacher	ICT
Global warming	Watching a video (with transcriptions) and fill in a crosswords	1	ICT: video and crosswords	Self-training Work group	The crosswords	Global warming	- Provide a video and its transcription about the content. Provide a crosswords to fill in.	2	Project teacher	ICT

Find out the amount of carbon dioxide you are responsible for	Watching a video and use the CO2 calculator	0,5	ICT: video and CO2 calculator	Self-training Work group	Your total emissions of carbon dioxide	Find out the amount of carbon dioxide you are responsible for	- Provide a video about the content. Provide a CO2 calculator.	1	Project teacher	ICT
Alternative energy	Watching a video (with transcriptions) and answer a questionnaire	1	ICT: video and questionnaire	Self-training Work group	Answered questionnaire	Alternative energy	- Provide a video and its transcription about the content. Provide a questionnaire to answer.	1	Project teacher	ICT
An inconvenient truth	Debate	2	ICT: video and worksheet	Work group	Discussion results	An inconvenient truth	- Provide the film and the worksheets.	1	Project teacher	ICT
Role playing about the contents	Role playing	1	ICT: sheet with the roles	Work group	Sheet with the discussion results	Role playing about the contents	- Provide the player roles and the discussion sheet for gathering the results.	1	Project teacher	ICT

Production activity: The green belt of your city		2,5	ICT: Wikilock, GoogleMaps, GoogleEarth	Work group	The green belt of your city	Production activity: The green belt of your city		2	Project teacher	ICT
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