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| **Topic/Title** | *Topic from the list of topics in the curriculum, title or unit from the course book, or any other content area that is appropriate and relevant for the target group* | | | | |
| **Competence descriptors** | … from CEFR, GK2, GK4 or BIST E8, Numbers and text | | | | |
| **Prior knowledge** | *Information will only be given, if it is relevant to the learning design. If the design does not require any specific prior knowledge, only the expected CEFR level prior to the lesson will be mentioned.* | | | | |
| **Goals** | Numbers and text  *The goals mentioned here are target goals in the sense that they describe more global goals – goals that describe competences that will be reached after a longer unit of instruction and that have the potential to be used in real life (backward design)* | | | | |
| **Time frame/nr. of units** | *Learning designs refer to longer units of instruction with global goals in mind.* | | | | |
| **Activities** | **Resources Materials** | **Goals**  *Content and language goals* | **Thinking Skills**  *Concrete, abstract, analytical, creative / critical* | **Functions / Strategies / Skills**  *Can refer to communicative, intercultural, social or metacognitive functions, strategies or skills* | **Products / Outcomes**  *Can be physical (texts, posters, homework etc.), cognitive (knowledge),**procedural (behaviour, activity etc.), affective (habits, attitude etc.)* |
| Number, title or reference  *Short description of steps; detailed information on task sheets or materials* | Reference or text  *… will help to file materials and find them quickly* | Number/s or text  *More specific goals are filled in as short text* | Text  *The kind of thinking the activities require and/ or are expected to trigger* | Text  *short* | Reference/s or text  *short text; file names for references* |

**Flow-chart**

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| **Time** | **Phase** | **Classroom Management & Resources** |
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