INTELLECTUAL OUTPUT 1

Competence-based and digital-based Curriculum in L1 and L2

INTRODUCTION

After an initial phase of study and research (document analysis focused on the present situation, case studies, qualitative interviews, etc), efforts have been concentrated on **Intellectual Output 1** which is the first tangible result of the work and cooperation of this Strategic Partnership for vocational education and training, titled Integrated Learning & Digicomp Evaluation. Curated by the Italian partner "Luigi di Savoia", this Intellectual Output consists of five **competence-based** Learning Units followed by the same five Units presented in a **digital-based** version according to a QA model. By means of a common decision, each partner designed one of them (in the two versions) after having established common criteria, format and on the basis of the contact points between the education and training systems of the partner countries.

The purpose of this project is to measure the impact of the use of digital mediators in improving the learning outcomes of mother tongue language teaching (L1) and foreign language teaching (L2 - English) in the various grades of secondary education and vocational training. The above mentioned Learning Units, therefore, involve exclusively the linguistic axes and are addressed to students in their 11th year of education (16/17 years of age). In addition, they have been conceived to cover the curriculum standards of an entire school year bearing in mind two crucial European frameworks for our project, namely the European Qualifications Framework and the updated version of the Common European Framework of Reference for Languages. In this regard, reference points in the drafting of the Learning Units have been levels 3/4, as to the former framework, and B1+, with regard to the latter.

In order to gradually lead students to meaningfully master a repertoire of competences requested at the end of the school year, the partners have operated appropriate choices with regard to the diverse outgoing profiles and established that the Units would follow an ever more challenging sequential order.

Another important indicator for designing the Units have been the Key Competences for lifelong learning essential to citizens for personal fulfilment, a healthy and sustainable lifestyle, employability, active citizenship and social inclusion. As to the identification of the Learning Outcomes, Competences, Skills, and Knowledge, a vital role has been held by the SOLO (Structure of the Observed Learning Outcome) and Bloom's taxonomies along with the frameworks mentioned above.

On the other hand, for the digital-based Learning Units, the European Digital Competence Framework, also known as DigComp, has proved to be a tool of great importance. It has been essential in deciding which digital competences were to be focused on to achieve the learning outcomes in L1 and English as well as providing ideas for the choice of digital tools to be included in the educational pathways set by the partnership.

Substantially, all the Learning Units have focused on improving basic skills, investing in language learning, improving digital and entrepreneurial skills, and also on the relevance of common values in

the functioning of our societies and on the motivation of more young people to enter the workforce of their choosing.

The general topics dealt with regard employment, safety and security, discovery of one's territory, European cooperation, and globalization.

This Intellectual Output will be followed by a piloting stage whereby the two versions of the Units will be tested simultaneously on sample classes in all partner countries. The results of this experimentation will be tangible in IO3.

All Learning Units are presented in the section below.

Learning Unit 1 presentation:

The first Learning Unit is an Introductory Learning Unit that will be taught during the first part of the school year. It focuses on the very important topic of job hunting. In particular, this Learning Unit prepares the learner to identify job opportunities, navigate into the job market, respond to job adverts appropriately, conduct and participate in online job interviews and engage in self-evaluation. The learner is seen as a job candidate ready to start exploring career opportunities.

This Introductory Unit starts with the assumption that basic grammatical phenomena, such as the Present Simple and the Present Continuous tense in L2 have already been covered in earlier years and mastered by the learners. However, it is suggested that the teacher should start with a brief revision of grammatical structures and lexis if deemed necessary, taking into consideration the needs of the learners.

The methodology that this Learning Unit is designed upon is Learn by Doing and using different online tools for professional purposes. For this reason, the activities that are proposed are presentations, collaborative writing, role plays, group and pair work, as well as self-assessment tasks. All these activities prepare learners to write good CVs, formal emails and motivational letters in response to a prompt. Additionally, sectorial lexis and texts related to particular fields will be introduced. Even though the emphasis of this unit is on writing skills, speaking skills will also be covered, especially with regards to job interviews (the learner will assume the roles of both the interviewer and interviewee).

1. Looking for a Job (Greece)	
EQF Level 3	**Knowledge**: knowledge of facts, principles, processes and general concepts, in a field of work or study **Skills**: A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information

	Competence-1: Take responsibility for completion of tasks in work or study **Competence-2**: Adapt own behaviour to circumstances in solving problems
Type of qualification	-
Denomination	**Looking for a Job** A unit that provides learners with basic knowledge and general skills for navigation into the job market, job opportunities and job hunting
Situation/problem/area of relevance of the Learning Unit	**The student as a job candidate** The theoretical and practical tools that learners need in order to start exploring career opportunities and engage in job hunting, proceed to job applications, prepare for job interviews and self-reflect on this experience.
Product/Outcome	A CV and a motivational email in response to a job advertisement
Learning outcomes	**The student will be able to:** ● Identify the steps for a successful job search ● Engage in self-evaluation which help identify a suitable career ● Recognize the importance of writing a clear CV and motivational letter, free of grammatical and spelling mistakes. ● Understand the importance of writing a CV and a motivational letter that make them stand out
Targeted skills aligned with the specific learning outcomes of the Learning Unit, exit profile, cultural axes and key competences of citizenship	**Exit profile skills:** ● Search and select relevant information ● Write different types of professional texts (CVs, formal emails, motivational emails) **Key competences for Lifelong Learning:** ● Learn to learn competences ● Literacy ● Communication competences
Skills	L1 ● Identify different points of view in a conversation in the field of work and interact with relevance and coherence.

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	• Write clear and sufficiently detailed, coherent and cohesive texts, suitable for the purpose and the recipient using the specific vocabulary. • Write professional texts (CV, motivational letter, formal emails) in response to prompts L2 • Write clear and sufficiently detailed, coherent and cohesive texts, suitable for the purpose and the recipient using the specific vocabulary. • Write professional texts (CV, motivational letter, formal emails) in response to prompts
Knowledge	L1 • different kinds of sectoral texts • Sectorial languages, lexis and grammar L2: • past simple • past continuous; • verb infinitive Vs ing Lexis: world of work Collocations with go and get Sectorial language connected to work fields; Communication registers; Different types of texts L1, L2: argumentative, formal letter and email, CV, motivational letter
Recipients	VET students at about 16/17 years of age
Application phases	Learners will be asked to engage in job hunting research. • Engage in a self-evaluation activity that will allow the learner learn more about possible successful routes • Engage in a job hunting process. • Engage in structuring a CV and a motivation letter • Present their finished activities in class • Engage in Peer assessment
Methodology	Theoretical lessons (eg. how to write a good CV and motivational letter) Group/Pair work and Collaborative writing Role play Presentations

	Self-assessment
Time lapse	First part of the school year
Internal and external human resources	L1 and L2 teachers
Monitoring plan and tools	Classroom activity through observation
Mentoring activities carried out by the teachers	Teachers will: ● Guide learners as to how they can analyse and prioritise information ● Allow learners to engage in self-reflection ● Allow learners to take the initiative ● Encourage active learning and learn by doing

Digital Version

DIGITAL LEARNING UNIT: looking for a job

EQF Level 3	**Knowledge:** Knowledge of facts, principles, processes and general concepts, in a field of work or study
	Skills: A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information
	Competence-1: Take responsibility for completion of tasks in work or study
	Competence-2: Adapt own behaviour to circumstances in solving problems
Type of qualification	
Denomination	**Looking for a Job** A unit that provides learners with basic knowledge and general skills for navigation into the job market, job opportunities and job hunting
Situation/problem/area of relevance of the Learning Unit	**The student as a job candidate** The theoretical and practical tools that learners need in order to start exploring career opportunities and engage in job hunting, proceed to job applications, prepare for job interviews, conduct and participate in job interviews and self-reflect on the experience.
Product/Outcome	A CV and a motivational email in response to a job advertisement, as well as an online job interview on conference tools (such as Skype, Zoom any other tool that serves the same purpose)

Learning outcomes	The student will be able to: ● Identify the steps for a successful job search ● Engage in self-evaluation which help identify a suitable career ● Recognize the importance of writing a clear CV and motivational letter, free of grammatical and spelling mistakes. ● Understand the importance of writing a CV and a motivational letter that make them stand out ● Participate in an online job interview assuming the role of both the interviewer and the interviewee
Targeted skills aligned with the specific learning outcomes **of the Learning Unit, exit profile, cultural axes and key competences of citizenship**	
Covered Key competences for lifelong learning	**Exit profile skills:** · Search and select relevant information · Write different types of professional texts (CVs, formal emails, motivational emails) **Key competences for Lifelong Learning:** · Learn to learn competences · Literacy · Communication competences · Digital competence

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General competence no. 2 **Using the lexical and expressive repertoire of mother language according to communicative needs in different contexts: social, cultural, scientific, economic, technological e professional**	L1 Skills · Identify different points of view in a conversation in the field of work and interact with relevance and coherence · Write clear and sufficiently detailed, coherent and cohesive texts , suitable for the purpose and the recipient using the specific vocabulary · Write professional texts (CV, motivational letter, formal emails) in response to prompts · Ask and answer professional questions with coherence · Videos Knowledge L1 · Different kinds of sectoral texts: argumentative, formal letter, email, CV, motivational letter · Sectorial languages, lexis and grammar · Video conferencing tools

| General competence no. 5

Using sectoral languages in L2 in

order to express yourself in the

different fields of study and work | L2

Skills

·   Write clear and sufficiently detailed, coherent and cohesive texts, suitable for the purpose and the recipient using the specific vocabulary

·   Write professional texts (CV, motivational letter, formal emails) in response to prompts

·   Ask and answer professional questions with coherence

·   Be able to use past simple and present continuous tenses in oral and written language

Knowledge

·   Past simple

·   Past continuous

·   Present simple (to describe habits)

·   Verb infinitive vs ing

·   Videos conferencing tools

Lexis: world of work

Collocations with go and get

Sectorial language connected to work fields

Communication registers

Different types of texts: argumentative, formal letter, email, CV, motivational letter |

| **General competence no. 7**

Identifying and using modern

forms of visual and

multimedia communication,

also with reference to

expressive strategies and

technical tools for online

communication | Skills

·   Understand and use different technologies in order to access different types of content

·   Understand and use different technologies in order to create and present content

·   Understand and use different technologies in order to participate in a job interview in a professional context

Knowledge

·   Use of different presentation tools (i.e Slideshare)

·   Use of video conferencing tools (i.e Skype, Messenger, Viber, etc)

·   Use of google forms for the creation of self-evaluation activities

·   Use of blogs

·   Use of search engines and keywords (to access job adverts) |
| **Recipients** | VET students at about 16/17 years of age |

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Application phases	Learners will be asked to engage in job hunting research, preparation and a job interview
	· Engage in a self-evaluation activity that will allow the learner to learn more about possible successful routes
	· Engage in job hunting process
	· Engage in structuring a CV and a motivation letter
	· Present their finished activities in class
	· Engage in peer assessment
	· Assume the role of the job interviewer
	· Assume the role of the interviewee
Methodology	Theoretical lessons (eg. how to write a good CV and motivational letter) Group/Pair work and Collaborative writing Role play Presentations Self-assessment Video conferencing for interviewees
Time lapse	First part of the school year
Internal and external human resources	L1 and L2 teachers
Monitoring plan and tools	Classroom activity through observations

Mentoring activities carried out by the teachers	Teachers will:
	· Guide learners as to how they can analyse and prioritise information
	· Allow learners to engage in self-reflection
	· Allow learners to take the initiative
	· Encourage active learning and learn by doing
	· Encourage effective use of technology for professional purposes

The sequence is aimed at pupils aged 16-17 years . The sequence could last 4-6 sessions.

The goal is to make pupils understand the different safety and security rules at work and at schools. They will have to present them on a poster . In order to achieve the final mission, the teacher will present videos showing security and safety rules so that they can hear the right pronunciation and the right flow .Pupils will also have to select the relevant information and analyse these instructions to understand why they are important . Moreover it will develop their ability to understand a conversation in a professional context .

The teacher will also explain the rules with writing instructions to complete their knowledge . This way the pupils will be introduced to the IPE vocabulary , which will be mandatory in order to compose the poster.

They will have to make oral and written descriptions with sufficient fluency and coherent texts using the specific vocabulary .

Pupils will have to write instructions and search for icons to present them. So they will have to reuse their former grammar knowledge such as the imperative form and modals . They will develop their ability to communicate and express in a clear way the important information.

Teachers will have to stimulate them with various oral and written activities and will invite them to present them orally with sketches .

Pupils will also be taught to work together to produce a qualitative work .

2. Safety and security (France)

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EQF level 3	**Knowledge** : knowledge of facts , principles, processes and general concepts in a field of work and study **Skills** :a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools material and information **Competence 1** : Take responsibility for completion of tasks in work or study **Competence 2** : Adapt own behaviour to circumstances in solving problems
Type of qualification	Professional baccalauréat
Denomination	Presenting the different ways of preventing safety and security rules at work and at school
Situation/problem/area of relevance of the Learning Unit	The security and safety issues' week is organized at school
Product / Outcome	A poster presenting the different ways of preventing safety and security rules at work and at school
Learning outcomes	The student will be able to : • Understand the safety rules at school and at work • Present orally instructions related to safety rules at work and at school with the right flow and pronunciation
Targeted skills aligned with the specific learning outcomes of the Learning Unit , exit profile , cultural axes and key competences of citizenship	• Select relevant information in videos , pictures and texts • Writing instructions • Explaining instructions orally • Alphabetic competence
Skills	• Basic safety and security rules • Modals • Imperative form • IPE vocabulary • Verbs related to safety at work • pronunciation
Knowledge	L1 Teaching : Characteristics, structure of written texts , forms and functions of writing, improving oral skills. L2 Teaching : Foreign language : English : Understand, explain and write safety rules
Recipients	11th year students – 16/17 years of age

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Application phases	• The students will be introduced to the unit with non speaking videos introducing safety and security rules at work and at school and they will have to analyze the different instructions • Then they will be introduced to warning signs to understand their meaning
	• We will present them a video with the safety rules at work and they will have to select the important information • The students will have to describe signs with the specific vocabulary
Methodology	Guided exercises Laboratory activities
Time lapse	First part of the school year
Internal and external human resources	L1 and L2 teachers
Monitoring plan and tools	- Monitoring of the learning progress through questionnaires and tests - Participating in the classroom activities
Mentoring activities carried out by the teachers	Teachers will help learners to improve their citizenship skills (communicate, collaborate, solve problems) and develop active learning

Digital Version

FRANCE
SAFETY AND SECURITY

EQF level 3	**Knowledge** : knowledge of facts , principles, processes and general concepts in a field of work and study **Skills** :a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools material and information **Competence 1** : Take responsibility for completion of tasks in work or study

	Competence 2 : Adapt own behaviour to circumstances in solving problems
Type of qualification	Professional baccalauréat
Denomination	Presenting the different ways of preventing safety and security rules at work and at school
Situation/problem/area of relevance of the Learning Unit	The security and safety issues' week is organized at school
Product / Outcome	A poster presenting the different ways of preventing safety and security rules at work and at school
Learning outcomes	The student will be able to : ● Understand the safety rules at school and at work ● Present orally instructions related to safety rules at work and at school with the right flow and pronunciation
Targeted skills aligned with the specific learning outcomes of the Learning Unit , exit profile , cultural axes and key competences of citizenship	● Select relevant information in videos , pictures and texts ● Writing instructions ● Explaining instructions orally ● Alphabetic competence
Skills	● Basic safety and security rules ● Modals ● Imperative form ● IPE vocabulary ● Verbs related to safety at work ● pronunciation
Knowledge	L1 Teaching : Characteristics, structure of written texts , forms and functions of writing, improving oral skills. L2 Teaching : Foreign language : English : Understand, explain and write safety rules
Recipients	11th year students – 16/17 years of age
Application phases	● The students will be introduced to the unit with non-speaking videos introducing safety and security rules at work and at school and they will have to analyze the different instructions ● Then they will be introduced to warning signs to understand their meaning

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	● We will present them a video with the safety rules at work and they will have to select the important information ● The students will have to describe signs with the specific vocabulary
Methodology	Guided exercises Laboratory activities
Time lapse	First part of the school year
Internal and external human resources	L1 and L2 teachers

Monitoring plan and tools	- Monitoring of the learning progress through questionnaires and tests
	- Participating in the classroom activities
	
	The following tools will be used :
	● Internet and search engines
	● Google forms to share documents :
	   - Shared sheets and charts
	   - Shared drive
	   - Shared documents
	
	● Pearltrees or padlet could be used
	   - Shared documents
	   - All the tasks can be seen and you can see the advancement of the tasks
	
	● Prezi for creative presentations
	● Mental maps
	● Online vocabulary with word reference
	● Mp3 to record audio tasks
	● Video recorders to make presentations
	● Smartphones to record audio o video

Mentoring activities carried out by the teachers	● Teachers will help learners to improve their citizenship skills (communicate, collaborate, solve problems) and develop active learning

Unit 3 presentation

"Discovering My Territory" is the third Learning Unit of the five planned to be developed during a school year intended for VET students of 16/17 years of age. It will gradually develop, on the basis of appropriate choices operated by the L1 and L2 teachers, a critical and collaborative spirit in the learner. The student will progressively be led, by knowledge of the territory and by a strategic orientation and training, to recognize the essential characteristics of the socio-economic system of his territory. By stimulating the ability to observe the economic reality, to understand individual and collective needs and to evaluate the resources of the territory, the apprentice will develop entrepreneurial skills which will lead to the creation of new ideas and perhaps new professional profiles. Data research, problem posing and solving, planning of activities, development of autonomy and initiative are only a few of the activities planned for the development of the Learning Unit.

From a linguistic point of view (both in English and L1), it is designed to **enhance** communication skills in various contexts and sectors (especially professional ones), **broaden** range of vocabulary, **strengthen** syntactic mastery, **acquire** autonomous reading skills and **develop** writing skills.

The digital version of the Learning Unit involves identifying and using modern forms of visual and multimedia communication, also with reference to expressive strategies and technical tools for online communication. "Claroread" for correcting English pronunciation, "Reverso" /"Wordreference" and other online dictionaries for the expansion of English and L1 vocabulary and "Google Suite for Education" to enhance online collaboration are only few examples of the many other tools which will be used to carry out the Unit.

3. Discovering the Resources of my Territory (Italy)	
EQF Level 3-4	**Knowledge**: knowledge of facts, principles, processes and general concepts, in a field of work or study **Skills**: A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information **Competence-1**: Take responsibility for completion of tasks in work or study **Competence-2**: Adapt own behaviour to circumstances in solving problems
Key Competences for Lifelong Learning	● Literacy ● Multilingualism ● Interpersonal skills, and the ability to adopt new competences ● Active Citizenship ● Entrepreneurship

Denomination	**Discovering the Resources of My Territory** *A Pathway of Orientation to the Territory in order to build an idea of entrepreneurship.* The Learning Unit refers to mixed activities, with the involvement of internal and external resources.
Situation/problem/area of relevance of the Learning Unit	**The student as a possible innovative entrepreneur** How and with which actions and operational tools the students can explore, motivate, plan their entrepreneurial idea through the analysis, knowledge and promotion of the territory to which they belong.
Product/Outcome	**Written and oral report** identifying the professional figures most requested by companies and by the production system of our territory
Learning outcomes	**The student will be able to:** ● orient themselves, in a structured context, with a limited number of diversified situations to distinguish the company system in its main elements. ● understand the territorial vocations with reference to the local, artistic and cultural heritage on a national and international level ● recognize the social role of work as well as the importance of acting safely
Targeted skills aligned with the specific learning outcomes of the Learning Unit, exit profile, cultural axes	

General competence no. 2 **Using the lexical and expressive repertoire of mother language according to communicative needs in different contexts: social, cultural, scientific, economic, technological e professional**	**Skills (L1- L2)** ● manage the oral and written communicative interaction with particular attention to the professional context and to the control of specialized lexicons ● exposing data, selecting and obtaining significant information, using it critically, using an appropriate register ● understanding and interpreting texts of various types (informative, descriptive, expository) ● producing different forms of writing (informative, descriptive, expository) and creating a form of intertextual rewriting with an appropriate and pertinent use of the vocabulary, even specialized, appropriate to the various contexts ● producing texts to express in a clear and simple way opinions (1), intentions (2), hypotheses (3) and describe experiences (4) and processes (5) **Knowledge (L1 -L2)** Characteristics and structure of written texts (see above); forms and functions of writing. **Knowledge (L2)** (1) Expressing opinions: common phrases/formal phrases (2) Future tenses (3) Conditional sentences (types 0, 1, 2) (4) Present perfect/Past simple (5) Sequencers - passive voice

General competence no. 5 **Using sectoral languages in L2 in order to express yourself in the different fields of study and work**	**Skills** ● understand a conversation in the field of work ● Interact with a speaker in a relevant and coherent way on general topics expressing an opinion ● Participate in conversations or discussions with sufficient fluency and spontaneity using specific vocabulary and different registers in relation to different social situations, general interest, current affairs and relevant to the micro-language of the professional field of belonging, expressing one's point of view and giving explanations. ● Make descriptions and presentations with sufficient fluency, according to a pre-established and coherent order, using specific vocabulary and different registers in relation to different social situations, also using support materials; ● Write clear and sufficiently detailed, coherent and cohesive texts, suitable for the purpose and the recipient using the specific vocabulary. **Knowledge** ● different kinds of sectoral texts ● sectoral languages, lexis and grammar

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General competence no. 6 **Recognizing the value and potential of artistic and environmental assets.**	- correlating the information acquired on artistic and environmental assets to the economic activities present on the territory, to their possible developments in terms of usability, also in relation to the professional area of reference - recognizing and identifying the main periods and lines of development of the Italian and foreign artistic culture - being able to read the essential elements of the work of art, as a first interpretative approach to its meaning - expository, informative, descriptive texts **Knowledge (L1-L2)** - recognizing the essential characteristics of the socio-economic system to orient oneself in the production sector of one's own territory - identifying the most relevant characteristics and the basic structure of artistic languages: the expository and descriptive text.
Recipients	**11th year students** - 16/17 years of age
Application phases	The students will be asked to carry out, through reality tasks, a project working path that has the young entrepreneur as its central theme. The proposed activities are divided into 3 stages. **Stage 1** The first phase will take place in the classroom, in a formal context. This phase will be an opportunity to analyze the reference problem/theme of the Learning Unit, illustrate the tasks of reality and finally prepare the materials necessary for the realization of the final product. **Stage 2** The second phase will take place outside the classroom in a non-formal context. It will provide for the exploration of the territory and the collection of the necessary information concerning the environmental, tourist, economic and linguistic aspects of the territory. Students will have the opportunity to interact with referents / experts in the sector based on the materials previously collected.

	Stage 3
	This last phase will take place in the classroom, in a formal context. Students will have the opportunity to reflect on the experience, to self-evaluate, to re-elaborate and reorganize the collected material so that it can be used to produce the final product required.
Methodology	Dialogical lessons Laboratory activities Guided exercises Research activity Teamwork Individual work In-depth activities
Time lapse	4 - 6 weeks
Internal and external human resources	L1 and L2 teachers/sector experts/company visit to the Chamber of Commerce
Monitoring plan and tools	The following will be monitored: ● laboratory activities in the classroom through the observation of the student; ● activity in formal and informal situations
Mentoring activities carried out by the teachers	Teachers will: ● stimulate the curiosity and exploratory behaviors that allow the students to analyze and select information ● activate citizenship skills (learn to learn, plan, communicate, collaborate, solve problems, acquire and interpret information) ● Activate life skills appropriate to contexts (solve problems, relational skills, communicate effectively).

Unit 4 Presentation

This Learning Unit has the aim to make students more familiar with the European Union and their member states as well as advantages that arise from the integration process. Students should better understand the functionality of the EU and their various member states creating country profiles. Students will learn how to search for information and data – and how to use this data to create texts. Both in L1 and L2 the argument of travelling in literature and in general will be covered during this

Learning Unit in order to create a connection between travelling in the past and today, with the aim that students create as part of the Country Profile a own travel itinerary in the member state they choose. The final output of the Learning Unit will be a Brochure in the Zero Digital Learning Unit and an interactive Online-Blog in the Digital Learning Unit. The activities are conceptualised for a duration of approximately 4 weeks involving students in their 11th year (16/17 years of age), but can be in general used for students aged 17 to 24. The Learning Units use mixed methods (frontal learning, group work, excursions) in order to involve students in all stages of the learning process.

4. Austria Zero digital LEARNING UNIT Getting to know the variety of the EU through country profiles and intercultural dialogue	
EQF Level 3	**Knowledge:** Knowledge of facts, principles, processes and general concepts, in a field of work or study **Skills:** A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information **Competence-1:** Take responsibility for completion of tasks in work or study **Competence-2:** Adapt own behaviour to circumstances in solving problems
Type of qualification	

Denomination	**United in diversity: Europe and European cooperation**
	Getting to know the variety of the EU through country profiles and intercultural dialogue
	The Learning Unit refers to mixed activities, with the involvement of internal and external resources.
Situation/problem/area of relevance of the Learning Unit	**The advantages of Europe and the EU for young people**
	Getting to know the functionality of the EU, creating various texts using information and data from different sources to create country profiles; students learn and improve intercultural skills through communication
Product/Outcome	**Brochure/info guide** about an EU member state (that students can choose) including basic information, historical facts, intercultural aspects and a planned trip itinerary
Learning outcomes	**The student will be able to:**
	· Analyse various texts, choose relevant information and create own texts using and reorganising this information
	· Understand intercultural knowledge and use them in various situations linking them with language competences
	· Understand the advantages of the EU and the basic principles of European cooperation and develop possible ways of using it in their own life
	· Create a travel itinerary based on different categories of texts, data and information

Targeted skills aligned with the specific learning outcomes of the Learning Unit, exit profile, cultural axes and key competences of citizenship	
Covered Key competences for lifelong learning	· Multilingual competence · Cultural awareness and expression competence · Citizenship competence

General competence no. 2	(Exit) Skills
Using the lexical and expressive repertoire of mother language according to communicative needs in different contexts: social, cultural, scientific, economic, technological e professional	**L1 & L2** · Monitor and adapt the own communication to the requirements of the situation, with special attention to the professional context · understanding and interpreting texts of various types (informative, descriptive, expository) · Expose data, events, plots, giving your text/speech a structureand a purpose, selecting significant information, using it critically, using an appropriate register · Select and obtain information, with careful use of sources (manual, encyclopaedia, essay, etc.) · Improve the reading skills through texts of various sources and eras (purpose, structure, characters, narrators, setting etc.) · Writing essays using information extracted from different text sources with the use of analytical tools · Write articles and other informative texts with the aim of summing up various information · Interpret texts of the literary tradition, of various types and forms, identifying the thematic structure and the characteristics of the genre. · Establish links and thematic comparisons between texts from different eras and authors pertaining to the languages and literatures being studied. **L2 English** · Produce texts to introduce and present key figures, facts and (historical) backgrounds · Identify and use a range of strategies to communicate effectively with speakers of the target language from different cultures.

	Grammar: (1) continuous tenses (2) comparatives and superlatives **Knowledge** L1 Texts: essay, article Know (offline) tools and techniques to analyse and understand different kind of texts (of various periods and domains) L2 Characteristics of different text types, writing articles, summing up the main information

General competence no. 5	(Exit) Skills
Using sectoral languages in L2 in order to express yourself in the different fields of study and work	L1 & L2
	· Understand conversations, also with technical vocabulary (functionality of the EU, intercultural dialogue)
	· Participate in conversations or discussions with sufficient fluency and spontaneity using specific vocabulary and different registers in relation to different social situations, general interest, current affairs and relevant to the micro-language of the professional field of belonging, expressing one's point of view and giving explanations.
	· Prepare well-structured presentations using the appropriate register and the specific vocabulary
	Knowledge
	Texts: essay, article
	Know (offline) tools and technique to sum up the main information from texts in order to be able to present it
	L2
	Characteristics of different text types, writing articles, summing up the main information and presenting them to the audience

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Competences Cultural awareness and expression competence & Citizenship competence	**(Exit) Skills** · Understand the political system and the advantages of the EU and identify areas where to use them in one's own life · Use intercultural dialogue competences in language communication · Improving intercultural dialogue skills through basic intercultural concepts and phenomena (for example, the iceberg model, stereotypes etc.) and their practical use in daily life **Knowledge** · Improved intercultural competences · Improved knowledge about the functionality of EU - knowledge of active citizenship
Recipients	11th year students – 16/17 years of age / people aged 17 to 24

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Application phases	The students will be asked to carry out, through various tasks, a project-working path that will lead to the development of a brochure/portfolio (one per student) dedicated to the EU and one member country. The proposed activities are divided into 3 stages.

Stage 1

In the first stage, students will get various relevant input that they will need to work well on the topic

Therefore, several lessons will be organised, if possible in a workshop or collaborative format, with the following topics:

· The principles and the functionality of the EU

· Intercultural dialogue and other aspects of international cooperation

· Travelling in history: What can the past tell us about how we travelled (literature)

· Tools/Methods to analyse and sum up key figures and information from texts and data

This stage will be primarily organised in the classroom, with the possibility of including external experts. The aim should be to organise all lessons in workshop format as much as possible.

Stage 2

The second phase will be dedicated to the portfolio that each student has to develop. Each student can choose a country and will have to do research based on the information gained in the first step. The process will be interactive through regular exchange sessions between students to guarantee a continuous exchange of ideas and experiences.

If possible, non-formal learning possibilities also should be included in this stage e.g. visit of the local EU representation and a local library to make the research more interactive

Stage 3

	The last phase will have the aim of finalising the brochure/portfolio.
	Students will have the opportunity to reflect on the experience, to self-evaluate, to re-elaborate and reorganise the collected material to produce the final brochure.
Methodology	Frontal learning Group work/ workshops Input sessions from experts
Time lapse	Second part of the school year *(actual time frame depending on the local circumstances)*
Internal and external human resources	L1 and L2 teachers
Monitoring plan and tools	The following will be monitored: · Monitoring of the learning progress through feedback loops and questionnaires · Participation in the classroom activities · Activities in formal and informal situations
Mentoring activities carried out by the teachers	Teachers will: · Stimulate the curiosity and exploratory behaviours that allow students to analyse and select information · Activate citizenship skills (learn to learn, plan, communicate, collaborate, solve problems, acquire and interpret information) · Activate life skills appropriate to contexts (solve problems, relational skills, communicate effectively)

4. Digital LEARNING UNIT Austria: *Getting to know the variety of the EU through country profiles and intercultural dialogue*

EQF Level 3	**Knowledge:** Knowledge of facts, principles, processes and general concepts, in a field of work or study **Skills:** A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information **Competence-1:** Take responsibility for completion of tasks in work or study **Competence-2:** Adapt own behaviour to circumstances in solving problems
Type of qualification	
Denomination	**United in diversity: Europe and European cooperation** *Getting to know the variety of the EU through country profiles and intercultural dialogue* The Learning Unit refers to mixed activities, with the involvement of internal and external resources
Situation/problem/area of relevance of the Learning Unit	**The advantages of Europe and the EU for young people** Getting to know the functionality of the EU, creating various texts using information and data from different online-sources to create country profiles; students learn and improve intercultural skills through communication.

Product/Outcome	**Interactive Online-Blog** about an EU member state (that students can choose) including basic information, historical facts, intercultural aspects and a planned trip itinerary
Learning outcomes	**The student will be able to:** · Analyse various texts, choose relevant information and create own texts using and reorganising this information · Understand intercultural knowledge and use them in various situations linking them with language competences · Understand the advantages of the EU and the basic principles of European cooperation and develop possible ways of using it in their own life · Create a travel itinerary based on different categories of texts, data and information

Targeted skills aligned with the specific learning outcomes **of the Learning Unit, exit profile, cultural axes and key competences of citizenship**		

Covered Key competences for lifelong learning	· Multilingual competence · Cultural awareness and expression competence · Citizenship competence · Digital competence

| General competence no. 2

Using the lexical and expressive repertoire of mother language according to communicative needs in different contexts:

social, cultural, scientific, economic, technological e professional | **(Exit) Skills**

L1 & L2

· understanding and interpreting texts of various types (informative, descriptive, expository)

· understanding and interpreting videos of various types (introductory, documentation, informational videos etc.)

· Expose data, events, plots, giving your text/speech a structure and a purpose, selecting significant information, using it critically, using an appropriate register

· Select and obtain information, with careful use of online sources (websites, blogs, online-encyclopaedias, videos, essay, etc.)

· Improve the reading skills through texts of various sources and eras (purpose, structure, characters, narrators, setting etc.)

· Writing essays using information extracted from different text sources with the use of digital analytical tools

· Write articles and other informative texts with the aim of summing up various information

· Interpret texts of the literary tradition, of various types and forms, identifying the thematic structure and the characteristics of the genre.

· Establish links and thematic comparisons between texts from different eras and authors pertaining to the languages and literatures being studied.

L2 English

· Produce texts to introduce key figures, facts and (historical) backgrounds |

·   Identify and use a range of strategies to communicate effectively with speakers of the target language from different cultures.

Grammar:

(1)   continuous tenses

(2)   comparatives and superlatives

Knowledge

 L1

Texts: essay, article

Videos

Know (offline) tools and techniques to analyse and understand different kind of texts (of various periods and domains)

L2

Characteristics of different text types, writing articles, summing up the main information, getting information from videos

General competence no. 5 **Using sectoral languages in L2 in** **order to express yourself in the** **different fields of study and work**	**(Exit) Skills** L1 & L2 · Monitor and adapt the own communication to the requirements of the situation, with special attention to the professional context · Understand conversations, also with technical vocabulary (functionality of the EU, intercultural dialogue) · Participate in conversations or online-discussions with sufficient fluency and spontaneity using specific vocabulary and different registers in relation to different social situations, general interest, current affairs and relevant to the micro-language of the professional field of belonging, expressing one's point of view and giving explanations. · Prepare well-structured presentations and/or videos using the appropriate register and the specific vocabulary **Knowledge** Texts: essay, article Videos Know (offline) tools and technique to sum up the main information from texts in order to be able to present it L2 Characteristics of different text types, writing articles, summing up the main information and presenting them to the audience

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Competences Cultural awareness and expression competence & Citizenship competence	**(Exit) Skills** · Understand the political system and the advantages of the EU and identify areas where to use them in one's own life · Use intercultural dialogue competences in language communication · Improving intercultural dialogue skills through basic intercultural concepts and phenomena (for example, the iceberg model, stereotypes etc.) and their practical use in daily life **Knowledge** · Improved intercultural competences · Improved knowledge about the functionality of EU - knowledge of active citizenship

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General competence no. 7	Skills
Identifying and using modern **forms of visual and** **multimedia communication,** **also with reference to** **expressive strategies and** **technical tools for online** **communication**	· Understand and use various digital tools to access, use, filter, process and evaluate digital content · Create, structure and share digital content · Use digital tools to produce, present and understand complex information · Use digital tools to support the own creativity **Knowledge** · Use of blogs and other forms of online communication tools to present and share the results of the research/to create the personal blog · Techniques, vocabulary, tools for professional communication · Knowledge of various tools to be able to produce an interactive blog
Recipients	11th year students – 16/17 years of age / people aged 17 to 24

Application phases	The students will be asked to carry out, through various tasks, a project-working path that will lead to the development of an interactive online-blog (one per student) dedicated to the EU and one member country. The proposed activities are divided into 3 stages.
	Stage 1
	In the first stage, students will get various relevant input that they will need to work well on the topic.
	Therefore, several lessons will be organised, if possible in a workshop or collaborative format, with the following topics:
	· The principles and the functionality of the EU
	· Intercultural dialogue and other aspects of international cooperation
	· Travelling in history: What can the past tell us about how we travelled (literature)
	· Digital Tools/Methods to analyse and sum up key figures and information from texts and data
	· How to produce videos – Workshop
	· How to create a blog
	This stage will be primarily organised in the classroom, with the possibility of including external experts. The aim should be to organise all lessons in workshop format as much as possible.
	Stage 2
	The second phase will be dedicated to the portfolio/blog that each student has to develop. Each student can choose a country and will have to do research based on the information gained in the first step.
	The process will be interactive through regular exchange sessions between students to guarantee a continuous exchange of ideas and experiences
	In this stage, additional workshops will guarantee the technical implementation (videos, blog)

	If possible, non-formal learning possibilities also should be included in this stage e.g. visit of the local EU representation and a local library to make the research more interactive

Stage 3

The last phase will have the aim of finalising the blog.

Students will have the opportunity to reflect on the experience, to self-evaluate, to re-elaborate and reorganise the collected material to produce the final blog, if possible including also short videos. |
| **Methodology** | Frontal learning

Group work/ workshops

Input sessions from experts

Online-format/e-learning (platforms like Moodle)

Blended learning |
| **Time lapse** | Second part of the school year *(actual time frame depending on the local circumstances)* |
| **Internal and external human resources** | L1 and L2 teachers |

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Monitoring plan and tools	The following will be monitored:
	· Monitoring of the learning progress through feedback loops and questionnaires
	· Participation in the classroom activities
	· Activities in formal and informal situations
	The following (digital) tools will be used:
	· Use of Internet search engines, online encyclopaedias etc.
	· Google Suite for Education to enhance online collaboration
	o Google Doc, Google Forms, Google Drive, Jamboard, Maps
	· Video registration and editing programmes/tools
	· Audio registration and editing programmes/tools (for example: Adobe Audition, Audacity)
	· Blogging-Tool (for example Wordpress or Blogger)
	· Online-Quiz and Engagement tools (Kahoot, Mentimeter, Wooclap)
	· Social Media networks (Facebook, YouTube, Snapchat, TikTok)
	· Websites/apps to facilitate language learning
	· Moodle-Platform both as collaboration and as an educational tool (with interactive tasks, quizzes etc.)

Mentoring activities carried out by the teachers	Teachers will:
	· Stimulate the curiosity and exploratory behaviours that allow students to analyse and select information
	· Activate citizenship skills (learn to learn, plan, communicate, collaborate, solve problems, acquire and interpret information)
	· Activate life skills appropriate to contexts (solve problems, relational skills, communicate effectively)

Unit 5 presentation

This Learning Unit with the given theme "Living in a Globalized world" is developed with the aim to increase students' knowledge and understanding of globalizations' impact and effects on the students themselves as individuals and a part of a larger community.

The methodology intended to be used in this Learning Unit is active learning methods. Students will acquire information independently, analyse it critically through collaborative exercises and practice their communicative skills in the language being studied.

The application phases are divided into three stages. Stage one intends to introduce the student to the presence of other countries, cultures, traditions that is presented through the narratives and history of identified materials in their surroundings. Stage two is the phase where the students are challenged to critically analyse and process the identified materials to examine their origin, the history it holds and use this information to establish how their immediate local surroundings (and what is presented in it) is connected to other parts of the world. In this stage the student is given the opportunity to increase their cultural awareness and are challenged to use a critical approach to gathering, using and applying new information. In the last stage the students' ability to express opinions through written and oral presentation is targeted.

5. Living in a globalized world (Sweden)	
EQF Level 3	**Knowledge**: knowledge of facts, principles, processes and general concepts, in a field of work or study
	Skills: A range of cognitive and practical skills required to

	accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information **Competence (1)**: Take responsibility for completion of tasks in work or study **Competence (2)**: Adapt own behaviour to circumstances in solving problems
Type of qualification	-
Denomination	**Living in a globalized world** Cognitive awareness of materials, their origin and how they are structured, connected and/or applied within a given context. The learning unit unveils local, national and international networks, through intercultural material practices.
Situation/problem/area of relevance of the Learning Unit	**The student and the individual as a part of a larger context:** The student identifies material connections to international trade, production, industry, policies or environment within their immediate surroundings. How these connections involve the student as a node within material networks.
Product/Outcome	A guide to getting theoretical and tactile knowledge of international/intercultural networks of materials and cooperation as well as an understanding of globalizations' impact and effects on the students themselves as individuals and a part of a larger community.
Learning outcomes	**The student will be able to:** ● Identify materiality as connections within international trade, production, industry, policies or environment with special attention to their immediate surroundings and how these connections involve the student as a node within material networks. ● Present awareness of narratives regarding materials and their historicity. ● Produce texts that critically examine the genealogy, narrative and trajectory of materials and how they continually affect cultural development, trade,

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	intellectual and lingual exchange/production.
	● Students can critically synthesize local and international contexts and present their thoughts in writing.
	● Students can identify, name and account for the properties of different materials and their use, as well as historical narratives regarding certain materials.
	● Students are aware of and can describe the international processes of trade, industry, art, and policy making where materiality is a crucial part.
	● Students can analyze the trajectory of materials and their use (recycling processes, innovative uses etc.)
	● Students can account for cultural narratives surrounding materials in art and literature.
Targeted skills aligned with the specific learning outcomes of the Learning Unit, exit profile, cultural axes and key competences of citizenship	**Exit profile skills** ● Increased critical literacy ● Increased understanding of the cultural aspects of L1 and L2 (ability to identify links between local, national and international cultural traditions) **Key competences for learning lifelong** ● Intercultural communication and multilingualism ● Cultural awareness and expression ● Active citizenship
Skills	**L1 teaching** The student can do an in-depth, detailed, accurate and nuanced textual literature analysis of a theme, a genre or an authorship from several perspectives. In the analysis uses the student with confidence literary concepts and tools and provides support for their interpretation. **Foreign language: English** Oral and written production and interaction of various kinds, also in more formal settings, where students instruct, narrate, summarize, explain, comment, assess, give reasons for their opinions, discuss and argue.
Knowledge	**L1 teaching** The student can, in prepared conversations and discussions, on a nuanced way orally convey their own thoughts and opinions as well as implement oral presentation in front of a group. Language, style and disposition of oral and written presentations are well adapted to purpose, recipients and

	communication situation.
	Foreign language: English Knowledge of vocabulary and functional grammar and an awareness of the main types of verbal interaction and registers of language; of societal conventions, and the cultural aspect and variability of languages; Students can understand both the whole and details of English spoken at a varying speed and in clearly expressed written English in various genres.
Recipients	**11th year students**: 16/17 years of age
Application phases	A series of exercises with three [increasing] levels of difficulty. **Stage 1.** Mapping the materiality of local lifeworlds. A series of walks determined from physical maps where materials are noted and marked on the map. Collecting information on materials and their origins and transformations. **Stage 2.** Reflect in a formal classroom setting on the social, cultural, and infrastructural narratives created by applying materials to a map. Critical discussions and analysis on the meaning of these maps in relation to material genealogy, historicity and narrative. **Stage 3.** Production of texts and visual material that synthesizes local and international material narratives into an individual narrative. Presentation.
Methodology	Guided exercises in 1) formal context and 2) non-formal context
Time lapse	Second part of the school year
Internal and external human resources	L1 and L2 teachers
Monitoring plan and tools	The activities performed in formal and non-formal situations will be monitored through observations of the students.
Mentoring activities carried out by the teachers	Teachers will: - challenge the students' critical approaches to gathering and using new information - promote communicative and collaborative skills,

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	also argumentation and debate as tools to express opinions through oral and written presentation

digital Living in a Globalized world

DIGITAL BASED LEARNING UNIT	
EQF Level 3	**Knowledge**: knowledge of facts, principles, processes and general concepts, in a field of work or study
	Skills: A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information
	Competence (1): Take responsibility for completion of tasks in work or study
	Competence (2): Adapt own behaviour to circumstances in solving problems
Denomination	**Living in a globalized world** Cognitive awareness of materials, their origin and how they are structured, connected and/or applied within a given context. The learning unit unveils local, national and international networks, through intercultural material practices.

Situation/problem/area of relevance of the Learning Unit	**The student and the individual as a part of a larger context:** The student identifies material connections to international trade, production, industry, policies or environment within their immediate surroundings. How these connections involve the student as a node within material networks.
Product/Outcome	A guide to getting practical knowledge of international/intercultural networks of materials and cooperation as well as an understanding of globalizations' impact and affects on the students themselves as individuals and a part of a larger community.
Learning outcomes	**The student will be able to:** · Identifiy materiality as connections within international trade, production, industry, policies or environment with special attention to their immediate surroundings and how these connections involve the student as a node within material networks. · Present awareness of narratives regarding materials and their historicity. · Produce texts that critically examine the genealogy, narrative and trajectory of materials and how they continually affect cultural development, trade, intellectual and lingual exchange/production.

Targeted skills aligned with the specific learning outcomes **of the Learning Unit, exit profile, cultural axes and key competences of citizenship**	**Exit profile skills** · Increased critical literacy · Increased understaning of the cultural aspects of L1 and L2 (ability to identify links between local, national and international cultural traditions) **Key competences for learning lifelong** · Intercultural communication and multilingualism · Cultural awareness and expression · Active citizenship
Skills	**L1 teaching** The student can do an in-depth, detailed, accurate and nuanced textual literature analysis of a theme, a genre or an authorship from several perspectives. In the analysis uses the student with confidence literary concepts and tools and provides support for their interpretation. **Foreign language: English** Oral and written production and interaction of various kinds, also in more formal settings, where students instruct, narrate, summarize, explain, comment, assess, give reasons for their opinions, discuss and argue.

Knowledge	**L1 teaching** The student can, in prepared conversations and discussions, on a nuanced way orally convey their own thoughts and opinions as well as implement oral presentation in front of a group. Language, style and disposition of oral and written presentations are well adapted to purpose, recipients and communication situation. **Foreign language: English** Knowledge of vocabulary and functional grammar and an awareness of the main types of verbal interaction and registers of language; of societal conventions, and the cultural aspect and variability of languages; Students can understand both the whole and details of English spoken at a varying speed and in clearly expressed written English in various genres.
Recipients	**11th year students**: 16/17 years of age

Application phases	A series of excercises with three [increasing] levels of difficulty.
	Stage 1.
	Mapping the materiality of local lifeworlds. A series of walks determined from physical maps where materials are noted and marked on the map. Collecting information on materials and their origins and transformations.
	Stage 2.
	Reflect in a formal classroom setting on the social, cultural, and infrastructural narratives created by applying materials to a map. Critical discussions and analysis on the meaning of these maps in relation to material genealogy, historicity and narrative.
	Stage 3.
	Production of texts and visual material that synthezises local and international material narratives into an individual narrative. Presentation.
Methodology	· Guided exercises in 1) formal context and 2) non-formal context
	· Collaborative learning
	· E-learning and blended e-learning
Time lapse	1-2 months
Internal and external human resources	L1 and L2 teachers

Monitoring plan and tools	The activities performed in formal and non-formal situations will be monitored through obeservations of the students. Tools to be used: · Internet, search engines · Google Suite for Education (or other online platforms) Ø Virtual classroom Ø Shared documents, presentations, sheets and charts Ø Online questionnaires/quiz (google forms or other) for tests and surveys Ø Shared online whiteboards Ø Video recorder Ø Smartphones (to record video and audio and /or use applications such as "Maps" or Google maps – particularly for Stage 1) Ø Shared online mindmaps
Mentoring activities carried out by the teachers	Teachers will: · challenge the students' critical approaches to gathering and using new information · promote communicative and collaborative skills, also argumantation and debate as tools to express opinions through oral and written presentation

Other ideas of learning outcomes/skills/knowledge:

- Students can critically synthesize local and international contexts and present their thoughts in writing.
- Students can identify, name and account for the properties of different materials and their use, as well as historical narratives regarding certain materials.
- Students are aware of and can describe the international processes of trade, industry, art, and policy making where materiality is a crucial part.
- Students can analyze the trajectory of materials and their use (recycling processes, innovative uses etc.)
- Students can account for cultural narratives surrounding materials in art and literature.