领科教育上海校区
Ulink College of Shanghai

Subject & Year Group:	**Chemistry** **Students starting G1 and PreA**	**Teacher: P Brannac**		**No. of Students**:	30 per class (2 classes)

Aims for the chemistry Immersion Program:

1. Familiarise students who have come from Chinese middles schools with a British teaching style

2. Focus on helping the students understand the requirements of speaking, listening, reading and English in an academic setting.

3. Help students find resources and help, including from teachers so they feel confident to access the help that is available and more confident in using English in class.

Program Objectives:

- **All students** – will have spoken to each other in English about Chemistry, and to their teacher and to their teaching assistant. They will also have all given a group presentation in English and read aloud to each other and to their teachers and teaching assistants. They will also have attempted to set goals for their time as well as attempted to evaluate their success at the end of the program. They will attempted all of the tasks assigned.
- **Most students** Will have asked questions in English to their teacher and teaching assistants. Most will have completed their goal setting and evaluations at the end of the program. Most will have also actively engaged in English and have used English except when translating to less able students the task or activity they ought to be working on. They will have sometimes completed the extension activities and completed all of the essential tasks assigned.
- **Some students** Will have only used English throughout, even when explaining tasks to their less able classmates. They will have shown a confidence to talk to both their teaching assistant and their teacher in English and shown an interest in the science that goes beyond simply completing the essential aspects and completed all of the extension tasks for each activity.

Week	Session	Topic and content	Teaching and learning activities	Formative assessment	Learning materials and resources	Tasks for TA*
		A brief description of the topic content. Feel free to modify, for example, merging cells if one content is taught more than one session.	Teaching methods and learning activities used to teach the topic.	Formative assessment methods used to support and monitor the students learning	Learning materials and resources used to support the teaching methods, learning activities and formative assessment methods	Support from TA
1	1	Introduce myself to the class, and the students to each other	Give out the workbook for the activities and surveys. Each student says one thing in English about what a partner likes about science Introduce the project for students to give presentation in groups of 4, explain how they will be assessed and create groups	Introduce goal setting for the program in chemistry	Chemistry Immersion Booklet	Help explain the tasks and identify students who might need more support
1	2	Introduce the project	Students choose a topic for their presentation’	Students introduced to how they will peer assess each	Additional reading material given to	Listen to students reading material from

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			Hand out resources to each group so they can learn about their chosen topic. Give an example of one kind of presentation they could give	other during the presentation project	students that is relative to the topic they have chosen	their resources for their presentation topic
1	3	Active learning and active reading	Introduce students to active reading and how to get the most from a textbook	Listen to students read aloud individually to each other as I move around the classroom and ask questions to discover how much they understand of what they have read	Chemistry Immersion Booklet	Listen to students read aloud individually to each other as I move around the classroom and ask questions to discover how much they understand of what they have read
1	4	Topic 1	An investigation into how Brownian motion was explained by Einstein and how it proved the particulate nature of matter. Look at plasma as the 4th state of matter.	Ask questions to students about what they think causes Brownian motion	Chemistry Immersion Booklet Video of Brownian motion	Ask questions to students about what they think causes Brownian motion
1	5	Topic 2	Investigating the names for lab equipment and chemicals	Talk to each group to check progress of their presentation is progressing	Chemistry Immersion Booklet	Talk to each group to check progress of their presentation is progressing
2	1	Topic 3	Investigating the English names for the elements in the periodic table by looking at the unusual symbols, like Fe and Au, as well as the naming system (for the ablest) based on where an element is discovered.	Talk to students about the work they are doing and how well they understand it. Students hand in their Immersion Booklet	Chemistry Immersion Booklet	Talk to students about the work they are doing and how well they understand it.
2	2	Topic 3	Hand back the Immersion Booklets How the subatomic particles were discovered.	Talk to each group to check progress of their presentation is progressing	Chemistry Immersion Booklet	Talk to each group to check progress of their presentation is progressing
2	3	Topic 9	The periodic table – metals and non metals by looking at silicon, a semiconductor used in computers	Talk to students about the work they are doing and how well they understand it.	Chemistry Immersion Booklet	Talk to students about the work they are

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						doing and how well they understand it.
2	4	Students deliver their group 4 to 5 minute presentation and hand in their peer assessment of the contribution towards planning the other members of their group have made. Students hand in their immersion booklets		Using a rubric I the Immersion Booklet assess how well students have researched, delivered and worked together as a team	Chemistry Immersion Booklet	Using a rubric I the Immersion Booklet assess how well students have researched, delivered and worked together as a team
2	5	Feedback to students, students reflect on the goals of the programme and how well they think they have done, and what they could do differently when they start next semester so that they avoid or overcome the challenges and problems they've discovered in these 2 weeks. Finally, focus on the things that I have seen that have been most impressive and highlight the successes of the program.				

Reflection:

Areas for improvement.

Please fill this part after the program is finished