

AICLE materials

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Contents

Primary

- French: Conocimiento do medio (14)
- German: Conocimiento do medio (7)
- English: Conocimiento do medio (26);
Educación Artística (7); Educación Física (7)

Secondary

- French: Ciencias sociales (7); Ciencias naturales (2)
- English: Ciencias sociales (18); Ciencias naturales (7); Educación Física (8); Música (7); Matemáticas (14); Tecnologías (4)

SECUENCIAS DIDÁCTICAS

ACCESO POR IDIOMA

ACCESO POR ETAPA

ACCESO POR MATERIA

English - Educación Secundaria - Ciencias Naturales

Título: THE EARTH IN THE UNIVERSE

Curso: 1º ESO

Autoría: Fernando Sánchez



SECUENCIA



SOLUCIONARIO



MATERIAL COMPLEMENTARIO

Título: ECOSYSTEMS

Curso: 2º ESO

Autoría: Fernando Sánchez



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MATERIAL COMPLEMENTARIO

Título: EARTH'S INTERNAL ENERGY

Curso: 2º ESO

Autoría: Fernando Sánchez



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MATERIAL COMPLEMENTARIO

Título: VITAL FUNCTIONS

Curso: 2º ESO

Autoría: Fernando Sánchez



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Título: ATOMIC THEORIES

Curso: 3º ESO

Autoría: Fernando Sánchez



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Título: HOW SCIENCE WORKS

Curso: 3º ESO



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MATERIAL COMPLEMENTARIO

Outline

- **Title; author; format**
- **Language; CEFR level;**
- **Content subject; curricular level; timing;**
- **Topic & theme**
- **Objectives; observations**
- **Basic competences**
- **Discursive models**
- **Linguistic content**
- **Tasks**
- **Evaluation criteria**

Methodology

- Content↔Language
- Communicative
- Student-centred
- Real world links
- Task-based (pre-tasks TASK post-tasks)
- Varied
- Skills + competences
- Self & peer evaluation

Tasks...

Work in 4 groups. Each group has to record atmospheres which represent sound, noise and silence (at least one of each). The recordings can be either video or audio. Then, each group will describe their atmospheres to the rest of the class, using vocabulary from the unit. Talk about the place where you recorded the atmosphere, and the qualities of the sounds that you hear.

In groups of six, you are going to become a Committee for the Cuban Crisis. One of you will be President Kennedy. One of you will take notes. The other four will be counselors. You must make decisions. Each decision will have consequences, advantages and disadvantages.

FAIRE POUSSER UN AVOCAT 1° Retire la peau marron qui entoure le noyau. 2° Pique trois cure-dents dans la base du noyau avec l'aide d'un adulte. 3° Pose-le sur le verre rempli d'eau. 4° La première racine apparaît 5° La tige commence à apparaître. 6° Mets ton noyau dans un pot avec de la terre bien humide.

Content ↔ Language...

2. Finding mistakes in a text. Underline the mistakes that you find in the following text. Mark them in red if they are language mistakes and in blue if they are content mistakes.

Fidel Castro took power in Cuba in 1962. Castro try to make a trade agreement with the UK but they refused as they have seen Castro as a Communist. Then, Castro turned to the USSR, who made a deal soon. Cuba turned to the other superpower, USSR. Cuba and USSR agreed to exchanged Russian goods and a permission to build a Cuban nuclear missile site in Russia. On 14th October 1962 a US B-52 spy plane discovered the construction of the nuclear site.

Integrating skills...

Your teacher will dictate the beginning of a text about the life of the soldier shown in the picture. Each member of the group must write a short paragraph. When the teacher claps hands, students pass their piece of paper to the student on their right, who reads the paragraph and continues the text. The worksheet rotates until it gets back to the person who started the text, who writes the final paragraph. The spokesperson will read the final version.

Teacher dictation

My name is Wilhelm Manheim, I'm a German soldier...



Scaffolding...

Discuss the best solution to the problem.



- In my opinion the best solution is _____ because it is cheap and easy to make.
- I don't agree with you. I think the best solution is _____
- Yes, but, solution _____ is easier to make.
- If you compare _____ and _____ you can see that _____
- I think the best is the mix of the color in 2, the _____ in 4 _____

Present your poster to the rest of the class.

You can follow this model:

Introduction:

Today, I would like to...
Let me begin with...
Let me explain...

Body:

There are X main points...
Next
So
Thirdly
After that
The most interesting thing is how...

Conclusion:

In conclusion,
To summarise
Finally,

Building on previous knowledge...

You may know many things about Al Andalus already. **Make** true sentences using the following words:



Trans-disciplinary...

5. Paint like a caveman! Make a drawing of a bison with the neolithic and palaeolithic characteristics.

Palaeolithic



Neolithic



3. Solve the following musical sums:



$$\text{d} + \text{d} =$$

$$\text{o} + \text{d} =$$

$$\text{♪} + \text{♪} + \text{♪} =$$

$$\text{♪} + \text{♪} + \text{♪} =$$

Collaborative learning...

You are going to work in groups of five.

Your final task is to make a poster about **KEY FACTS IN MAYAN, AZTEC AND INCAN CULTURES** (up to ten facts).

Use the links below but do not just cut and paste – re-write the information in your own words. Use a dictionary if you need it.

Illustrate your poster with pictures and maps (give the source).

Each of you will play a role in the group: one will be the artistic designer, one will be the spokesperson, one will search for information about Mayan Culture, one Aztec and one Incan.

Learning to Learn...

Look at the list of resources and pick **ONE** which you think will help you to answer the questions. You must be able to justify your decision:

www.alhambra-patronato.es

www.alhambra.org

www.cervezasalhambra.es

www.en.wikipedia.org/wiki/Alhambra

www.alhambrasl.com:


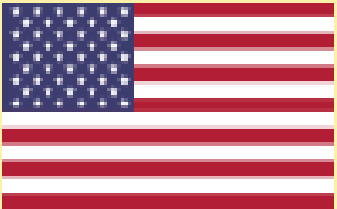





www.alhambraint.com:

Here are some tips for next time:

- Be selective in your reading.
- Note taking has three functions:
 - a) Recording useful information.
 - b) Organizing your ideas.
 - c) Selecting the key ideas.
- Cut out the unnecessary content.
- Notes do not need to be grammatical: use abbreviations and symbols.

Culture...

British and American English use different names for the note values.

	SYMBOL	COUNTS	
SEMIBREVE		4	WHOLE NOTE
MINIM		2	HALF NOTE
CROTCHET		1	QUARTER NOTE
QUAVER		1/2	EIGHTH NOTE
SEMIQUAVER		1/4	SIXTEENTH NOTE

Peer feedback...

Student 1: Content

Which information was interesting, new to the listener and which wasn't?

Student 2: Visuals

How did the visuals help?

Would other visuals have been better?

Did the visuals match the speech?

Student 3: Structure and organisation

Did the presentation follow a logical sequence?

Did the examples add more detail and clarity or confusion?

Student 4: Language, grammar, vocabulary, style

How clear was the language?

Did errors confuse the message?

Was the language appropriate?

Was it too informal or too formal?

Self evaluation...

I CAN...	Differentiate the sound of the different instruments in an orchestra	YES	NO	NOT YET
	Identify the instruments in an orchestra from pictures	YES	NO	NOT YET
	Classify the instruments in an orchestra into families	YES	NO	NOT YET
	Classify the instruments within particular families (string and percussion)	YES	NO	NOT YET
	Identify an instrument playing solo parts in a musical piece from its sound	YES	NO	NOT YET
	Describe instruments according to their sound, size, shape, etc.	YES	NO	NOT YET

- <http://www.juntadeandalucia.es/educacion/webportal/web/aicle/contenidos>

Thank you
Gracias
Danke schön
Kitos