

**PROYECTO DE RECONOCIMIENTO DE
BUENAS PRÁCTICAS DOCENTES EN
ENSEÑANZA BILINGÜE
Curso 2019-2020**



**FOMENTO DE LA ORALIDAD
EN EL IES DOÑANA:
“COOPERATE AND SPEAK UP”**



PROYECTO DE RECONOCIMIENTO DE BUENAS PRÁCTICAS DOCENTES EN LA
ENSEÑANZA BILINGÜE EN EL IES DOÑANA DE ALMONTE (HUELVA)
DURANTE EL CURSO 2019-2020.

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3 CONTEXTUALIZACIÓN

El IES Doñana implanta su proyecto bilingüe en el curso 2006-2007 en año cero. La L2 es inglés y las ANLs son Geografía e Historia, Plástica, Matemáticas y posteriormente se unen Física y Química, Biología y Geología, y Filosofía. El idioma extranjero en el IES Doñana venía cosechando un alto índice de suspensos y de desmotivación por parte del alumnado. Grupos extensos con gran variedad de niveles en un entorno eminentemente rural con ninguna tradición de viajar al extranjero y con un rechazo a hablar la lengua extranjera por considerarlo inútil en su contexto social. Dadas las características de estos grupos, la evaluación de las destrezas orales quedaba siempre relegada a favor de metodologías que primaban la corrección formal y escrita sobre la fluidez oral en la L2 en las programaciones del departamento y dónde las actividades orales quedaban reducidas muchas veces a algo anecdótico y con muy poco peso en los criterios de calificación de las programaciones. La coordinación, junto con el profesorado implicado de las ANLs y el profesorado implicado del departamento de inglés de la sección bilingüe de este centro pone en marcha en el curso **2008-2009** la creación de proyectos interdisciplinares aprovechando para ello las horas de coordinación que existían entonces con las ANLs, la coordinación del proyecto y la L2. El objetivo es, siguiendo las directrices de la enseñanza bilingüe, **priorizar las destrezas orales** en las programaciones del departamento de inglés y darle más peso en los criterios de calificación, para de este modo, obligar al alumnado a expresarse en la L2 y **a primar la fluidez** sobre la corrección formal. Cada curso se va ampliando los distintos proyectos integrados que componen nuestra práctica docente hasta conseguir que todos los cursos **trabajen de forma integrada contenidos y L2 mediante el trabajo cooperativo en cada trimestre**, pero teniendo siempre en cuenta las características de nuestro centro, su alumnado y su contexto socioeconómico. Más tarde, en aras de cumplir con lo establecido en la orden 28 de junio de 2011 con respecto a los métodos pedagógicos en la sección bilingüe de nuestro centro, esta práctica docente se hace sistemática y no sólo en los grupos bilingües, decidimos “exportar” esta práctica a la sección no bilingüe del centro. En esta memoria presentamos nuestra práctica docente del curso 2019-2020: **Cooperate and Speak Up**, la última versión que hemos hecho

durante este pasado curso de nuestros proyectos integrados. Aunque desarrollamos en qué consiste nuestra práctica en los distintos epígrafes que se detallan más abajo, a grandes rasgos se trata de colaborar para poder entregar una tarea interdisciplinar final y exponerla en L2 (inglés) al resto de compañeros ayudándose de un apoyo visual digital. No es en definitiva nada nuevo, pero es la primera vez que los departamentos didácticos y el alumnado de nuestro centro trabajan de forma coordinada de manera sistemática aunando metodologías y criterios de evaluación y calificación en todos los cursos de las etapas de ESO y Bachillerato y que se viene haciendo en nuestro centro de forma ininterrumpida desde el curso 2008-2009, mucho antes de elaborar nuestro proyecto lingüístico de centro. De hecho, y así queda recogido en nuestro PLC, fue la coordinación bilingüe y el departamento de inglés quienes asesoraron a los demás departamentos lingüísticos acerca de las ventajas del trabajo colaborativo. Durante los cursos 2009-2010 y 2010-2011 somos Centro Examinador Trinity. Pensamos que un examen externo podría ayudarnos a validar nuestra práctica docente. El 100% de nuestro alumnado se certifica en niveles B1 y B2 y por supuesto el 100% supera la prueba oral en las dos convocatorias. En el curso 2010-2011, nos aprueban el proyecto Comenius. Nuestro alumnado viaja por Europa durante dos cursos haciendo presentaciones orales con nuestros socios y podemos constatar otra vez que hablar en público en la L2 no es ya un problema para nuestro alumnado. Presentamos para esta memoria las instrucciones de los 18 proyectos integrados actualizados correspondientes al curso 2019-2020.

4. MEMORIA

A) Descripción de la práctica y validación de su eficacia.

Nuestra práctica docente **Cooperate and Speak Up** se implementa con los siguientes objetivos:

- 1) Mejorar las destrezas orales de nuestro alumnado y por ende la competencia comunicativa de nuestro centro.

- 2) Dentro de las destrezas orales, priorizar la destreza de hablar en todos los cursos de las etapas de ESO y Bachillerato
- 3) Sistematizar el trabajo colaborativo del alumnado como eje vertebrador de la práctica a lo largo de las etapas de ESO y Bachillerato.
- 4) Involucrar a las familias en el proceso de aprendizaje
- 5) Adaptar los principios del aprendizaje colaborativo, el aprendizaje por tareas y el aprendizaje integrado de lengua y contenidos a la realidad de nuestro centro y nuestro alumnado.
- 6) Fomentar el trabajo autónomo del alumnado.
- 7) Sistematizar el trabajo colaborativo entre los departamentos no lingüísticos y lingüísticos.
- 8) Elaborar materiales de calidad que se adaptan a las programaciones y a la realidad de nuestro centro, válidos para todos los cursos de las distintas etapas (ESO y Bachillerato) siguiendo los indicadores del marco europeo de referencia.
- 9) Elaborar instrumentos y criterios de evaluación y calificación que sean capaces de recoger datos de forma efectiva y nos permitan reflexionar sobre la práctica, retroalimentarla y hacer propuestas de mejora de forma efectiva.

A mediados de cada trimestre, nuestro alumnado recibe las instrucciones de un proyecto interdisciplinar junto con una fecha de revisión y con una fecha de entrega. Estas instrucciones, más guiadas en los primeros cursos, suponen el andamiaje para entregar una tarea final. Esta tarea final es una **exposición grupal en la L2** sobre el tema que les ha tocado investigar. Se publica en el tablón de la clase una lista con los grupos de alumnos (elaborado cada trimestre por el profesorado de la L2 junto con el asesoramiento de las ANLs). Cada grupo cuenta con un secretario que va a actuar de mediador y portavoz. A partir de entonces, tienen que empezar a trabajar de forma autónoma para entregar un primer borrador y en la fecha de entrega exponer sus conclusiones con ayuda visual delante de un “tribunal” compuesto por los profesores de las ANLs implicadas, el profesor de la L2 y, si es posible, el ayudante lingüístico. En ese mismo día, el secretario del grupo entrega al profesor de la L2 el **GroupWork Report**, un resumen donde se

autoevalúan, reflexionan sobre el trabajo cooperativo que han realizado y hacen propuestas de mejora (Ver GroupWork Report).

Una vez expuestas todas las tareas finales, **el material de apoyo visual a la misma se expone en los puntos PIE (Punto de Información Electrónica) situados en los pasillos de nuestro centro para darle difusión al resto de la comunidad educativa.** No nos es posible grabar las exposiciones orales y difundirlas porque algunas familias no lo autorizan, pero los mejores grupos sí salen a exponer a otros grupos no bilingües sus presentaciones.

Contamos con un total de 18 proyectos integrados. En el anexo a esta memoria están adjuntas las instrucciones de los mismos actualizadas al curso 2019-2020, pero en este cuadro hacemos un resumen de cada uno: su temporalización, la tarea final, las ANLs implicadas, el nivel lingüístico y la tipología textual que se trabaja en la tarea final.

TEMPORAL.	NOMBRE	ANLs IMPLICADAS	TAREA FINAL	NIVEL LING.	TIPOLOG. TEXTUAL
1º ESO (First Term)	EAST OR WEST, HOME IS BEST	L2 (Proyecto que sirve de introducción, único no interdisciplinar)	Exposición oral con apoyo visual	A1	Texto descriptivo y expositivo
1º ESO (Second Term)	GREAT CHARACTERS IN HISTORY	Ciencias naturales, Geografía e Hª, Matemáticas, Plástica.	Exposición oral con apoyo visual. "Draw your life" video	A1	Texto descriptivo y expositivo
1º ESO (Third Term)	ENDANGERED SPECIES	Plástica, Ciencias Naturales, Geografía e Historia	Exposición oral con apoyo visual	A1	Texto descriptivo y expositivo

2º ESO (First Term)	EVOLUTION OF AL ANDALUS	Geografía e Hª, Matemáticas, Plástica.	Exposición oral con apoyo visual. Roleplay: "A guided tour."	A1-A2	Texto descriptivo y expositivo
2º ESO (Second Term)	GREAT WOMEN IN HISTORY	Plástica, Geografía e Hª, Física y Química Matemáticas.	Exposición oral con apoyo visual. "Draw your life" video	A1-A2	Texto descriptivo y expositivo
2º ESO (Third Term)	SCALE DRAWING	Matemáticas, Plástica.	Presentación oral con apoyo visual. Plano a escala de una habitación	A1-A2	Texto descriptivo y expositivo
3º ESO (First Term)	DIET AND NUTRITION : YOU ARE WHAT YOU EAT	Educación Física, Física y Química, Ciudadanía.	Presentación oral con apoyo visual "Artículo científico."	A2-B1	Textos descript., expositivos y argument.
3º ESO (Second Term)	A survey on healthy and unhealthy lifestyles at IES Doñana	Educación Física, Física y Química, Ciudadanía.	Presentación oral con apoyo visual	A2-B1	Conversacional, descriptivo y expositivo
3º ESO (Third Term)	Harmful Substances	Educación Física, Física y Química, Ciudadanía.	Presentación oral con apoyo visual "Staged debate."	A2-B1	Descriptivo, expositivo, argumen.

4º ESO (First Term)	Sport and Human Limits	Educación Física, Historia, Ética (los cursos en los que formaba parte del currículo de 4º)	Presentación oral con apoyo visual Debate	B1	Descript, expositivo, argumen.
4º ESO (Second Term)	Beauty Canons: Body cult and the search for the perfect appearance	Educación Física, Historia, Ética (los cursos en los que ha formado parte del currículo de 4º ESO)	Presentación oral con apoyo visual Debate	B1-B2	Descriptivo, expositivo
4º ESO (Third Term)	Creating your own Country	Historia, E. Física, Ética (cuando formaba parte del currículum)	Presentación oral con apoyo visual	B1	Descriptivo, expositivo
1º BACHTO (First Term)	A Training Program	E. Física	Presentación oral con apoyo visual Plan de entrenamiento personalizado.	B1	Instructivo, expositivo, descriptivo
1º BACHTO (2nd Term)	Let's Debate	E. Física. Filosofía	Mock Debate con o sin apoyo visual	B1- B2	Expositivo, argument.
1º BACHTO (Third Term)	Let's Debate	Filososofía	Mock Debate con o sin apoyo visual	B1-B2	Expositivo, argument.

2º BACHTO (First Term)	Create your own Polis	Historia de la Filosofía	Presentación oral con apoyo visual	B1-B2	Expositivo, descriptivo
2º BACHTO (Second Term)	If I were a philosopher, I'd be...	Historia de la Filosofía	Presentación oral con apoyo visual	B1-B2	Expositivo, descriptivo
2º BACHTO (Third Term)	Changing the World	Historia de la Filosofía	Presentación oral con apoyo visual	B1-B2	Expositivo, descriptivo, argumentativo.

Nuestra práctica docente mejora las destrezas orales de nuestro alumnado de forma intrínseca y sistemática. El producto final de todos nuestros proyectos integrados es siempre una EXPOSICIÓN ORAL acompañado en ocasiones de otros, como un plan de entrenamiento personalizado (ver “A Training Program”) o un artículo científico (ver “A Survey on Healthy and Unhealthy Lifestyles at IES Doñana”). Como el texto predominante que trabajamos es el texto expositivo oral, desde el primer curso de primero, se dota al alumnado de las herramientas para enfrentarse a hablar delante de una audiencia en la L2. Algo que en principio les causa respeto y que las familias ven como un objetivo complicado, termina siendo una de las actividades más interesantes para ellos al final de la etapa, y podemos decir que, **en nuestro centro, ha sido la exposición oral sistemática en la L2 la que ha llevado a mejorar las exposiciones en L1.**

La exposición grupal de un tema previamente investigado por el grupo y la sensación de dominar el tema da al alumnado seguridad **para enfrentarse a un “público” en una lengua que no es su lengua materna.** Esto además hace que se fomente la escucha de intervenciones de los compañeros desde el primer curso de la etapa hasta el último. **Todo esto de forma gradada y siguiendo los indicadores del Marco Europeo de Referencia.**

En el primer curso, se empieza de forma individual a hablar delante de los compañeros (ver actividad “Introducing The Lesson”), una exposición breve e individual dónde se aprenden básicamente **las normas de cortesía necesarias y estrategias para retroalimentar y reparar el discurso** cuando se habla delante de una audiencia (ver “Common Instructions and Speaking Code”). Siguen un esquema básico usando un vocabulario que conocen perfectamente. Además de esta actividad que sirve de “warming up”, hacen sus proyectos integrados, pero poniendo énfasis **en dominar estrategias básicas de retroalimentación y reparación del discurso.**

Esto les permite llegar al final de la etapa con la preparación suficiente para enfrentarse a **exposiciones más complejas y menos guiadas** (ver “Create your own Country” en 4º ESO) y en bachillerato les permite adentrarse en un debate “Let’s debate” **con todas las herramientas lingüísticas y prosódicas necesarias para ello.**

Deben además argumentar y debatir siguiendo esquemas (a partir de 3º), por lo que han debido desarrollar las estrategias necesarias para comprender la información en L2 (ver Let’s Debate). Aunque la situación comunicativa que nos ocupa aquí es **eminente formal**, sí hay hueco también para la improvisación y situaciones informales (ver A Survey of Healthy and Unhealthy Lifestyles at IES Doñana). Nuestra actividad prima la exposición grupal sobre la individual, por lo que ciertas habilidades clave (normas de cortesía, respetar turnos de palabra y participación respetuosa) se van consiguiendo de forma implícita a lo largo de los cursos de la etapa (ver rúbricas dónde se recogen estos aspectos).

En cuanto al discurso, es un discurso planificado que se adecua a la situación comunicativa del aula y deben utilizar los recursos lingüísticos necesarios para informarse sobre el tema, describirlo y dialogar con los compañeros (presente en todos los proyectos).

Los elementos prosódicos del lenguaje oral (pausas, entonación, contacto visual) son también trabajados y asimilados de forma sistemática. **La necesidad de ser asertivos** en las

exposiciones les queda patente desde el principio, ya que forma parte de las rúbricas de evaluación (ver rúbricas).

El desarrollo de la competencia digital con nuestra práctica docente también queda patente. El alumnado debe usar las tecnologías de la información y la comunicación de manera responsable para la búsqueda de información y para la creación y difusión de imágenes fijas (ver “Evolution of Al Andalus”). Además, debe usar de forma responsable distintos medios impresos y tecnológicos para la búsqueda y selección de información relacionada con distintas épocas, autores y eventos (ver “Great Characters in History” o “Great Women in History”).

Además, el material de ayuda para todas las presentaciones orales se entrega siempre en formato digital (presentaciones powerpoint, prezis, vídeos, etc) (ver instrucciones de cualquiera de los proyectos de ESO).

Dado que la presentación que hacen es el resultado de un trabajo colaborativo, deben usar **propuestas colaborativas** para compartir la información y organizar su presentación. La realidad de nuestro centro es que, tanto en ESO como en Bachillerato, nuestro alumnado viene de núcleos urbanos distintos (Almonte, El Rocío, Matalascañas e Hinojos), por lo tanto, el uso de estas plataformas es imprescindible. Deben además gestionar sus contraseñas de forma común y responsabilizarse de la seguridad de sus entornos virtuales.

Además, antes de la presentación oral, es el grupo el que debe comprobar los dispositivos de entrada y salida en la pizarra digital con supervisión del docente para mostrar a su clase el material de apoyo necesario para su presentación oral.

Debido a la situación excepcional vivida en el curso pasado, el alumnado se vio en la necesidad de conocer las plataformas colaborativas para poder llevar a cabo su trabajo. El alumnado aprendió a usar con autonomía el chat y las herramientas colaborativas que ofrece la plataforma Moodle.

El **“Groupwork report”** que entregan el día de la presentación nos sirve para constatar el desarrollo de **las competencias para aprender a aprender y las competencias sociales y cívicas**.

Una de las innovaciones que ha supuesto nuestra práctica docente es **la autonomía del alumnado en la construcción de su aprendizaje**. Las instrucciones de los proyectos integrados constituyen el andamiaje que guía al alumnado para poder elaborar su proyecto final. Estas instrucciones van evolucionando a lo largo de la etapa. Son instrucciones más guiadas en los primeros cursos (Ver “Scale Drawing”, “Great Women in History”, “Diet and Nutrition; You are what you Eat”), e instrucciones mucho más simples en los cursos del final de la etapa y bachillerato (“If I were a Philoshopher, I’d be...”), dónde damos más autonomía para que los productos finales sean más creativos.

Al haber fechas de revisión en todos los proyectos integrados (ver instrucciones), es el alumnado el responsable de revisar y retroalimentar su trabajo antes de la exposición final.

Además, deben cumplir con las fechas de entrega de forma inflexible (ver las instrucciones de cualquier proyecto integrado), por lo que deben gestionar su agenda de forma efectiva para que esto sea posible.

Nuestra práctica además obliga al alumnado a reflexionar sobre el proceso que sigue en la tarea y deben autoevaluarse (ver GroupWork Report). El día de la presentación, el grupo debe entregar informe dónde autoevalúan el resultado y el proceso que se ha seguido, describiendo los logros alcanzados y las dificultades encontradas. Este informe forma parte del cuadernillo que tienen y está disponible para su descarga en el blog de la sección bilingüe “Doñana Bilingüe”.

Las habilidades de cooperación dentro del equipo (diálogo, respeto a las opiniones ajenas, a las normas y al cumplimiento de las responsabilidades) se desarrollan y se alcanzan con creces al finalizar la etapa. La colaboración se hace imprescindible para llevar a cabo la tarea.

La temporalización de la actividad, como hemos visto en la tabla es una al trimestre. El plazo que se le da al grupo para presentar su proyecto, suele ser 3, 4 semanas máximo, pero siempre antes tienen una “primera entrega” (ver instrucciones de cualquier proyecto). Se ven obligados por tanto a **planificar la temporalización de las tareas, revisar el trabajo y proponer correcciones y cambios.**

Este trabajo en grupo sistemático les hace valorar las aportaciones del trabajo individual y en equipo y se ven obligados a reflexionar sobre él (ver Groupwork Report). Al final de la etapa, nos encontramos con un **alumnado más autónomo e independiente, capaz de comunicar ideas y opiniones propias argumentadas en la L2 y que utiliza eficazmente las tecnologías de la información y la comunicación.** Asimismo, utiliza procesos de razonamiento y memorización apropiados a las tareas que realiza, generalizando así los aprendizajes que ellos mismos construyen.

En cuanto a la calidad del producto final, en el último curso de la etapa, vemos un alumnado capaz de **entregar producciones finales creativas y con estilo en la producción de sus trabajos,** tanto en la presentación como en los contenidos, (especialmente en “Create your own Country” en 4º ESO o en “A training Program” en 1º Bachillerato.)

En cuanto a las competencias sociales y cívicas, el principio del aprendizaje cooperativo que dice **“Nadie puede hacer todo solo, pero todos pueden hacer algo”** está presente en nuestra práctica docente **“Cooperate and speak up”**. El alumnado colabora para alcanzar un objetivo común: entregar la tarea final en su fecha y exponerla delante de la clase. Por lo tanto, es necesario desarrollar desde el principio un sentido del compromiso consigo mismos y con los demás sin el que es imposible entregar la tarea en su fecha. **La exposición oral individual de cada alumno depende en cierto modo del trabajo conjunto de todos.** Por lo tanto, la competencia social y ciudadana se desarrolla también de forma intrínseca con nuestra práctica.

Los grupos de alumnos los hace el profesorado, quien nombra además a un secretari@ de grupo. Este secretario es encargado de coordinar el trabajo colaborativo, mediar y cumplimentar el GroupWork report. Como los grupos cambian cada trimestre, el secretario también, con lo cual es muy probable que un alumno haya sido secretario alguna vez a lo largo de la etapa. Aunque es ella la portavoz del grupo y debe poner en práctica técnicas de mediación y arbitraje, todos se ven abocados a resolver problemas con actitud de colaboración positiva. Al no elegir ellos a sus compañeros de grupo, se ven obligados a colaborar con compañeros que, en principio, puede que no conozcan o que pertenecen a realidades sociales distintas y que hablan lenguas maternas distintas. Trabajan en equipo y realizan una autoevaluación responsable de las tareas valorando el esfuerzo individual y colectivo para la consecución de los objetivos (ver GroupWork Report). Los grupos además cambian cada trimestre, por lo que la negociación entre los miembros de los grupos está siempre a la orden del día. Esto los conduce inevitablemente a mantener buenas relaciones interpersonales; dominar habilidades sociales y personales relacionadas con la comunicación efectiva, el respeto y la asertividad.

Al final de la etapa, cuando entregan el Groupwork Report, nos encontramos con que los alumnos son capaces de comunicar conclusiones, ideas y opiniones propias argumentadas en la L2.

Aparte de actuaciones puntuales como las que hemos descrito anteriormente, (organización de pruebas de certificación en el centro o participación en proyectos europeos), acudimos a los **descriptores del Portfolio Europeo de las Lenguas** en sus tablas de autoevaluación para la destreza de “hablar” para validar el progreso del alumnado en la destreza que nos ocupa de forma más sistemática. Podemos validar la eficacia de la práctica o adaptar los contenidos, tiempos o metodología cuando hace falta.

Ejemplos de descriptores de la destreza “hablar” y su consecución a través de los distintos proyectos integrados.

Descriptores del Nivel A1

Los proyectos integrados de 1 ESO y la actividad **Introducing the Lesson** están diseñadas para entrenar al alumnado en las habilidades de reparación del discurso (Ver **Introducing the Lesson, Great Characters in History y Endangered Species**)

- Soy capaz de decir que no entiendo algo (se practica en todos los proyectos integrados).
- Soy capaz de hacer que alguien repita lo que ha dicho (se practica en todos los proyectos integrados).
- Soy capaz de pedir a alguien que hable más despacio (se practica en todos los proyectos integrados).
- Soy capaz de pedir que me deletreen una palabra o nombre propio que no he entendido (se practica en todos los proyectos integrados).
- Soy capaz de utilizar un número limitado de expresiones y frases simples aprendidas de memoria (se practica en todos los proyectos integrados).
- Tengo un vocabulario muy limitado pero que me permite desenvolverse en situaciones de primera necesidad (se practica en todos los proyectos integrados).
- Soy capaz de enlazar grupos de palabras por medio de los conectores "y", "pero" (se practica en todos los proyectos integrados).
- Soy capaz de utilizar las palabras más usuales para expresar la secuencia temporal de un acontecimiento: "primero", "entonces" (ver Great Characters in History).

Descriptores del Nivel A2

- ⌋ Soy capaz de describir el lugar en el que vivo (ver **Scale Drawing, y East or West, Home is best**).
- ⌋ Soy capaz de indicar que estoy entendiendo (trabajado en todos los proyectos).
- ⌋ Intento compensar lo que no sé adaptando palabras de otro idioma (presente en todos los proyectos).
- ⌋ Soy capaz de utilizar algunas estructuras sencillas (presente en todos los proyectos).

-) Soy capaz de enlazar grupos de palabras por medio de conectores tales como "y", "pero", "porque". (ver **Great Characters in History, Great Women in History , Evolution of Al Andalus**).
-) Soy capaz de utilizar las palabras más usuales para expresar la secuencia temporal de un acontecimiento: "primero", "después", "más tarde", "entonces" (ver **Evolution of Al Andalus, Great Women in History and Scale Drawing**).

Descriptores del Nivel B1

-) Soy capaz de describir sentimientos y reacciones (conseguido en **Beauty Canons, Create your Own Country Sports and Human Limits, Let's Debate**).
-) Soy capaz de llenar los silencios con frases hechas cuando no encuentro la palabra adecuada (conseguido en **Let's Debate, If I were a philosopher, I'd be...**).
-) Soy capaz de repetir parte de lo que alguien ha dicho para confirmar que nos hemos entendido mutuamente (trabajado en **Let's Debate**).
-) Cuando no encuentro la palabra que quiero, soy capaz de utilizar otra que signifique algo parecido o de hacer una descripción (conseguido en **Create Your Own Country, Sports and Human Limits, Beauty Canons, Let's Debate, Create your own Polis, If I were a Philosopher, I'd be...**).
-) Soy capaz de usar un cierto número de estructuras gramaticales con bastante corrección (conseguido en **Create Your Own Country, Sports and Human Limits, Beauty Canons, Let's Debate, Create your own Polis, If I were a Philosopher, I'd be...**).

Descripción de los contenidos.

No es viable aquí describir los contenidos y criterios de evaluación de los 18 proyectos integrados. Podemos exponer las grandes líneas del trabajo conjunto de las ANLs y el departamento de la L2.

Las ANLs y el departamento de inglés repasan programaciones para ver puntos comunes que pueden incluirse en proyecto. Una vez acordados, la L2 asesora y coordina la redacción del mismo, velando porque el nivel lingüístico sea el que le corresponde.

Las ANLs adaptan el contenido curricular de su materia adelantando o atrasando dichos contenidos, incluyen objetivos y criterios lingüísticos en sus programaciones asesorados por el departamento de inglés en cuanto al nivel lingüístico competencial de acuerdo con el Marco Europeo de Referencia.

Cada departamento establece los criterios de evaluación en sus programaciones.

A la hora de evaluar cada proyecto integrado, las ANLs están presentes en la exposición oral pero cada grupo debe entregar a cada ANL el material escrito con los cálculos, dibujos, material bibliográfico, etc. Las ANLs pasan las notas de contenido (que es la misma para todos los miembros de un mismo grupo) al profesorado de L2 . Por su parte, la L2 evalúa la exposición oral de cada alumno conforme a su rúbrica (ver rúbrica) y pasa la nota a la ANL, que toma esta nota, siempre de forma positiva, para evaluar al alumnado conforme a los criterios de su programación. De esta forma, las ANLs evalúan contenidos incluidos en sus programaciones y toman la producción lingüística siempre para mejorar esa nota.

A modo de ejemplo, analizamos en el ANEXO los contenidos y criterios de evaluación del proyecto integrado de 1º de bachillerato: **A Training Program.**

B) Integración en el Proyecto Educativo de Centro.

Nuestra práctica docente **Cooperate and Speak UP** está más que justificada en nuestro proyecto educativo de centro. Está perfectamente recogida en la programación del departamento de inglés para fomentar la oralidad y como principal instrumento para evaluar las destrezas orales a lo largo

de todos los cursos de ESO y Bachillerato y en las programaciones de todas las ANLs que conforman nuestra sección bilingüe: E.F. (3º, 4º ESO, 1º Bachillerato), Geografía e Historia (1º, 2º, 4º ESO), Biología y Geología (1º ESO), Física y Química (2º y 3º ESO) y Filosofía (3º ESO, 1º y 2º Bachillerato). Todo ello para cumplir la finalidad educativa de *“capacitación para la comunicación en una o más lenguas extranjeras”* recogida en nuestro proyecto educativo de centro y en **los objetivos propios para la mejora del rendimiento escolar y la continuidad del alumnado en el sistema educativo**. Específicamente, **el objetivo 6** es *“Proporcionar y reforzar estrategias desde todas las áreas del currículo para que los alumnos desarrollen habilidades de lectura, escritura y **comunicación oral** y se formen como sujetos capaces de desenvolverse con éxito en el ámbito escolar y fuera de él”*. Y el objetivo **14**: *“Realizar un trabajo que integre al alumnado. Para conseguir que el centro sea un espacio de convivencia, tolerancia y respeto debemos desarrollar **actuaciones que propicien el trabajo en grupo y la ayuda al compañero/a.**”*

Por otra parte, entre los objetivos de nuestro PLC se recogen los siguientes: *“Fomentar el trabajo coordinado ente distintas materias por medio de trabajos por proyectos”* y *“establecer una relación entre las actuaciones bilingües y el PLC”*. Por último, en las líneas de trabajo, en su punto 3 *“Estrategias para abordar prácticas y géneros discursivos adecuados a la etapa (comprensión-expresión oral y escrita, interacción, tipologías textuales)”* se establece que en cuanto a la expresión oral *“Cada trimestre los alumnos han de presentar exposiciones orales del correspondiente tipo de texto ya trabajado”*.

C) Adecuación a la realidad y necesidades del centro y de su entorno, así como las derivadas de la situación excepcional a consecuencia de la crisis sanitaria.

El IES Doñana es un centro grande que cuenta con un gran número de líneas en todos los cursos. Los cursos bilingües suelen tener una ratio alta (30-32 alumnos) procedentes de dos centros bilingües adscritos (CEIP El Lince (Almonte) y CEIP Dunas de Doñana (Matalascañas),

este último se incorpora en 3º, el resto de centros adscritos no son bilingües (CEIP Los Llanos, CEIP Los Taranjales, CEIP Doñana de El Rocío). El CEIP Los Taranjales está situado en una zona de la localidad muy castigada por la marginación. En Bachillerato, además, recibimos al alumnado del IES EL Valle de Hinojos y el IES La Ribera de Almonte. Según se recoge en nuestro plan de centro, en su página 5, el Índice socioeconómico y cultural (ISC-014) de nuestro centro, se corresponde con un nivel de estudios y profesional medio-bajo de los padres y madres. La diversidad en la competencia lingüística y digital es a veces abismal dentro de los grupos bilingües. Por otra parte, nuestro alumnado procede de distintos núcleos urbanos (Almonte, El Rocío, Matalascañas e Hinojos). Tenemos además un alto número de alumnado inmigrante (Marruecos, Rumanía y Ecuador principalmente)

En este contexto, **instaurar el trabajo cooperativo sistemático entre el alumnado del centro no ha sido fácil**. El compromiso de las familias es imprescindible para poder llevar a cabo nuestra práctica docente. Para ello, desde la coordinación bilingüe, hemos venido llevando a cabo las siguientes actuaciones:

-) **Reuniones informativas con las familias.** La labor de informar a los padres es fundamental. Al comienzo de cada curso hay una reunión informativa con los padres de la sección bilingüe y al final de curso hay otra con los padres de los centros adscritos que van a matricular a sus hijos en nuestro centro. (Un esquema de la reunión está colgado en la página web del centro). En estas reuniones están presente el/ la coordinadora bilingüe y el profesorado de la ANL de toda la etapa de ESO. Se les explica a las familias las características del programa bilingüe de nuestro centro y las peculiaridades de nuestra metodología por proyectos y el trabajo colaborativo. Se exponen las necesidades que exigen esta metodología de trabajo y las ventajas a largo plazo. La colaboración de las familias es clave en los primeros cursos. En muchas ocasiones, los alumnos deben quedar en grupo por las tardes para puestas en común y las familias deben facilitar la tarea. Al principio, esto levanta bastantes desacuerdos entre las familias, que no entienden muchas veces que sea el profesorado el que componga los grupos que son mixtos, dónde

coinciden alumnos de contextos sociales, núcleos urbanos y lengua materna distintos y que estos grupos cambien cada trimestre. Aunque parte del trabajo colaborativo se desarrolla en clase, hay otra gran parte que se desarrolla en casa, bien a través de reuniones del grupo presenciales o bien a través de plataformas colaborativas. Esto supone un esfuerzo de los miembros del grupo y ponen a prueba habilidades sociales y organizativas claves de las competencias para aprender a aprender y sociales y cívicas. Las familias acaban entendiendo que el trabajo cooperativo en la sección bilingüe del centro, tal y como lo venimos planteando en nuestra práctica docente es la clave para integrar al alumnado de contextos sociales tan distintos y con habilidades mixtas. Otro aspecto clave del que hay que informar a las familias es del trabajo autónomo del alumnado. Son ellos los que construyen y organizan su aprendizaje y esto suele preocupar a muchas familias que creen que sus hijos no vienen de primaria con ciertas competencias adquiridas. Podemos afirmar que estas reuniones han dado sus frutos y las familias terminan valorando muy positivamente nuestra práctica docente. Además, podemos afirmar que ha trascendido al alumnado que no está adscrito a nuestro centro y durante años, las familias de centros no adscritos al nuestro, vienen solicitando plaza en nuestra sección bilingüe de forma constante.

) **Uso de plataformas colaborativas para poder llevar a cabo nuestra práctica.** Durante estos últimos cursos, el alumnado ha ido explorando el uso de estas plataformas para poder trabajar de forma más efectiva. Para los próximos cursos, y a raíz de la crisis sanitaria, vamos a alojar el trabajo colaborativo en las plataformas Moodle usando algunas de sus herramientas como el Blackboard Collaborate. Una de las ventajas que nos ofrece esta nueva herramienta es la posibilidad de grabar las exposiciones a través de una plataforma educativa. A partir de ahora, el alumnado puede visualizar su grabación para obtener feedback de su intervención. Hasta ahora, y tras obtener la autorización de las familias, lo cual no siempre ocurría, la grabación se realizaba a veces con una videocámara, era un proceso muy laborioso y el alumnado no siempre tenía acceso para

ver su presentación a posteriori. También usaremos otras plataformas colaborativas como Padlet.

En cuanto a la coordinación del profesorado, la realidad de nuestro centro también dificulta mucho esta labor. Las reuniones de coordinación a nivel del profesorado, la elaboración de todo el material y la evaluación de nuestra práctica docente fue posible gracias a reuniones de coordinación semanales entre la coordinación, las ANLs y la L2. Una vez que esas reuniones ya no son posibles, la coordinación se viene haciendo a través de reuniones a principios de curso (siempre con el profesorado que se incorpora por primera vez a la sección bilingüe) y una al trimestre usando las horas del recreo. Esto ha supuesto carencias en la retroalimentación de nuestra práctica (que a día de hoy no hemos podido solventar) y nos dificulta seriamente la implementación de la misma.

A la hora de evaluar las exposiciones orales, el equipo interdisciplinar al completo ha estado siempre presente. Esto se ha hecho elaborando un cuadrante de exposiciones cotejando los horarios del profesorado de ANL y de L2 en cada exposición, aprovechando los huecos en los horarios y los recreos. Intentamos además que el ayudante lingüístico esté presente en el mayor número de reuniones posibles. Se hace necesario el uso de las herramientas colaborativas de la plataforma Moodle para seguir coordinando nuestra práctica de forma efectiva.

La crisis sanitaria ha puesto en jaque a todo nuestro sistema educativo, nuestra práctica docente se va a ver irremediablemente afectada por los protocolos de seguridad establecidos por las autoridades educativas. En principio, las reuniones presenciales de los miembros de cada grupo no van a ser posibles, tendremos que trasladar este método de trabajo, como hemos dicho anteriormente, a la plataforma Moodle y Padlet. Las exposiciones orales grupales en clase no van a ser posible durante este curso. Planteamos el uso del BlackBoard Collaborate de Moodle, con la que el profesorado puede crear salas virtuales donde puedan exponer y compartir el apoyo visual e incluso grabar sus intervenciones o exponer de forma individual sin levantarse de su sitio mostrando su apoyo visual en la pizarra. Por otro lado, es el trabajo interdisciplinar y colaborativo que venimos realizando el que se perfila como el idóneo para tratar los contenidos en esta nueva

realidad; por lo tanto, no hay duda de que nuestra práctica docente seguirá teniendo vigencia en este y en los próximos cursos.

D) Innovación y creatividad de la práctica: Aplicación de metodologías innovadoras, uso de las nuevas tecnologías y creatividad.

Como hemos puesto de manifiesto a lo largo de la presente memoria, nuestra práctica innova en nuestra comunidad educativa desde el curso 2008-2009 siguiendo los principios del **aprendizaje integrado de lenguas y contenidos**, el **trabajo cooperativo** y el **aprendizaje autónomo**. Todos estos principios vertebran nuestra práctica docente tal y como hemos expuesto en la presente memoria. Además, no es algo aislado y circunstancial. Es sistemático y ha perdurado en el tiempo. Hemos visto, además, cómo el uso de las nuevas tecnologías está también presente en nuestra práctica y la creatividad en las tareas finales se pueden ver en algunas como “Draw my life”, o en los artículos científicos y los planes de entrenamiento (ver archivos en los anexos).

E) Atención a la diversidad y alumnado con NEAE en la enseñanza bilingüe.

La atención a la diversidad está presente en nuestra práctica, **Cooperate and Speak up**. A continuación, detallamos las actuaciones que llevamos a cabo para atender la realidad de habilidades mixtas que encontramos en nuestras aulas:

) Formación y composición de los grupos de trabajo para los “projects”.

Como hemos explicado anteriormente, el profesorado de la L2, con la ayuda de las ANLs, forma grupos de habilidades mixtas que estén compensados entre sí, siguiendo el lema del aprendizaje cooperativo, “Nadie puede hacerlo todo, pero todos pueden hacer algo”.

) Grado de dificultad de la tarea de exposición oral.

En las instrucciones de las tareas, el alumnado encuentra un código con el grado de dificultad de las actividades de la tarea final: El alumnado con más dificultades se encargará de la presentación inicial de los miembros del grupo y posteriormente de la despedida. Otros con menos dificultades harán la presentación de contenidos y el índice, mientras que los alumnos

de más nivel se encargarán de exponer los contenidos propios de las ANLs involucradas. (ver Common Instructions and Speaking Code)

1) **Tiempo de exposición oral.**

El alumnado con más dificultades tendrá que exponer durante menos tiempo que aquellos otros con más nivel.

) Preparación de la ayuda visual de la presentación.

El alumnado con más dificultades se dedica más a la búsqueda de imágenes de apoyo visual a los contenidos y al diseño estético de la presentación, mientras que los que tienen un mayor nivel de competencia digital, se dedican a la maquetación final y la estructura de las intervenciones de los miembros en la exposición oral.

) Grado de apoyo de la ayuda visual de la presentación.

Durante las exposiciones del alumnado con más dificultades, éstos se ayudan de más apoyo explícito de contenidos en las diapositivas relacionadas con su exposición, mientras que aquellos con más nivel sólo tienen apoyo de ideas generales y de imágenes. Lo que sí es importante y se les deja siempre claro, es que a nadie se le permite leer. La lectura invalida la tarea a todos los niveles.

F) Elaboración de material AICLE para su uso en la modalidad de enseñanza presencial y a distancia y para la atención a la diversidad.

Hasta ahora la elaboración de nuestro material AICLE se ha hecho pensando en la modalidad de enseñanza presencial.

A partir de este curso, tendremos que empezar a adaptar nuestro material a la modalidad a distancia. Vemos factible usar nuestro material también en la enseñanza a distancia, aunque con adaptaciones. Esto empezamos ya a hacerlo en el curso 2020-2021. En este comienzo de curso, aún sin tenerlo todavía perfilado del todo, podemos exponer aquí unas líneas de actuación generales:

-) Todo el profesorado de la sección bilingüe deberá usar la misma plataforma de educación a distancia para organizar nuestra práctica docente: La plataforma Moodle Centros.
-) Habrá que flexibilizar la temporalización de los proyectos, dando plazos de revisión y entrega más largos.
-) Se adaptarán los criterios de evaluación y calificación de nuestra práctica para tener en cuenta el progreso en el manejo de la nueva plataforma digital.
-) Si las programaciones didácticas de los distintos departamentos van a adaptar sus contenidos a la nueva situación, deberemos revisar los proyectos para adaptarlos también a las programaciones.

En cuanto al material para la atención a la diversidad, como hemos especificado antes, contempla la atención al alumnado con habilidades mixtas. En todas las instrucciones, hay indicaciones al alumnado sobre el distinto nivel de dificultad de actividades dentro de cada tarea.

G) Implicación de la comunidad educativa y otros agentes sociales.

Hemos hecho ya mención a la implicación fundamental de las familias en nuestra práctica. Aquí exponemos brevemente la implicación de otros miembros de la comunidad educativa del IES Doñana.

Coordinador TIC: Es imprescindible a la hora de difundir el material de apoyo visual en los Puntos de Información Electrónica del centro y asesorar a la coordinación en el manejo de las distintas plataformas y solventar problemas técnicos durante las presentaciones.

Jefatura de estudios: Es imprescindible su colaboración en los días de exposición, cuando el profesorado de ANL implicado y el de L2 debe coincidir para estar presente para encontrar aulas libres (algo que no es tarea fácil en nuestro centro) o apoyar con algún profesor de guardia.

Dirección del centro: Hasta dónde ha sido posible ha adaptado horarios para conseguir que el equipo implicado pudiera hacer reuniones de coordinación efectivas por ciclos aprovechando huecos en los horarios cuando ya no existían horas de reducción en las ANLs.

H) Difusión de la buena práctica y apertura a otros entornos bilingües.

Como hemos explicado anteriormente, el producto final de nuestras exposiciones es siempre la presentación oral grupal de un tema usando apoyo visual. Estas exposiciones se graban en muchas ocasiones, pero no todas las familias dan su consentimiento para la difusión de las mismas. No es fácil difundir nuestra práctica en su totalidad, pero estas son las actuaciones que llevamos a cabo:

-) Una vez que terminan las exposiciones en sus grupos, los alumnos salen a exponer a grupos no bilingües de su mismo nivel educativo.
-) Los materiales de apoyo visual se exponen en los puntos de información electrónica del centro.
-) Estos mismos materiales o bien las instrucciones se comparten también a través de nuestro blog bilingüe: (Instrucciones de Evolution of Al Andalus)
<https://es.scribd.com/document/182426064/PROJECT-2%C2%BA-ESO-1st-term-2013-14>
-) The search for a perfect lifestyle <http://donanabilingue.blogspot.com/2013/>,
-) Sports and Human Limits: Athletics https://www.slideshare.net/tabby_lavi/athletics-resumido
-) Sports and Human Limits (Athletics) https://www.slideshare.net/tabby_lavi/doping-in-athletis-1
-) Sports and Human limits https://www.slideshare.net/tabby_lavi/project-12843828
-) Sports and Human Limits: Cycling https://www.slideshare.net/tabby_lavi/human-limits-in-cycling

En cuanto a la apertura a otros centros bilingües, en las reuniones de tránsito con los centros bilingües adscritos, se comparten las instrucciones y las rúbricas de evaluación para que nuestro sistema de trabajo le sea familiar al alumnado de primaria.

I) Sostenibilidad de la práctica propuesta y posibilidades de adaptación.

Como hemos explicado anteriormente, nuestra práctica viene realizándose ininterrumpidamente desde el curso 2008-2009. Las instrucciones que adjuntamos aquí son las últimas versiones que hemos adaptado para el curso 2019-2020 conforme a los cambios en las programaciones de departamento o atendiendo a las propuestas de mejora realizadas al final de cada curso en las memorias de la sección bilingüe (en el blog Doñana bilingüe se pueden encontrar versiones de proyectos anteriores como Compete and Collaborate <http://donanabilingue.blogspot.com/2013/> y versiones anteriores de Evolution of Al Andalus). La sostenibilidad de la práctica queda pues patente. La dirección del centro junto con la coordinación del programa bilingüe realiza cada curso la correspondiente previsión de la plantilla para garantizar el profesorado de ANL necesario para que nuestra práctica sea viable. Los departamentos lingüísticos hacen propuestas de mejora para adaptar nuestra práctica a las circunstancias de cada curso.

En este curso 2020-2021 se va a implantar la enseñanza bilingüe en todas las líneas de primero. Biología no va a formar parte a partir de ahora de los proyectos integrados de primero y sí E.F. Esto nos llevará a volver a replantear los proyectos integrados de primero. Además, tendremos grupos más diversos de lo que ya teníamos, con alumnos con NEAE que hasta ahora no existían en la sección bilingüe. Habrá que encontrar actividades para ellos que les permita realizar el aprendizaje colaborativo y les ayude a exponer de forma oral junto con sus compañeros.

En cuanto a la adaptación a la enseñanza semipresencial, ya hemos expuesto anteriormente las líneas de trabajo que contemplamos en estos momentos.

Nuestra práctica se adapta también a la sección no bilingüe de nuestro centro, a la que se exporta la metodología del enfoque por proyectos y colaborativo, pero sin la integración de contenidos y lenguas. Se trabajan los aspectos socioculturales de la L2.

J) **Actividades complementarias y extraescolares** relacionadas **con la práctica.**

Durante el curso pasado 2019-2020, hemos programado nuestro **Viaje de inmersión lingüística al Reino Unido** (Ininterrumpido desde el curso 2009-2010). En este viaje de inmersión del alumnado de 3º viajó a Peterborough a la escuela de idiomas “World School”. Se llega a un acuerdo con la escuela de idiomas que nos acoge para que, dentro de las actividades que se programan, haya siempre exposiciones orales grupales o individuales de nuestro alumnado .

En los años de implementación de nuestra práctica, también hemos realizado las siguientes actividades complementarias:

- J) **Proyecto Comenius: “Move Europe: Together we stand, United we Grow.”** (Cursos 2010-2012). En este programa participó nuestro alumnado de cuarto y primero de bachillerato. Nuestros socios fueron el centro Dante Alighieri (Italia), Wellant College de Holanda, Edelhof (Austria) y Move It Gymnsiet de Suecia. Por supuesto, la exposición oral estuvo presente en todos los intercambios que realizamos.
- J) **English Day:** Programa de actividades con los centros bilingües adscritos para nuestro alumnado de primero de ESO y el alumnado del último ciclo de primaria de los CEIP EL Lince y Doñana. Siempre hubo exposiciones orales programadas (Cursos 2009-2012).

K) **Incorporación de los Objetivos de Desarrollo Sostenible (ODS).**

Los siguientes contenidos transversales de nuestro currículo están presentes en nuestra práctica docente.

- J) **Fomento de hábitos de vida saludable.** El área de educación física es fundamental en nuestro proyecto bilingüe de integración de lengua y contenidos **Cooperate and Speak Up.** En 3º, 4º ESO y en 1º Bachillerato, contribuye al fomento de hábitos saludables en los proyectos: **You are what you Eat. A Survey of Healthy and Unhealthy lifestyles at**

IES Doñana, Sports and Human Limits; The search for the Perfect Body; y en algunos temas de Let's Debate **(Training to the limit).**

) **Fomento de la igualdad de género:** El área de historia contribuye al fomento de la igualdad de género, la sensibilización y la prevención de la violencia de género en los proyectos integrados de 2º ESO **(Great Women in History)**, 4º ESO: **(Beauty Canons: The Search for the Perfect Appearance).**

) **Fomento de la conciencia medioambiental.** El área de filosofía con algunos temas de **Let's Debate** (Solidarity and Environment, Humanity vs Animals) y Biología y Geología con **Endangered Species** de 1º ESO.

) **Fomento de la paz, cooperación y convivencia.** El área de filosofía contribuye a ello con el tema "Culture and civilizations" y las áreas de Geografía e Historia y Educación Física, en el proyecto integrado de 4º "Creating your own country".

L) Internacionalización del centro.

Durante el pasado curso 2019-2020, nuestro alumnado de ciclos formativos de grado medio iba a participar en la movilidad K2 promovida por La Mancomunidad de Desarrollo del Condado de Huelva para realizar la FCT en Reino Unido, Alemania, Irlanda, Italia, Eslovenia y Francia.

M) Participación del centro en planes y programas educativos: Proyecto Lingüístico de Centro, Comunica, Lectura y Biblioteca u otros e implementación del Portfolio Europeo de las Lenguas.

Nuestro centro IES Doñana desarrolló **su PLC** durante el curso 2016-2017. El coordinador bilingüe y la jefa del departamento de inglés fueron parte de la comisión de elaboración del mismo.

Durante el curso 2019-2020, el centro desarrolla el tercer programa **ComunicaA**, con actividades dirigidas al alumnado de 3º, 4º ESO, FP Básica y los Ciclos Formativos de Grado Medio y Superior. La actividad propuesta fue **Comunica-TE**, se trata de dramatizaciones, siguiendo un hilo conductor que cohesione todas las intervenciones. Se pretendía trasladar a la escena los principales problemas con los que se enfrenta la humanidad en el mundo moderno. Se trataba de un montaje multidisciplinar en el que se trabajaban las técnicas teatrales, musicales, expresivas (comunicación verbal y no verbal), etc. para tomar conciencia del papel de los seres humanos en el contexto universal (sociológico, ecológico, histórico y biológico). Participan, entre otros, el departamento de inglés.

Plan de lectura y biblioteca: Implementado en nuestro centro desde el curso 2013-2014.



"No one can do everything, but everyone can do something"



GROUP-WORK REPORT!

GROUP NUMBER:

TERM:

SCHOOL YEAR:



A. GROUP INFORMATION:

1. Who are the members of your group?

Student A _____ Student D _____

Student B _____ Student E _____

Student C _____ Student F _____

2. Who is the group secretary? _____

3. TOPIC of your project: _____

B. GROUP MEETINGS

4. How many times did you meet (in general)? _____

5. Where did you meet? _____

6. Did all the members attend every meeting?

Student A	always ☐	*missed one ☐	*missed two ☐	*never ☐
Student B	always ☐	*missed one ☐	*missed two ☐	*never ☐
Student C	always ☐	*missed one ☐	*missed two ☐	*never ☐
Student D	always ☐	*missed one ☐	*missed two ☐	*never ☐
Student E	always ☐	*missed one ☐	*missed two ☐	*never ☐
Student F	always ☐	*missed one ☐	*missed two ☐	*never ☐

*7. Was there any real problem (being sick, family problem, etc.) that justified their absence at the meeting(s)?

C. EQUITY OF CONTRIBUTION AND GROUP WORK

8. Did all the members contribute somehow to the final project? Yes /No

Who didn't? _____

Why? _____

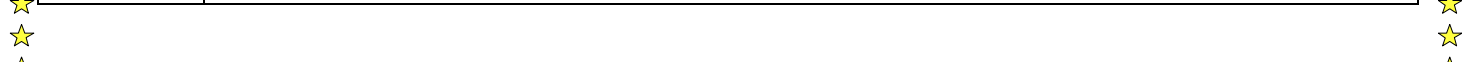


★ 9. Did all the members contribute equally to the final project? Yes/ No

★ Who didn't? _____

★ Why? _____

	Tasks or sub-tasks
Student A	
Student B	
Student C	
Student D	
Student E	
Student F	



★ 11. Did you thoroughly prepare the oral presentation (practicing intonation, pronunciation, etc.)?

★ Student A	yes	☐	not much	☐	not really	☐
★ Student B	yes	☐	not much	☐	not really	☐
★ Student C	yes	☐	not much	☐	not really	☐
★ Student D	yes	☐	not much	☐	not really	☐
★ Student E	yes	☐	not much	☐	not really	☐
★ Student F	yes	☐	not much	☐	not really	☐



★ 12. Did you use any of the following?

★ - A PowerPoint presentation	Yes /No
★ - Posters	Yes / No
★ - The library resources	Yes/ No
★ - The internet	Yes/No
★ - Help from friends or relatives	Yes/ No
★ - Books or magazines	Yes/ No



★ 13. Did you enjoy working in groups? Yes /*No *Who didn't _____



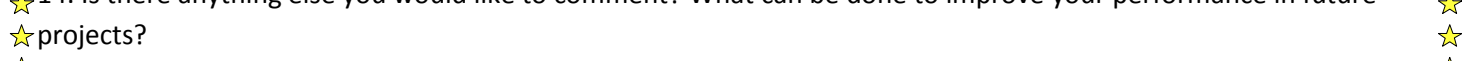
★ Advantages:



★ Disadvantages:



★ D. HOW TO IMPROVE PROJECT PERFORMANCE



★ 14. Is there anything else you would like to comment? What can be done to improve your performance in future projects?



FIRST-TERM PROJECT FOR 1º ESO



This will be your first presentation this year. You are required to give a **ten-minute** presentation on your home.

1. CONTENT

You must present your home to the rest of the class Include the following:

- Each group member must show one or two pictures of his/her house.
- Describe the rooms, the furniture **there is / there isn't** in each room, your favourite place in the house.
- Say **whose** room it is.
- **Compare** your room with your partner's.
- **Give your opinion** of the house or the room, **using the vocabulary on page 12 of your student's book.**
- Use **a, an, some, any**

2. PROCEDURE

- You must work in groups
- Your presentation must be planned and well organized
- You must use a powerpoint presentation with photos to help you.
- Don't include long texts in the presentation. Keep it simple. Use bullet points
- You can bring some notes to help you but you mustn't just read when presenting the topic.

3. ASSESSMENT

You'll be assessed according to the items in the chart in your booklet, but keep this in mind:

- ✓ **Be audible**
- ✓ **Use appropriate vocabulary and grammar**
- ✓ **Express straightforward ideas**
- ✓ **Organize presentation**
- ✓ **Be aware of audience**
- ✓ **Listen to others and answer questions**

DEADLINE:

PRESENTATION DATE:

GREAT CHARACTERS IN HISTORY

TASK:

Use the Wikipedia to find information about the following famous characters:

Group 1:

- Albert Einstein
- Mileva Maric

Give the following information:

- 🚩 When were they born?
- 🚩 When did they die?
- 🚩 How old were they when they died?
- 🚩 Where did they live?
- 🚩 What historical period did they live in?
- 🚩 Why are they famous?
- 🚩 Talk about one of their main achievements.
- 🚩 What was the research for which Einstein received the Nobel Prize?



Final Outcome

The final product must be a:

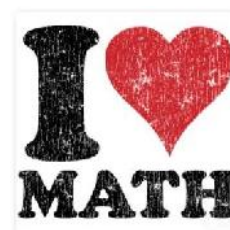
- **A powerpoint presentation for one of the characters** (7 slides maximum) Give a picture of each character and schematic information (no sentences)
- **A video like the "Draw your Life" videos on Youtube. The art teacher will give you the instructions for the video on a separate paper.**

Use this web page: http://en.wikipedia.org/wiki/Main_Page

DUE DATE & REVIEW:

(you must hand in a rough copy to your English teachers, and also to your bilingual teachers)

PRESENTATIONS:



GREAT CHARACTERS IN HISTORY



TASK:

Use the Wikipedia to find information about the following famous characters:

Group 2:

- Galileo Galilei
- Antonio Gaudí

Give the following information:

- When were they born?
- When did they die?
- How old were they when they died?
- Where did they live?
- What historical period did they live in?
- Why are they famous?
- Talk about one of their main achievements.
- Talk about a problem that Galileo had in his life.
- Describe the main characteristics and elements of Gaudí's architecture.



Final Outcome

The final product must be a:

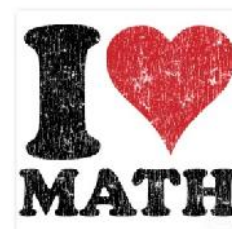
- **A powerpoint presentation for one of the characters** (7 slides maximum) Give a picture of each character and schematic information (no sentences)
- **A video like the "Draw your Life" videos on Youtube.** The art teacher will give you the instructions for the video on a separate paper.

Use this web page: http://en.wikipedia.org/wiki/Main_Page

DUE DATE & REVIEW:

(you must hand in a rough copy to your English teachers, and also to your bilingual teachers)

PRESENTATIONS:



GREAT CHARACTERS IN HISTORY

TASK:

Use the Wikipedia to find information about the following famous characters:

Group 3:

- Pythagoras of Samos
- Cleopatra

Give the following information:

- When were they born?
- When did they die?
- How old were they when they died?
- Where did they live?
- What historical period did they live in?
- Why are they famous?
- Talk about one of their main achievements.
- What other classic authors were influenced by Pythagoras' studies?
- What was Cleopatra's relationship with the Roman Empire?



Final Outcome

The final product must be a:

- **A powerpoint presentation for one of the characters** (7 slides maximum) Give a picture of each character and schematic information (no sentences)
- **A video like the "Draw your Life" videos on Youtube.** The art teacher will give you the instructions for the video on a separate paper.

Use this web page: http://en.wikipedia.org/wiki/Main_Page

DUE DATE & REVIEW:

(you must hand in a rough copy to your English teachers, and also to your bilingual teachers)

PRESENTATIONS:



GREAT CHARACTERS IN HISTORY

TASK:

Use the Wikipedia to find information about the following famous characters:

Group 4:

- Pablo Picasso.
- Rosalind Franklin

Give the following information:

- When were they born?
- When did they die?
- How old were they when they died?
- Where did they live?
- What historical period did they live in?
- Why are they famous?
- Talk about one of their main achievements.
- Talk about one of Rosalind Franklin's problems in her period.
- What artistic movement did Picasso create? Describe its main characteristics.



Final Outcome

The final product must be a:

- **A powerpoint presentation for one of the characters** (7 slides maximum) Give a picture of each character and schematic information (no sentences)
- **A video like the "Draw your Life" videos on Youtube.** The art teacher will give you the instructions for the video on a separate paper.

Use this web page: http://en.wikipedia.org/wiki/Main_Page

DUE DATE & REVIEW:

(you must hand in a rough copy to your English teachers, and also to your bilingual teachers)

PRESENTATIONS:



GREAT CHARACTERS IN HISTORY



TASK:

Use the Wikipedia to find information about the following famous characters:

Group 5:

- Charles Darwin
- Leonardo da Vinci

Give the following information:

When were they born?
When did they die?
How old were they when they died?
Where did they live?
What historical period did they live in?
Why are they famous?
Talk about one of their main achievements.



Final Outcome

The final product must be a:

- **A powerpoint presentation for one of the characters** (7 slides maximum) Give a picture of each character and schematic information (no sentences)
- **A video like the “Draw your Life” videos on Youtube. The art teacher will give you the instructions for the video on a separate paper.**

Use this web page: http://en.wikipedia.org/wiki/Main_Page

DUE DATE & REVIEW:

(you must hand in a rough copy to your English teachers, and also to your bilingual teachers)

PRESENTATIONS:



GREAT CHARACTERS IN HISTORY



TASK:

Use the Wikipedia to find information about the following famous characters:

Group 6:

- Martin Luther King
- Marie Curie

Give the following information:

- When were they born?
- When did they die?
- How old were they when they died?
- Where did they live
- What historical period did they live in?
- Why are they famous?
- Talk about one of their main achievements.
- What two accomplishments did Marie Curie achieve as the first woman?



Final Outcome

The final product must be a:

- **A powerpoint presentation for one of the characters** (7 slides maximum) Give a picture of each character and schematic information (no sentences)
- **A video like the “Draw your Life” videos on Youtube. The art teacher will give you the instructions for the video on a separate paper.**

Use this web page: http://en.wikipedia.org/wiki/Main_Page

DUE DATE & REVIEW:

(you must hand in a rough copy to your English teachers, and also to your bilingual teachers)

PRESENTATIONS:



THIRD-TERM PROJECT 1º ESO:



ENDANGERED SPECIES

Tasks:

1. Choose a country with an animal that is in danger of becoming extinct.

The Iberian Lynx → Spain
The Bengal Tiger → India
The American Buffalo → USA
The Polar Bear → USA/Canada/Russia
The Mountain Gorilla → Rwanda/Uganda/Congo
The Brown Bear → France



2. Natural Science and Arts: answer the following questions about your selection

- a. Where does this animal live? How does it live? What does this animal eat?
- b. What's the main cause for these animals to become extinct?
- c. Draw the animal:
 - i. As an adult
 - ii. Create a geographical distribution of the animal in the country (the map should include a legend that explains the symbols used to explain more or fewer animals in each place).

3. Social Science and Arts: answer the following questions about the country of reference

- a. Who is the political leader?
- b. What is the type of government (monarchy, republic, federal republic, dictatorship, empire...)?
- c. What is the capital city of that country?
- d. Size and population of the country.
- e. Main characteristics of the climate in the country (temperatures, rainfalls, flora and fauna)
- f. Locate the country within a world map.

Final Outcome

Create a PowerPoint Presentation with the information you collected along with the (in addition, **you must submit the original drawings to the art teacher.**)



IN BOTH CASES, THE PRESENTATION WILL BE ASSESSED.
(showing concern for neatness is always important)



DEADLINE:

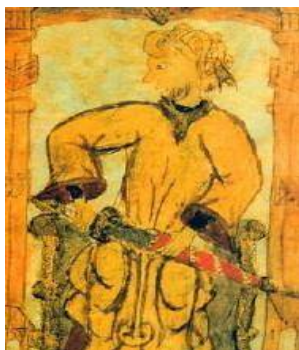
PRESENTATIONS:

FIRST-TERM PROJECT FOR 2º ESO



Evolution of Al-Andalus from 711 to 1492

GROUP 1: 'The Conquest and the Emirate under the authority of the Caliphate of Baghdad'



Instructions for the carrying out and presentation of the project

- Each group will have a representative. She /He must give the group report to the English teacher, the requested maps and the answer to the history questions to the History teacher, the mathematical calculations to the Maths teacher and the artistic questions to the Art teacher on the day of the 1st review and on the day of the presentation. Please, hand in the information to your teachers in a proper way (with margins, a header, number of group and students' names, clear questions and answers, etc).
- The final product will be a Power Point. You must give it to the Maths teacher a day before the presentation.
- Each group member will present at least **three of the questions asked, a mathematical one, a historical one and an artistic one.**
- Due date for the 1st review (3 copies or parts, one for each teacher): _____
- Due date for the 2nd review (English review): _____
- Presentations: _____

Maths:

- If this period (The Emirate) started in 711 and ended in the year 756. How many years did it last?
- The area of the Emirate under the authority of the Caliphate of Baghdad represents an approximate fraction of in relation to the total area of the Iberian Peninsula.
- If we know that the area of the Peninsula was 583,254 km², according to your previous estimation the area of Al-Andalus in this period was.....
- Expressing in percentages the previous area of Al-Andalus with respect to the total area of the Iberian Peninsula.
- To arrange in order different stages that Al-Andalus had from the biggest to smallest duration.

History:

- 1.- Sketch the map of the Iberian Peninsula representing the area of Al-Andalus in this period.
- 2.- Work on a summary of the main highlights of the previous period. (Visigoths) Think of: Territory, kings, battles...
- 3.- Now, you must focus on **THE CONQUEST PERIOD. Explain these:** Who governed in this period?

If there is border movement in this period, point it out. Why did this period see change? What happens to cause this change? Was there a war, conflict or a battle? Explain this more in depth.

Art:

1) Study and analyse this building: *"Hermitage of Santa María, in Quintanilla de las Viñas (Burgos)"*.

http://en.wikipedia.org/wiki/Visigothic_art_and_architecture

- Complete this table:

NAME OF THE BUILDING	
PLACE	
DATE OF CONSTRUCTION	
TYPE OF CONSTRUCTION	
HISTORIC PERIOD AND CONTEXT	
ARTISTIC PERIOD or ARCHITECTURAL STYLE	
ARCHITECT, BUILDER or PERSON WHO ORDERED ITS CONSTRUCTION	

- List 5 principal characteristics that define the architectural style of the Hermitage of Santa María (Quintanilla de las Viñas - Burgos). Complete the information with 5 pictures of this building that show these characteristics. (Show this information on one slide in your presentation).
- Why do you think people can be interested in visiting this building? (Give at least three reasons)
- In your PowerPoint presentation, name and draw on this picture all the regular polygons and star polygons that you can find in the geometrical structure of this ornament:

2) ROLEPLAY: A GUIDED TOUR. Some of you will act as a tourist guide to this building: you will guide your group through the building answering the questions of the tourists. There will be two or three guides and two or three tourists. Take turns to ask questions and answer.



Hermitage of Santa María. Ornament

Useful links:

<http://leccionesdehistoria.com/2ESO/historia/u-d-3-al-andalus/>
<http://www.slideshare.net/smerino/la-edad-media-al-andalus>
<http://carmenpagan.wordpress.com/category/historia-de-espana/la-edad-media/al-andalus/>
<http://www.legadoandalusi.es/fundacion/principal/historia-alandalus/historia-alandalus>
<http://www.historiasiglo20.org/HE/2.htm>
http://en.wikipedia.org/wiki/Visigothic_art_and_architecture
https://en.wikipedia.org/wiki/Santa_Maria_de_Lara
http://en.wikipedia.org/wiki/Star_polygon
<http://www.travelinginspain.com/>

FIRST-TERM PROJECT FOR 2º ESO



Evolution of Al-Andalus from 711 to 1492

GROUP 2: 'The Independent Emirate'



Mosque-Cathedral of Córdoba

Instructions for the carrying out and presentation of the project

- Each group will have a representative. She /He must give the group report to the English teacher, the requested maps and the answer to the history questions to the History teacher, the mathematical calculations to the Maths teacher and the artistic questions to the Art teacher on the day of the 1st review and on the day of the presentation. Please, hand in the information to your teachers in a proper way (with margins, a header, number of group and students' names, clear questions and answers, etc).
- The final product will be a Power Point. You must give it to the Maths teacher a day before the presentation.
- Each group member will present at least three of the questions asked, a mathematical one, a historical one and an artistic one.
- Due date for the 1st review (3 copies or parts, one for each teacher):
- Due date for the 2nd review (English review):
- Presentations:

Maths:

- The Independent Emirate began in the year 756 and was maintained for 173 years. In what year did it end?
- The territory of Al-Andalus in this period was $>$, $\geq$, $<$, $\leq$ the previous one. (Choose one of the signs to express it).
- The area of the Caliphate of Cordoba represents an approximate fraction of..... in relation to the total area of the Iberian Peninsula.
- If we know that the area of the Iberian Peninsula was 583,254 km², according to your previous estimation the area of Al-Andalus in this period was
- Suppose that in the previous period, the area of Al-Andalus was 518,448 km² and now the area is according to your calculations km², by what percentage has it changed?

History:

- 1.-Sketch the map of the Iberian Peninsula representing the area of Al-Andalus in this period.
- 2.- Work on a summary of the main highlights of the previous period. (The Conquest) Think of: Territory, kings, battles...
- 3.- Now, you must focus on **THE INDEPENDENT EMIRATE**. **Explain these:** Who governed in this period? If there is border movement in this period, point it out. Why did this period see change? What happens to cause this change? Was there a war, conflict or a battle? Explain this more in depth.

Art:

- Study and analyse this building: "*Mosque-Cathedral of Córdoba*" (from 785 to 929)

http://en.wikipedia.org/wiki/Mosque%E2%80%93Cathedral_of_C%C3%B3rdoba

- Complete this table:

NAME OF THE BUILDING	
PLACE	
DATE OF CONSTRUCTION	
TYPE OF CONSTRUCTION	
HISTORIC PERIOD AND CONTEXT	
ARTISTIC PERIOD or ARCHITECTURAL STYLE	
ARCHITECT, BUILDER or PERSON WHO ORDERED ITS CONSTRUCTION	

- List 5 principal characteristics that define the architectural style of the Mosque-Cathedral of Córdoba in this period. Complete the information with 5 pictures of the building that show these characteristics. (Show this information on one slide in your presentation).
- Why do you think people can be interested in visiting this building? (Give at least three reasons)
- In your PowerPoint presentation, name and draw on this picture all the regular polygons and star polygons that you can find in the geometrical structure of this stucco:
- **ROLEPLAY: A GUIDED TOUR. Some of you will act as a tourist guide to this building: you will guide your group through the building answering the questions of the tourists. There will be two or three guides and two or three tourists. Take turns to ask questions and answer.**



Useful links:

<http://leccionesdehistoria.com/2ESO/historia/u-d-3-al-andalus/>

<http://www.slideshare.net/smerino/la-edad-media-al-andalus>

<http://carmenpagan.wordpress.com/category/historia-de-espana/la-edad-media/al-andalus/>

<http://www.legadoandalusi.es/fundacion/principal/historia-alandalus/historia-alandalus>

<http://www.historiasiglo20.org/HE/2.htm>

<http://www.elmundo.es/elmundo/2001/graficos/mayo/semana3/mezquita/presentacion.html>

http://en.wikipedia.org/wiki/Mosque%E2%80%93Cathedral_of_C%C3%B3rdoba

http://en.wikipedia.org/wiki/Star_polygon

<http://www.travelinginspain.com/>

<http://www.discoverislamicart.org/index.php>

FIRST-TERM PROJECT FOR 2º ESO



Evolution of Al-Andalus from 711 to 1492

GROUP 3: 'The Caliphate of Cordoba'



Mosque-Cathedral of Córdoba

Instructions for the carrying out and presentation of the project

- Each group will have a representative. She /He must give the group report to the English teacher, the requested maps and the answer to the history questions to the History teacher, the mathematical calculations to the Maths teacher and the artistic questions to the Art teacher on the day of the 1st review and on the day of the presentation. Please, hand in the information to your teachers in a proper way (with margins, a header, number of group and students' names, clear questions and answers, etc).
- The final product will be a Power Point. You must give it to the Maths teacher a day before the presentation.
- Each group member will present at least three of the questions asked, a mathematical one, a historical one and an artistic one.
- Due date for the 1st review (3 copies or parts, one for each teacher):
- Due date for the 2nd review (English review):
- Presentations

Maths:

- Write down the duration of The Caliphate of Córdoba period bearing in mind that it took place between the years 929 and 1031.
- The territory of Al-Andalus in this period was $>$, $\geq$, $<$, $\leq$ the previous one. (Choose one of the signs to express it).
- The area of the Caliphate of Cordoba represents an approximate fraction of..... in relation to the total area of the Iberian Peninsula.
- If we know that the area of the Iberian Peninsula was 583,254 km², according to your previous estimation the area of Al-Andalus in this period was
- Suppose that in the previous period, the area of Al-Andalus was 437,643 km² and now the area is according to your calculations km², by what percentage has it changed?

History:

- 1.-Sketch the map of the Iberian Peninsula representing the area of Al-Andalus in this period.
- 2.- Work on a summary of the main highlights of the previous period. (THE INDEPENDENT EMIRATE) Think of: Territory, kings, battles...
- 3.- Now, you must focus on **THE CALIPHATE OF CORDOBA**. Explain these: Who governed in this period?

If there is border movement in this period, point it out. Why did this period see change? What happens to cause this change? Was there a war, conflict or a battle? Explain this more in depth.

Art:

1) Study and analyse this building: “Mosque-Cathedral of Córdoba” (from 929 to 1236)

http://en.wikipedia.org/wiki/Mosque%E2%80%93Cathedral_of_C%C3%B3rdoba

- Complete this table:

NAME OF THE BUILDING	
PLACE	
DATE OF CONSTRUCTION	
TYPE OF CONSTRUCTION	
HISTORIC PERIOD AND CONTEXT	
ARTISTIC PERIOD or ARCHITECTURAL STYLE	
ARCHITECT, BUILDER or PERSON WHO ORDERED ITS CONSTRUCTION	

- List 5 principal characteristics that define the architectural style of the Mosque-Cathedral of Córdoba in this period. Complete the information with 5 pictures of the building that show these characteristics. (Show this information on one slide in your presentation).
- Why do you think people can be interested in visiting this building? (Give at least three reasons)
- In your PowerPoint presentation, name and draw on this picture all the regular polygons and star polygons that you can find in the geometrical structure of this dome (*mihrab*):

2) ROLEPLAY: A GUIDED TOUR. Some of you will act as a tourist guide to this building: you will guide your group through the building answering the questions of the tourists. There will be two or three guides and two or three tourists. Take turns to ask questions and answer.



Useful links:

<http://leccionesdehistoria.com/2ESO/historia/u-d-3-al-andalus/>
<http://www.slideshare.net/smerino/la-edad-media-al-andalus>
<http://carmenpagan.wordpress.com/category/historia-de-espana/ha-edad-media/al-andalus/>
<http://www.legadoandalusi.es/fundacion/principal/historia-alandalus/historia-alandalus>
<http://www.historiasiglo20.org/HE/2.htm>
<http://www.elmundo.es/elmundo/2001/graficos/mayo/semana3/mezquita/presentacion.html>
http://en.wikipedia.org/wiki/Mosque%E2%80%93Cathedral_of_C%C3%B3rdoba
<http://www.travelinginspain.com/>
<http://www.discoverislamicart.org/index.php>
http://en.wikipedia.org/wiki/Star_polygon

FIRST-TERM PROJECT FOR 2º ESO



Evolution of Al-Andalus from 711 to 1492

GROUP 4: 'The Taifas (Isolated kingdoms)'



Aljafería Palace in Zaragoza

Instructions for the carrying out and presentation of the project

- Each group will have a representative. She /He must give the group report to the English teacher, the requested maps and the answer to the history questions to the History teacher, the mathematical calculations to the Maths teacher and the artistic questions to the Art teacher on the day of the 1st review and on the day of the presentation. Please, hand in the information to your teachers in a proper way (with margins, a header, number of group and students' names, clear questions and answers, etc).
- The final product will be a Power Point. You must give it to the Maths teacher a day before the presentation.
- Each group member will present at least three of the questions asked, a mathematical one, a historical one and an artistic one.
- Due date for the 1st review (3 copies or parts, one for each teacher):
- Due date for the 2nd review (English review):
- Presentations:

Maths:

- The Taifas period ended in the year 1248 and lasted 217 years. When did it begin?
- The territory of Al-Andalus in this period was $>$, $\geq$, $<$, $\leq$ the previous one. (Choose one of the signs to express it).
- The area of the Isolated Kingdoms represents an approximate fraction of in relation to the total area of the Iberian Peninsula.
- If we know that the area of the Iberian Peninsula was 583,254 km², according to your previous estimation the area of Al-Andalus in this period was km².
- Suppose that in the previous period, the area of Al-Andalus was 388,836 km² and now the area is according to your calculations.....km², by what percentage has it changed?

History:

- 1.- Sketch the map of the Iberian Peninsula representing the area of Al-Andalus in this period.
- 2.- Work on a summary of the main highlights of the previous period. (THE CALIPHATE OF CORDOBA) Think of: Territory, kings, battles...
- 3.- Now, you must focus on **THE TAIFAS KINGDOMS**. Explain these: Who governed in this period?

If there is border movement in this period, point it out. Why did this period see change? What happens to cause this change? Was there a war, conflict or a battle? Explain this more in depth.

Art:

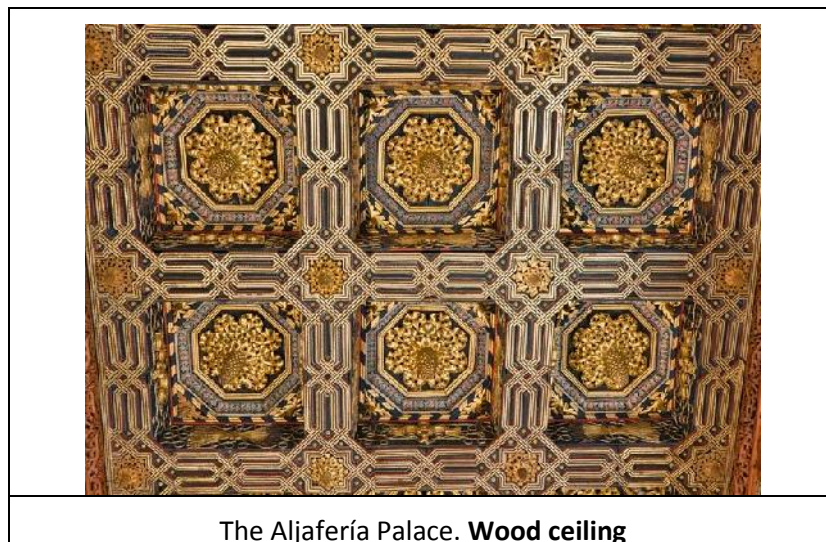
1) Study and analyse this building: “The Aljafería Palace, in Zaragoza”

<https://en.wikipedia.org/wiki/Aljafer%C3%ADa>

- Complete this table:

NAME OF THE BUILDING	
PLACE	
DATE OF CONSTRUCTION	
TYPE OF CONSTRUCTION	
HISTORIC PERIOD AND CONTEXT	
ARTISTIC PERIOD or ARCHITECTURAL STYLE	
ARCHITECT, BUILDER or PERSON WHO ORDERED ITS CONSTRUCTION	

- List 5 principal characteristics that define the architectural style of the Aljafería Palace. Complete the information with 5 pictures of the building that show these characteristics. (Show this information on one slide in your presentation).
- Why do you think people can be interested in visiting this building? (Give at least three reasons)
- In your PowerPoint presentation, name and draw on this picture all the regular polygons and star polygons that you can find in the geometrical structure of the wood ceiling:



Useful links:

<http://leccionesdehistoria.com/2ESO/historia/u-d-3-al-andalus/>
<http://www.slideshare.net/smerino/la-edad-media-al-andalus>
<http://carmenpagan.wordpress.com/category/historia-de-espana/ha-edad-media/al-andalus/>
<http://www.legadoandalusi.es/fundacion/principal/historia-alandalus/historia-alandalus>
<http://www.historiasiglo20.org/HE/2.htm>
<http://www.aragonmudejar.com/zaragoza/aljaferia/aljaferia01e.htm>
<http://www.bestplacesinspain.com/167/the-aljaferia-palace-zaragoza/>
http://www.discoverislamicart.org/pc_item.php?id=monument;ISL;es;Mon01;4;en
<http://www.discoverislamicart.org/index.php>
http://en.wikipedia.org/wiki/Star_polygon

FIRST-TERM PROJECT FOR 2º ESO



Evolution of Al-Andalus from 711 to 1492

GROUP 5: 'The Nasrid Kingdom of Granada'



The Alhambra, in Granada

Instructions for the carrying out and presentation of the project

- Each group will have a representative. She /He must give the group report to the English teacher, the requested maps and the answer to the history questions to the History teacher, the mathematical calculations to the Maths teacher and the artistic questions to the Art teacher on the day of the 1st review and on the day of the presentation. Please, hand in the information to your teachers in a proper way (with margins, a header, number of group and students' names, clear questions and answers, etc).
- The final product will be a Power Point. You must give it to the Maths teacher a day before the presentation.
- Each group member will present at least three of the questions asked, a mathematical one, a historical one and an artistic one.
- Due date for the 1st review (3 copies or parts, one for each teacher):
- Due date for the 2nd review (English review):
- Presentations:

Maths:

- The Nasrid Kingdom of Granada began in..... and ended in....., so it lasted for..... years.
- The territory of Al-Andalus in this period was $>$, $\geq$, $<$, $\leq$ the previous one. (Choose one of the signs to express it).
- The area of the The Nasrid Kingdom of Granada represents an approximate fraction of..... in relation to the total area of the Iberian Peninsula.
- If we know that the area of the Iberian Peninsula was 583,254 km², according to your previous estimation the area of Al-Andalus in this period was..... km².
- Suppose that in the previous period, the area of Al-Andalus was 388,836 km² and now the area is according to your calculationskm², by what percentage has it changed?

History:

- 1.-Sketch the map of the Iberian Peninsula representing the area of Al-Andalus in this period.
- 2.- Work on a summary of the main highlights of the previous period. (THE TAIFAS KINGDOMS) Think of: Territory, kings, battles...

- 3.- Now, you must focus on **THE NASRID KINGDOM OF GRANADA**. Explain these: Who governed in this period? If there is border movement in this period, point it out. Why did this period see change? What happens to cause this change? Was there a war, conflict or a battle? Explain this more in depth.

Art:

1) Study and analyse this building: *"The Alhambra, in Granada"*

<http://en.wikipedia.org/wiki/Alhambra>

- Complete this table:

NAME OF THE BUILDING	
PLACE	
DATE OF CONSTRUCTION	
TYPE OF CONSTRUCTION	
HISTORIC PERIOD AND CONTEXT	
ARTISTIC PERIOD or ARCHITECTURAL STYLE	
ARCHITECT, BUILDER or PERSON WHO ORDERED ITS CONSTRUCTION	

- List 5 principal characteristics that define the architectural style of The Alhambra. Complete the information with 5 pictures of this building that show these characteristics. (Show this information on one slide in your presentation).
- Why do you think people can be interested in visiting this building? (Give at least three reasons)
- In your PowerPoint presentation, name and draw on these pictures all the regular polygons and star polygons that you can find in the geometrical structure of the stucco and the wall tile.

	
The Alhambra. Wall tile	The Alhambra. Stucco

2) ROLEPLAY: A GUIDED TOUR. Some of you will act as a tourist guide to this building: you will guide your group through the building answering the questions of the tourists. There will be two or three guides and two or three tourists. Take turns to ask questions and answer.

Useful links:

<http://leccionesdehistoria.com/2ESO/historia/u-d-3-al-andalus/>
<http://www.slideshare.net/smerino/la-edad-media-al-andalus>
<http://carmenpagan.wordpress.com/category/historia-de-espana/la-edad-media/al-andalus/>
<http://www.legadoandalusi.es/fundacion/principal/historia-alandalus/historia-alandalus>
<http://www.historiasiglo20.org/HE/2.htm>
<http://en.wikipedia.org/wiki/Alhambra>
<http://www.travelinginspain.com/>
<http://www.travelinginspain.com/granada.htm>
<http://www.discoverislamicart.org/index.php>
http://en.wikipedia.org/wiki/Star_polygon

FIRST-TERM PROJECT FOR 2º ESO



Evolution of Al-Andalus from 711 to 1492

GROUP 6: 'The Nasrid Kingdom of Granada'



The Alhambra. in Granada

Instructions for the carrying out and presentation of the project

- Each group will have a representative. She /He must give the group report to the English teacher, the requested maps and the answer to the history questions to the History teacher, the mathematical calculations to the Maths teacher and the artistic questions to the Art teacher on the day of the 1st review and on the day of the presentation. Please, hand in the information to your teachers in a proper way (with margins, a header, number of group and students' names, clear questions and answers, etc).
- The final product will be a Power Point. You must give it to the Maths teacher a day before the presentation.
- Each group member will present at least three of the questions asked, a mathematical one, a historical one and an artistic one.
- Due date for the 1st review (3 copies or parts, one for each teacher):
- Due date for the 2nd review (English review):
- Presentations:

Maths:

- The Nasrid Kingdom of Granada began in..... and ended in....., so it lasted for..... years.
- The territory of Al-Andalus in this period was $>$, $\geq$, $<$, $\leq$ the previous one. (Choose one of the signs to express it).
- The area of the The Nasrid Kingdom of Granada represents an approximate fraction of..... in relation to the total area of the Iberian Peninsula.
- If we know that the area of the Iberian Peninsula was 583,254 km², according to your previous estimation the area of Al-Andalus in this period was..... km².
- Suppose than in the previous period, the area of Al-Andalus was 388,836 km² and now the area is according to your calculationskm², by what percentage has it changed?

History:

- Sketch the map of the Iberian Peninsula representing the area of Al-Andalus in this period.
- What kingdoms existed before the conquest? Draw them. How was the territory set out after the conquest?
- Who governed in this period? Who was governing before? Did he depend on somebody? What are the changes that have occurred?

- If there is border movement in the later period, point it out. Why did this period see change? What happens to cause this change? Was there a war, conflict or a battle? Explain this.

Art:

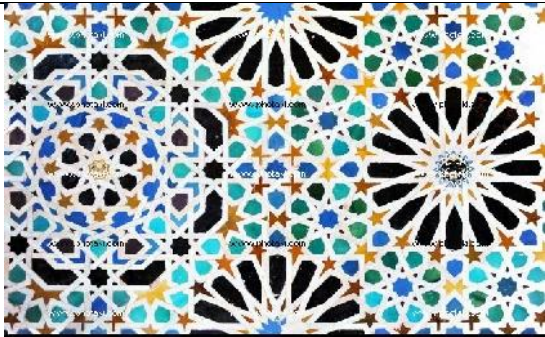
1) Study and analyse this building: *"The Alhambra, in Granada"*

<http://en.wikipedia.org/wiki/Alhambra>

- Complete this table:

NAME OF THE BUILDING	
PLACE	
DATE OF CONSTRUCTION	
TYPE OF CONSTRUCTION	
HISTORIC PERIOD AND CONTEXT	
ARTISTIC PERIOD or ARCHITECTURAL STYLE	
ARCHITECT, BUILDER or PERSON WHO ORDERED ITS CONSTRUCTION	

- List 5 principal characteristics that define the architectural style of The Alhambra. Complete the information with 5 pictures of this building that show these characteristics. (Show this information on one slide in your presentation).
- Why do you think people can be interested in visiting the building? (Give at least three reasons)
- In your PowerPoint presentation, name and draw on these pictures all the regular polygons and star polygons that you can find in the geometrical structure of the stucco and the wall tile:

	
The Alhambra. Wall tile	The Alhambra. Stucco

- 2) **ROLEPLAY: A GUIDED TOUR.** Some of you will act as a tourist guide to this building: you will guide your group through the building answering the questions of the tourists. There will be two or three guides and two or three tourists. Take turns to ask questions and answer.

Useful links:

<http://leccionesdehistoria.com/2ESO/historia/u-d-3-al-andalus/>
<http://www.slideshare.net/smerino/la-edad-media-al-andalus>
<http://carmenpagan.wordpress.com/category/historia-de-espana/la-edad-media/al-andalus/>
<http://www.legadoandalusi.es/fundacion/principal/historia-alandalus/historia-alandalus>
<http://www.historiasiglo20.org/HE/2.htm>
<http://en.wikipedia.org/wiki/Alhambra>
<http://www.travelinginspain.com/>
<http://www.travelinginspain.com/granada.htm>
<http://www.discoverislamicart.org/index.php>
http://en.wikipedia.org/wiki/Star_polygon

GREAT WOMEN IN HISTORY



TASK:

Most museums all over the world exhibit masterpieces of painters, most of them, men. Why? Aren't there any women artists? How about women in Science, Medicine? Even in your town. There are great women in History and great women in the history of Almonte.

Use the Wikipedia to find information about the following famous characters:

Group 1:

- Sofonisba Anguissola
- Ada Lovelace
- MalalaYousafzai
- A local outstanding woman from Almonte

Give the following information:

- ✚ When were they born?
- ✚ When did they die?
- ✚ How old were they when they died?
- ✚ Where did they live? Where does Malala live as a refugee?
- ✚ What historical period did they live in?
- ✚ Why are they famous?
- ✚ Talk about one of their main achievements.
- ✚ Sofonisba has recently been credited for one of her works who was assumed to have been done by a man. What is the name of this picture?
- ✚ Why is Ada considered to be the first female programmer?
- ✚ What was the reason for the assassination attempt on Malala's life in 2012?



Final Outcome

The final product must be:

- a **Powerpoint presentation for three of the women** (7 slides maximum) Give a picture of each character and schematic information (no sentences)
- a **video like the "Draw your Life" videos on Youtube for the artist. The art teacher will give you the instructions for the video on a separate paper.**

Use this web page: http://en.wikipedia.org/wiki/Main_Page

DUE DATE & REVIEW:

(you must hand in a rough copy to your English teachers, and also to your bilingual teachers.)

PRESENTATIONS:



GREAT WOMEN IN HISTORY

TASK:

Most museums all over the world exhibit masterpieces of painters, most of them, men. Why? Aren't there any women artists? How about women in Science, Medicine? Even in your town. There are great women in History and great women in the history of Almonte

Use the Wikipedia to find information about the following famous characters:

Group 2:

- Artemisia Gentileschi
- Jane Goodall
- Bertha Von Sutter
- A local outstanding woman from Almonte



Give the following information:

- ✚ When were they born?
- ✚ When did they die?
- ✚ How old were they when they died?
- ✚ Where did they live?
- ✚ What historical period did they live in?
- ✚ Why are they famous?
- ✚ Talk about one of their main achievements.
- ✚ What major event happened in Artemisia's life that changed her art style.
- ✚ Bertha helped a man create one of the most renowned awards in literature, peace and science. What was the name of the man?
- ✚ What period of human history helps us understand the study of Goodall research on chimpanzees?

Final Outcome

The final product must be:

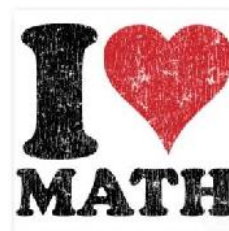
- a **Powerpoint presentation for three of the women** (7 slides maximum) Give a picture of each character and schematic information (no sentences)
- a **video like the "Draw your Life" videos on you tube for the artist. The art teacher will give you the instructions for the video on a separate paper.**

Use this web page: http://en.wikipedia.org/wiki/Main_Page

DUE DATE & REVIEW:

(you must hand in a rough copy to your English teachers, and also to your bilingual teachers:

PRESENTATIONS:



GREAT WOMEN IN HISTORY

TASK: Most museums all over the world exhibit masterpieces of painters, most of them, men. Why? Aren't there any women artists? How about women in Science, Medicine? Even in your town. There are great women in History and great women in the history of Almonte

Use the Wikipedia to find information about the following famous characters:

Group 3:

- Lavinia Fontana
- Katherine Johnson
- Clara Campoamor
- A local outstanding woman from Almonte



Give the following information:

- ✚ When were they born?
- ✚ When did they die?
- ✚ How old were they when they died?
- ✚ Where did they live?
- ✚ What historical period did they live in?
- ✚ Why are they famous?
- ✚ Talk about one of their main achievements.
- ✚ What was Lavinia's husband doing while she was working?
- ✚ What was Katherine Johnson's major contribution in the space race project?
- ✚ Why was Clara forced to exile to Switzerland?

Final Outcome

The final product must be:

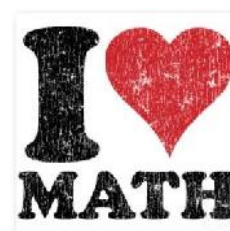
- a **Powerpoint presentation for three of the women** (7 slides maximum) Give a picture of each character and schematic information (no sentences)
- a **video like the "Draw your Life" videos on you tube for the artist. The art teacher will give you the instructions for the video on a separate paper.**

Use this web page: http://en.wikipedia.org/wiki/Main_Page

DUE DATE & REVIEW: _____

(you must hand in a rough copy to your English teachers, and also to your bilingual teachers)

PRESENTATIONS:



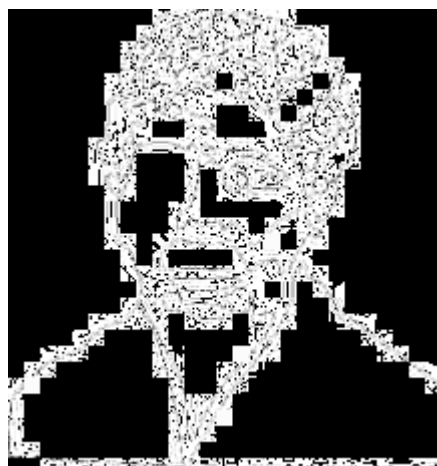
GREAT WOMEN IN HISTORY

TASK: Most museums all over the world exhibit masterpieces of painters, most of them, men. Why? Aren't there any women artists? How about women in Science, Medicine? Even in your town. There are great women in History and great women in the history of Almonte

Use the Wikipedia to find information about the following famous characters:

Group 4:

- Mary Everest.
- Harriet Tubman.
- Pilar Albarracín.
- A local outstanding woman from Almonte



Give the following information:

- ✚ When were they born?
- ✚ When did they die?
- ✚ How old were they when they died?
- ✚ Where did they live?
- ✚ What historical period did they live in?
- ✚ Why are they famous?
- ✚ Explain how Mary Everest try to involve females in Mathematics.
- ✚ How did Harriet Tubman fight against slavery?
- ✚ Explain one of the works of Pilar Albarracín? Why did you choose it?

Final Outcome

The final product must be:

- a **Powerpoint presentation for three of the women** (7 slides maximum) Give a picture of each character and schematic information (no sentences)
- a **video like the "Draw your Life" videos on you tube for the artist. The art teacher will give you the instructions for the video on a separate paper.**

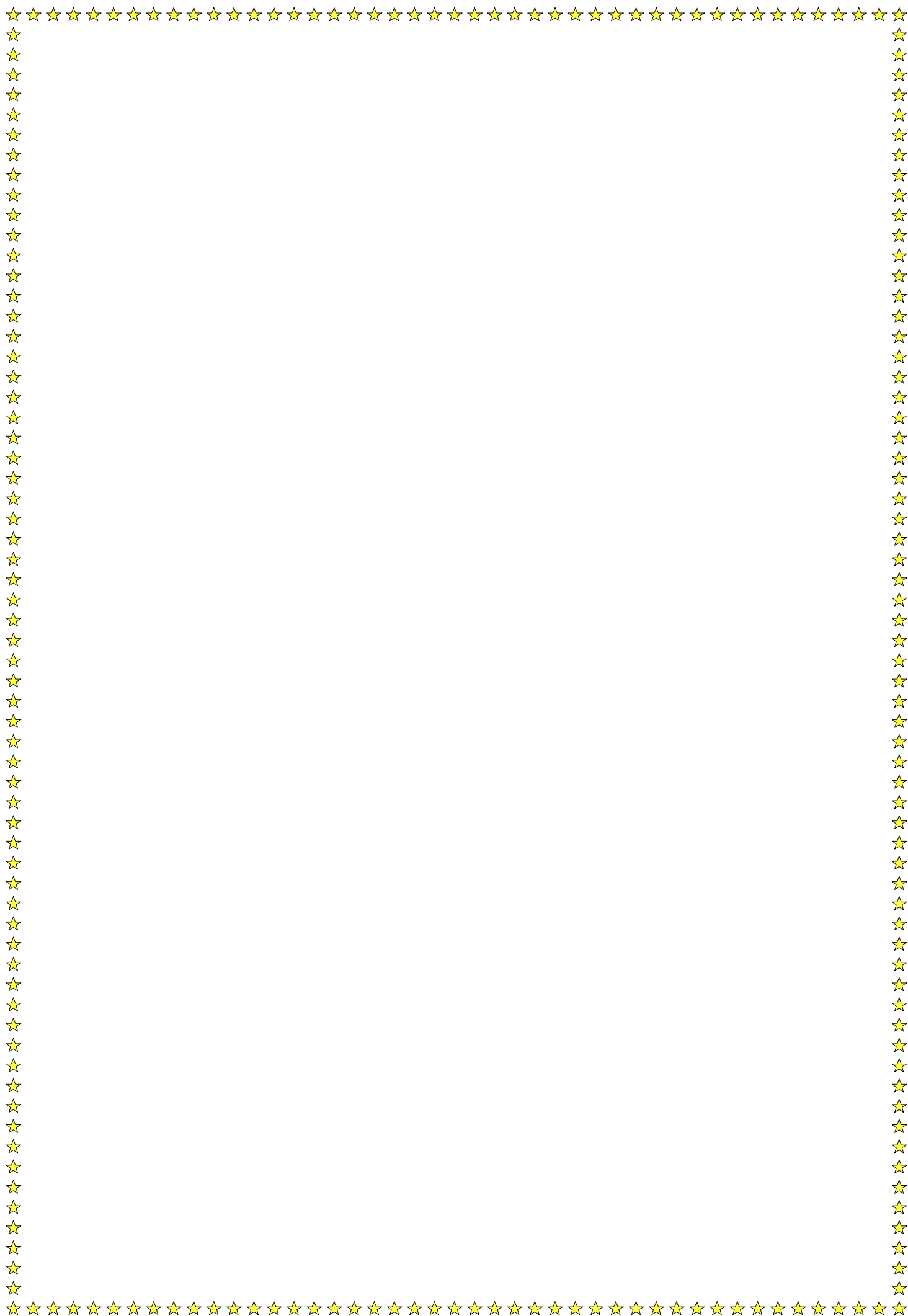
Use this web page: http://en.wikipedia.org/wiki/Main_Page

DUE DATE & REVIEW: _____

(you must hand in a rough copy to your English teachers, and also to your bilingual teachers)

PRESENTATIONS:





GREAT WOMEN IN HISTORY

TASK: Most museums all over the world exhibit masterpieces of painters, most of them, men. Why? Aren't there any women artists? How about women in Science, Medicine? Even in your town. There are great women in History and great women in the history of Almonte

Use the Wikipedia to find information about the following famous characters:

Group 5:

- Inés de Suárez
- Rosalind Elsie Franklin
- Yolanda Domínguez
- An outstanding woman from Almonte



Give the following information:

- ✚ When were they born?
- ✚ When did they die?
- ✚ How old were they when they died?
- ✚ Where did they live?
- ✚ What historical period did they live in?
- ✚ Why are they famous?
- ✚ Talk about one of their main achievements.
- ✚ Explain why Inés de Suárez was important in the Conquest of America.
- ✚ What was Rosalind's Elsie Franklin major contribution in the discovery of DNA?
- ✚ Explain one of the works of Yolanda Domínguez? Why did you choose it?

Final Outcome

The final product must be:

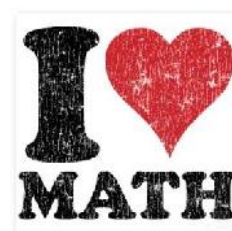
- a **Powerpoint presentation for three of the women** (7 slides maximum) Give a picture of each character and schematic information (no sentences)
- a **video like the "Draw your Life" videos on you tube for the artist. The art teacher will give you the instructions for the video on a separate paper.**

Use this web page: http://en.wikipedia.org/wiki/Main_Page

DUE DATE & REVIEW: _____

(you must hand in a rough copy to your English teachers, and also to your bilingual teachers)

PRESENTATIONS:



GREAT WOMEN IN HISTORY

TASK: Most museums all over the world exhibit masterpieces of painters, most of them, men. Why? Aren't there any women artists? How about women in Science, Medicine? Even in your town. There are great women in History and great women in the history of Almonte

Use the Wikipedia to find information about the following famous characters:

Group 6:

- La Malinche
- Frida Khalo
- Marie Laeky
- A local outstanding woman from Almonte

Give the following information:

- ✚ When were they born?
- ✚ When did they die?
- ✚ How old were they when they died?
- ✚ Where did they live
- ✚ What historical period did they live in?
- ✚ Why are they famous?
- ✚ Talk about one of their main achievements.
- ✚ Explain why La Malinche was important in the Conquest of America.
- ✚ Frida Khalo is considered to be a female icon. Why was she so important for women rights?
- ✚ What was Marie's Laeky most important archeological discovery?



Final Outcome

The final product must be:

- a **Powerpoint presentation for three of the women** (7 slides maximum) Give a picture of each character and schematic information (no sentences)
- a **video like the "Draw your Life" videos on you tube for the artist. The art teacher will give you the instructions for the video on a separate paper.**

Use this web page: http://en.wikipedia.org/wiki/Main_Page

DUE DATE & REVIEW:

(you must hand in a rough copy to your English teachers, and also to your bilingual teachers)

PRESENTATIONS:



THIRD-TERM PROJECT FOR 2º ESO

GROUP 1

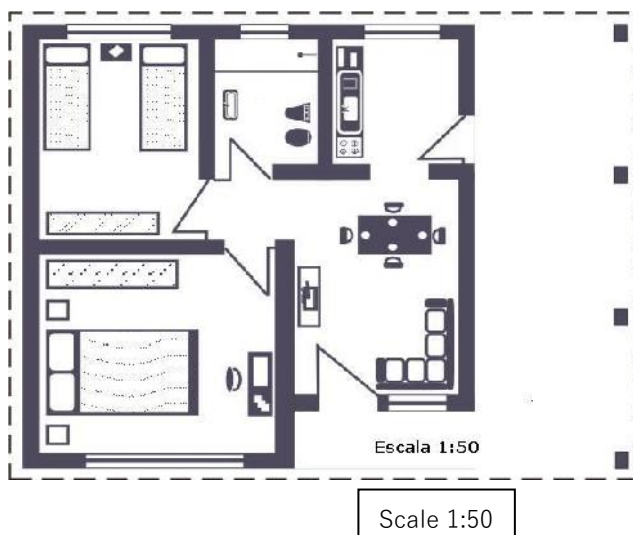


SCALES: Drawings are done to a scale. Architectural drawings are done in scales that are smaller than the real size. Floor plans are commonly produced at 1/50th (1 to 50) or 1/100th (1 to 100) of their actual size. A scale of 1 to 100 is indicated on a drawing using the code 1:100.

A. SCALE DRAWING

Imagine that this is the plan of your next home, and obviously, you want to know if you can put some furniture that you already have into your house.

From the plan and using a ruler we have obtained the following measurements:



1. The measurements for the **dining room** are 10cm long by 6 cm wide. The door to the terrace is 2.4 cm. wide
2. The **master bedroom** is 8 cm long by 8 cm wide.
3. The **kitchen** is 6 cm by 6 cm.
4. The **guest bedroom** is 8 cm by 6 cm.
5. The **bathroom** is small and measures 6 cm by 4 cm.

Answer these questions:

A.1- Figure out the actual measurements for each room and its surface area. To do this you must perform the calculations on a sheet and then transfer the results to the table below:

Room	Actual measurements (expressed in m)	Actual Surface (expressed in m ²)
Dining room		
Master bedroom		
Kitchen		
Guest bedroom		
Bathroom		

A.2- Considering the actual measurements of the dining room, can I place, as it is shown in the plan, a corner sofa measuring 4 m x 2m? Explain your answer.

A.3- If the master bedroom door is 1m wide, can I fit my 3.5 m long wardrobe at the wall shared with the second bedroom? And at the foot of the bed (so that the door may perform a complete turn on opening)? Explain your answer.

A.4- I'm going to put all the kitchen furniture at the only wall that has neither a window or a door. Considering this information, this furniture is 60 cm. How many m² will they occupy? In addition, can I put a round table measuring 80 cm in diameter in the corner? Explain your answers.

A.5- In the guest bedroom I would like to have a 1.8 m long wardrobe that will not obstruct the door (1 m wide) opening. Is it possible? Explain your answer.

A.6- I want the bathtub to occupy all the back wall. What length should it be? Explain why.

B. MY IDEAL ROOM

B.1– On your drawing block, draw a coloured plan of your ideal room. It must have a scale of 1:50.

B.2– Each student must scan (or photograph) and project his/her ideal room. Then, each ideal room must be described in five sentences, paying attention to the specific vocabulary (furniture, decorations, colours, materials...) and using the appropriate prepositions of place.

1st REVISION:

2nd REVISION:

PRESENTATIONS:

THIRD-TERM PROJECT FOR 2º ESO

GROUP 2

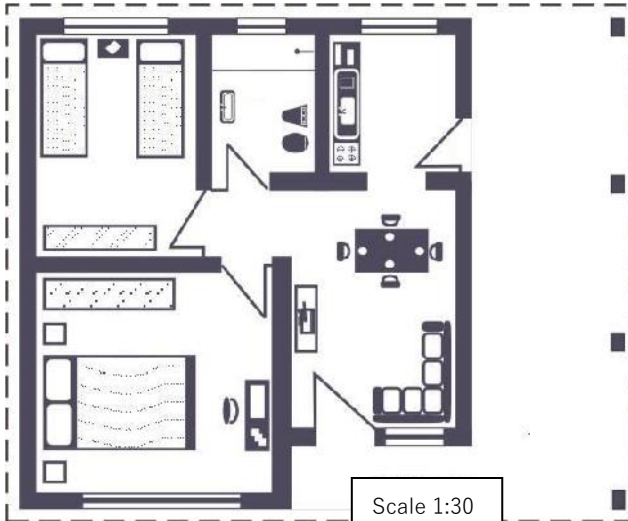


SCALES: Drawings are done to a scale. Architectural drawings are done in scales that are smaller than the real size. Floor plans are commonly produced at $1/50^{\text{th}}$ (1 to 50) or $1/100^{\text{th}}$ (1 to 100) of their actual size. A scale of 1 to 100 is indicated on a drawing using the code 1:100.

A. SCALE DRAWING

Imagine that this is the plan of your next home, and obviously, you want to know if you can put some furniture that you already have into your house.

From the plan and using a ruler we have obtained the following measurements:



1. The measurements for the **dining room** are 10 cm long by 6 cm wide. The door to the terrace is 2.4 cm. wide
2. The **master bedroom** is 10 cm long by 9 cm wide.
3. The **kitchen** is 6 cm by 5 cm.
4. The **guest bedroom** is 9 cm by 7 cm.
5. The **bathroom** is small and measures 6 cm by 4 cm.

Answer these questions:

A.1- Figure out the actual measurements for each room and its surface area. To do this you must perform the calculations on a sheet and then transfer the results to the table below:

Room	Actual measurements (expressed in m)	Actual Surface (expressed in m ²)
Dining room		
Master bedroom		
Kitchen		
Guest bedroom		
Bathroom		

A.2- Considering the actual measurements of the dining room, can I place, as it is shown in the plan, a corner sofa measuring 1.5 m x 1 m? Explain your answer.

A.3- If the master bedroom door is 85 cm wide, can I fit my 2 m long wardrobe at the wall shared with the second bedroom? And at the foot of the bed (so that the door may perform a complete turn on opening)? Explain your answer.

A.4- I'm going to put all the kitchen furniture at the only wall that has neither a window or a door. Considering this information, this furniture is 60 cm. How many m² will they occupy? In addition, can I put a round table measuring 75 cm in diameter in the corner? Explain your answers.

A.5- In the guest bedroom I would like to have a 1.5 m long wardrobe that will not obstruct the door (85 cm wide) opening. Is it possible? Explain your answer.

A.6- I want the bathtub to occupy all the back wall. What length should it be? Explain why.

B. MY IDEAL ROOM

B.1– On your drawing block, draw a coloured plan of your ideal room. It must have a scale of 1:50.

B.2– Each student must scan (or photograph) and project his/her ideal room. Then, each ideal room must be described in five sentences, paying attention to the specific vocabulary (furniture, decorations, colours, materials...) and using the appropriate prepositions of place.

1st REVISION:

2nd REVISION:

PRESENTATIONS:

THIRD-TERM PROJECT FOR 2º ESO

GROUP 3

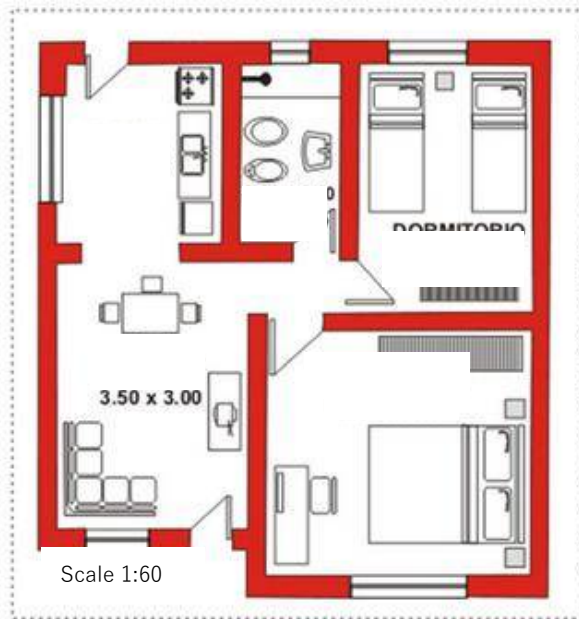


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A. SCALE DRAWING

Imagine that this is the plan of your next home, and as it is natural you want to know if you can put some furniture that you already have into your house.

From the plan and using a ruler we have obtained the following measurements:



1. The measurements for the **dining room** are 9.5 cm long by 9 cm wide. The door to the terrace is 2 cm. wide
2. The **master bedroom** is 12 cm long by 9 cm wide.
3. The **kitchen** is 7.5 cm by 6.5 cm.
4. The **guest bedroom** is 11 cm by 9 cm.
5. The **bathroom** is small and measures 3.5 cm by 7.5 cm.

Answer these questions:

A.1- Figure out the actual measurements for each room and its surface area. To do this you must perform the calculations on a sheet and then transfer the results to the table below:

Room	Actual measurements (expressed in m)	Actual Surface (expressed in m ²)
Dining room		
Master bedroom		
Kitchen		
Guest bedroom		
Bathroom		

A.2- Considering the actual measurements of the dining room, can I place, as it is shown in the plan, a corner sofa measuring 2.5 m x 2.5 m? Explain your answer.

A.3- If the master bedroom door is 120 cm wide, can I fit my 4.5 m long wardrobe at the wall shared with the second bedroom? And at the foot of the bed (so that the door may perform a complete turn on opening)? Explain your answer.

A.4- I'm going to put all the kitchen furniture at the only wall that has neither a window or a door. Considering this information, this furniture is 60 cm. How many m² will they occupy? In addition, can I put a round table measuring 1.5 m in diameter in the corner? Explain your answers.

A.5- In the guest bedroom I would like to have a 3.5 m long wardrobe that will not obstruct the door (95 cm wide) opening. Is it possible? Explain your answer.

A.6- I want the bathtub to occupy all the back wall. What length should it be? Explain why.

B. MY IDEAL ROOM

B.1– On your drawing block, draw a coloured plan of your ideal room. It must have a scale of 1:50.

B.2– Each student must scan (or photograph) and project his/her ideal room. Then, each ideal room must be described in five sentences, paying attention to the specific vocabulary (furniture, decorations, colours, materials...) and using the appropriate prepositions of place.

1st REVISION:

2nd REVISION:

PRESENTATIONS:

THIRD-TERM PROJECT FOR 2º ESO

GROUP 4

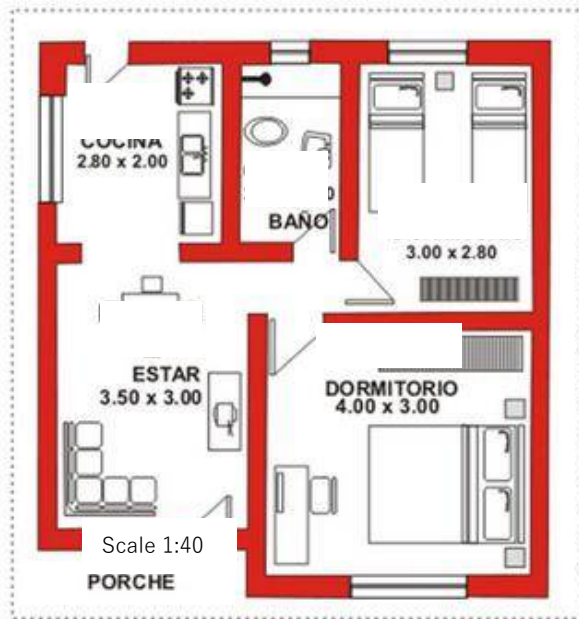


SCALES: Drawings are done to a scale. Architectural drawings are done in scales that are smaller than the real size. Floor plans are commonly produced at 1/50th (1 to 50) or 1/100th (1 to 100) of their actual size. A scale of 1 to 100 is indicated on a drawing using the code 1:100.

A. SCALE DRAWING

Imagine that this is the plan of your next home, and obviously, you want to know if you can put some furniture that you already have into your house.

From the plan and using a ruler we have obtained the following measurements:



1. The measurements for the **dining room** are 8.75 cm long by 7.5 cm wide. The door to the terrace is 2.1 cm. wide
2. The **master bedroom** is 10 cm long by 7.5 cm wide.
3. The **kitchen** is 7 cm by 5 cm.
4. The **guest bedroom** is 7.5 cm by 7 cm.
5. The **bathroom** is small and measures 5 cm by 3.5 cm.

Answer these questions:

A.1- Figure out the actual measurements for each room and its surface area. To do this you must perform the calculations on a sheet and then transfer the results to the table below:

Room	Actual measurements (expressed in m)	Actual Surface (expressed in m ²)
Dining room		
Master bedroom		
Kitchen		
Guest bedroom		
Bathroom		

A.2- Considering the actual measurements of the dining room, can I place, as it is shown in the plan, a corner sofa measuring 2.5 m x 2.5 m? Explain your answer.

A.3- If the master bedroom door is 90 cm wide, can I fit my 2.5 m long wardrobe at the wall shared with the second bedroom? And at the foot of the bed (so that the door may perform a complete turn on opening)? Explain your answer.

A.4- I'm going to put all the kitchen furniture at the only wall that has neither a window or a door. Considering this information, this furniture is 60 cm. How many m² will they occupy? In addition, can I put a round table measuring 75 cm in diameter in the corner? Explain your answers.

A.5- In the guest bedroom I would like to have a 2 m long wardrobe that will not obstruct the door (90 cm wide) opening. Is it possible? Explain your answer.

A.6- I want the bathtub to occupy all the back wall. What length should it be? Explain why.

B. MY IDEAL ROOM

B.1– On your drawing block, draw a coloured plan of your ideal room. It must have a scale of 1:50.

B.2– Each student must scan (or photograph) and project his/her ideal room. Then, each ideal room must be described in five sentences, paying attention to the specific vocabulary (furniture, decorations, colours, materials...) and using the appropriate prepositions of place.

1st REVISION:

2nd REVISION:

PRESENTATIONS:

THIRD-TERM PROJECT FOR 2º ESO

GROUP 5

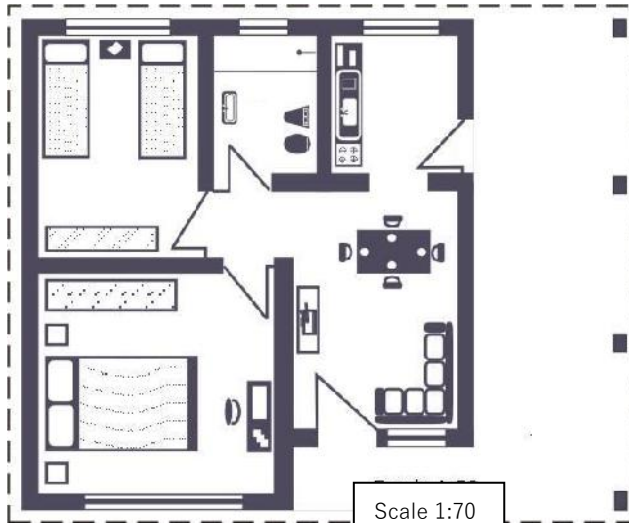


SCALES: Drawings are done to a scale. Architectural drawings are done in scales that are smaller than the real size. Floor plans are commonly produced at $1/50^{\text{th}}$ (1 to 50) or $1/100^{\text{th}}$ (1 to 100) of their actual size. A scale of 1 to 100 is indicated on a drawing using the code 1:100.

A. SCALE DRAWING

Imagine that this is the plan of your next home, and obviously, you want to know if you can put some furniture that you already have into your house.

From the plan and using a ruler we have obtained the following measurements:



1. The measurements for the dining room are 5 cm long by 3 cm wide. The door to the terrace is 1.2 cm wide
2. The master bedroom is 4 cm long by 4 cm wide.
3. The kitchen is 3 cm by 3 cm.
4. The guest bedroom is 4 cm by 3 cm.
5. The bathroom is small and measures 3 cm by 2 cm.

Answer these questions:

A.1- Figure out the actual measurements for each room and its surface area. To do this you must perform the calculations on a sheet and then transfer the results to the table below:

Room	Actual measurements (expressed in m)	Actual Surface (expressed in m ²)
Dining room		
Master bedroom		
Kitchen		
Guest bedroom		
Bathroom		

A.2- Considering the actual measurements of the dining room, can I place, as it is shown in the plan, a corner sofa measuring 2 m x 1 m? Explain your answer.

A.3- If the master bedroom door is 85 cm wide, can I fit my 3.25 m long wardrobe at the wall shared with the second bedroom? And at the foot of the bed (so that the door may perform a complete turn on opening)? Explain your answer.

A.4- I'm going to put all the kitchen furniture at the only wall that has neither a window or a door. Considering this information, this furniture is 60 cm. How many m² will they occupy? In addition, can I put a round table measuring 125 cm in diameter in the corner? Explain your answers.

A.5- In the guest bedroom I would like to have a 2 m long wardrobe that will not obstruct the door (85 cm wide) opening. Is it possible? Explain your answer.

A.6- I want the bathtub to occupy all the back wall. What length should it be? Explain why.

B. MY IDEAL ROOM

B.1– On your drawing block, draw a coloured plan of your ideal room. It must have a scale of 1:50.

B.2– Each student must scan (or photograph) and project his/her ideal room. Then, each ideal room must be described in five sentences, paying attention to the specific vocabulary (furniture, decorations, colours, materials...) and using the appropriate prepositions of place.

1st REVISION:

2nd REVISION:

PRESENTATIONS:

THIRD-TERM PROJECT FOR 2º ESO

GROUP 6

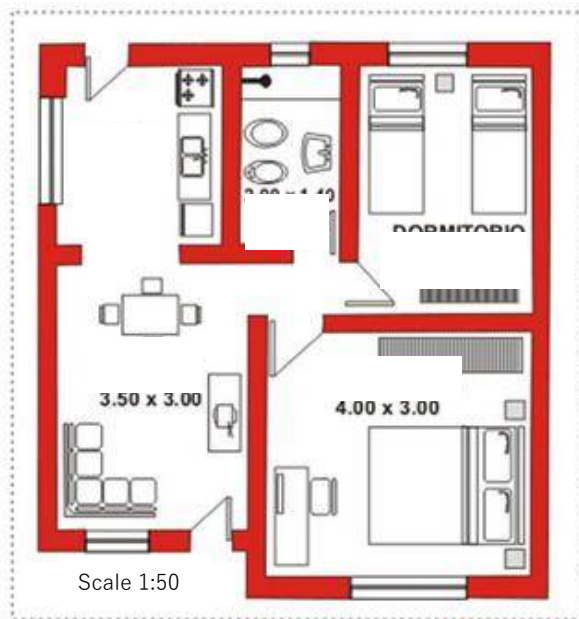


SCALES: Drawings are done to a scale. Architectural drawings are done in scales that are smaller than the real size. Floor plans are commonly produced at 1/50th (1 to 50) or 1/100th (1 to 100) of their actual size. A scale of 1 to 100 is indicated on a drawing using the code 1:100.

A. SCALE DRAWING

Imagine that this is the plan of your next home, and obviously, you want to know if you can put some furniture that you already have into your house.

From the plan and using a ruler we have obtained the following measurements:



1. The measurements for the **dining room** are 9.5 cm long by 8 cm wide. The door to the terrace is 2 cm. wide
2. The **master bedroom** is 11 cm long by 8.5 cm wide.
3. The **kitchen** is 7 cm by 6 cm.
4. The **guest bedroom** is 9.5 cm by 7.5 cm.
5. The **bathroom** is small and measures 4 cm by 5.5 cm.

Answer these questions:

A.1 - Figure out the actual measurements for each room and its surface area. To do this you must perform the calculations on a sheet and then transfer the results to the table below:

Room	Actual measurements (expressed in m)	Actual Surface (expressed in m ²)
Dining room		
Master bedroom		
Kitchen		
Guest bedroom		
Bathroom		

A.2 - Considering the actual measurements of the dining room, can I place, as it is shown in the plan, a corner sofa measuring 2.5 m x 2.5 m? Explain your answer.

A.3 - If the master bedroom door is 105 cm wide, can I fit my 2.5 m long wardrobe at the wall shared with the second bedroom? And at the foot of the bed (so that the door may perform a complete turn on opening)? Explain your answer.

A.4 - I'm going to put all the kitchen furniture at the only wall that has neither a window or a door. Considering this information, this furniture is 60 cm. How many m² will they occupy? In addition, can I put a round table measuring 90 cm in diameter in the corner? Explain your answers.

A.5 - In the guest bedroom I would like to have a 2.5 m long wardrobe that will not obstruct the door (95 cm wide) opening. Is it possible? Explain your answer.

A.6 - I want the bathtub to occupy all the back wall. What length should it be? Explain why.

B. MY IDEAL ROOM

B.1– On your drawing block, draw a coloured plan of your ideal room. It must have a scale of 1:50.

B.2– Each student must scan (or photograph) and project his/her ideal room. Then, each ideal room must be described in five sentences, paying attention to the specific vocabulary (furniture, decorations, colours, materials...) and using the appropriate prepositions of place.

1st REVISION:

2nd REVISION:

PRESENTATIONS:

FIRST-TERM PROJECT FOR 3º ESO



DIET AND NUTRITION: You Are What You Eat

“You are what you eat”, people sometimes say! It’s very important to know about different kinds of food: **WHAT** they contain, and **WHY** we need to eat them.

- You need a **BALANCE OF PROTEIN, CARBOHYDRATE AND FAT**. They provide **ENERGY**.

Proteins: about 15% of calories. Help the body grow and repair itself.

Carbohydrates: about 55% of calories. Provide energy.

Fats: about 30% of calories. Provide energy and keep us warm.

- You need small amounts of **VITAMINS** and **MINERALS** too.

Vitamins: help your bones, teeth and skin grow. With a properly balanced diet, you don’t need vitamin supplements.

Minerals: -needed for healthy bones and teeth, and to build other tissues.
-trace elements are minerals you only need a little bit of.



FIRST-TERM PROJECT FOR 3º ESO

- **WATER** and **DIETARY FIBRE** are just as important.

Only proteins, carbohydrates, fats, vitamins and minerals are really nutrients but they are not the only things that you need. You would have many problems without these two substances:

Water is needed in loads of chemical reactions in the body. It's also lost in your breath, sweat, urine and faeces. If you don't drink enough to replace what your body uses or loses you'll become dehydrated.

Dietary fibre: to keep your digestive system working properly. There's a lot of fibre in fruit and vegetables, another good reason to eat a lot of them.

A DIFFERENT DIET for DIFFERENT SPORTS.

Different sports place different demands on the body:

- Weightlifters/sprinters: need muscle power, so they need lots of protein for muscle growth.
- Gymnasts: need to be strong, but small and light. They need a good balance of carbohydrates, proteins and fats.
- Marathon runners: need endurance over long periods, so they should get plenty of carbohydrates.

ENERGY.

Fats, carbohydrates and proteins give us energy; the amount of energy is called energy value.

The energy needed to keep the heart beating and the body breathing is the Basal Metabolic Rate, or **BMR**.

BMR (female) = $7.4 \times \text{weight(kg)} + 4.28 \times \text{height(metres)} + 572$

BMR (male) = $16.6 \times \text{weight(kg)} + 77 \times \text{height (metres)} + 572$

Total energy needed = BMR + energy used to work, play...

Energy value is measured in **kilocalories (Kcal)**, but people usually say **calories** instead of kilocalories.

If you **eat more than you need**, the extra energy is stored as adipose tissue, and you **gain weight**.

If you **eat less than you need**, your body uses its reserves of adipose tissue, and you **lose weight**.

1 gr. of carbohydrates is 4 kcal.
1 gr. of proteins is 4 kcal.
1 gr. of fats is 9 kcal.

FIRST-TERM PROJECT FOR 3º ESO

Look at the list. There are different kinds of food:

	Food (100 gr.)	Proteins	Fats	carbohydrates
GROUP 1 Milk and dairy food	Whole milk	3.5	3.5	5
	Semi-skimmed milk	3.5	1.5	5
	Skim milk	3.5	0.3	5
	Yoghurt	5	3	5
	Butter	0.5	80	0.5
	Cheese	22	35	2
	Oil	0	100	0
GROUP 2 Meat, fish and eggs	Veal	27	16	1.5
	Lamb	25	24	0
	Pork	17	29	0
	Chicken	25	17	0
	Hake	20	3	1
	Sardines	19	40	0
	Tuna	25	20	0.5
	Prawns	20	2.2	0
	Fried egg	10	15	1
	Boiled egg	9	10	0.5
	Chips	5	35	50
GROUP 3 Fruit, vegetables and beans	Orange	0.7	0.3	9.5
	Apple	0.3	0.5	13
	Banana	1.5	0.4	21
	Potatoes	2.3	0.1	19
	Spinach	0.5	0.5	0.8
	Tomatoes	1.2	0.5	4
	Chick-peas	10	4	18
	Beans	8	0.5	18
	Lentils	8	0.5	20
	Salad	0	0	3
GROUP 4 Grain group	Bread	8	1	55
	Rice	2.5	0.2	28
	Pasta	3.5	0.5	20
	Flour	10	1.2	76
	Corn	9	5	74
	Biscuit	6	10	80
	chocolate	5	25	60

You can calculate the kcal. with this formula:

$$(\text{Gr. Proteins} \times 4) + (\text{gr. Carbohydrates} \times 4) + (\text{gr. Fats} \times 9) = \text{kcal.}$$

FIRST-TERM PROJECT FOR 3º ESO

The following table shows the energy caused for the main daily activities and the physical activities and most common sports, measured in kilocalories per minute and kilo of weight.

Daily activities	Kcal/min/kg	Physical activities	Kcal/min/kg
Sleeping	0.018	Riding a bike	0.120
Personal hygiene	0.050	Running	0.135
Housework	0.060	Swimming	0.128
Climbing stairs	0.254	playing football	0.137
Going down stairs	0.097	Playing tennis	0.109
Walking quickly	0.142	Playing basketball	0.138
Walking	0.080	Playing volleyball	0.120
Sitting down	0.021	Playing handball	0.140
Standing up	0.030	Playing table tennis	0.056
Sitting down using the computer	0.030	Skate boarding	0.090
Lying awake	0.023	Skiing	0.152
Light work (office, shop)	0.031	Rowing	0.090
Hard work	0.096	Dancing	0.070

TASK:

Complete the following activities for your PROJECT:

1. Explain your fictional character, you must tell the activities they do and the food they eat.
2. Calculate the total calories of diet and total energy needed from the character.
3. Explain the bad food habits and bad physical habits.
4. Do some research on a typical daily diet for your character and recommend some physical activities to improve his or her health condition.
5. Imagine you want to convince a friend of yours about the advantages of healthcare philosophy. Write what you believe the five most important reasons for following a healthy life style are. Check the following links to get valuable information:
<http://www.bbc.com/future/story/20141010-why-exercise-boosts-iq> (intelligence and health care).
<https://philosophy.lander.edu/ethics/epicurus.html> (avoiding pain in order to obtain happiness)
<https://www.nytimes.com/2012/04/.../ platos-body-and-mine.html> (Importance of physical training)
<http://www.royalwestmartialarts.com/single-post/2018/06/01/Research-Shows-Exercise-Improves-GPA>
(exercise and grade point average improvement).

FIRST-TERM PROJECT FOR 3º ESO

The final outcome must be:

1. A Power Point presentation to the rest of the class. You must work in groups and all the members of the group must know the details of the whole project. During your presentations you may be required to answer questions about any aspect of the project.
2. Write a scientific article with the next parts: cover (title, authors, date and group) abstract, keywords (for the article to be found), introduction, methods, results, results discussion and the bibliography/webgraphy. On the presentation day you will explain the abstract.

Links:

http://biology.kenyon.edu/Bio_InfoLit/how/page2.html (this one explains what to write in each part)

<https://classroom.synonym.com/stepbystep-research-paper-elementary-students-8192281.html>

Deadline:

Presentation Date:

Links:

Here are some more links. Browse and search wherever you like.

<http://www.bbc.com/future/story/20141010-why-exercise-boosts-iq>

<http://whatscookingamerica.net/NutritionalChart.htm>



FIRST-TERM PROJECT FOR 3º ESO

YOUR CHARACTER (GROUP 1)

Gender- male
Height- 1.70 m
Weight- 80 Kg
Age- 50 years

Daily activities-

Walking (15 minutes)
Watching TV (2 h)
Sleeping (6 h)
Work- using the computer (8h)

Daily diet:

Breakfast- 250 g corn, 200g milk and 30 g. chocolate
Lunch- 100g bread and 300g pork, 20g. oil, and 200 g chips.
Tea time-100g milk and 100 gr biscuits
Dinner- one yoghurt and 200 g pasta, 30 gr cheese

FIRST-TERM PROJECT FOR 3º ESO

YOUR CHARACTER (GROUP 2)

Gender- male
Height- 1.75 m
Weight- 75 Kg
Age- 40 years

Daily activities-

Walking (30 minutes)
Sleeping (8 h)
Sitting down (1 h)
Swimming (1h)
Work- gardener (8h)

Daily diet:

Breakfast- 100 g bread and 200g skim milk and 50 g butter
Lunch- 200g chicken, 100g salad,100g tomatoes and a piece of orange
Tea time- 200g skim milk, 75 g biscuits
Dinner- 200g spinach cream and 200 g sardines, one yoghurt, 30g chocolate.

FIRST-TERM PROJECT FOR 3º ESO

YOUR CHARACTER (GROUP 3)

Gender- female

Height- 1.60 m

Weight- 60 Kg

Age- 30 years

Daily activities-

Go shopping (1 h)

Watching TV (2 h)

Sleeping (7 h)

Climbing stairs (15 minutes)

Work-housework (8h)

Daily diet:

Breakfast- 200 g corn and 200g skim milk

Lunch- 100g chick-peas and 200g tuna, a piece of apple

Tea time- one yoghurt, a piece of orange

Dinner- 100 g potatoes and 100g tomatoes, a piece of banana

FIRST-TERM PROJECT FOR 3º ESO

YOUR CHARACTER (GROUP 4)

Gender- female

Height- 1.53 m

Weight- 40 Kg

Age- 12 years

Daily activities-

Walking (30 minutes)

Using the computer (1 h)

Sleeping (7 h)

Running (30 minutes)

Lying awake (30 minutes)

Work- Student (6h)

Daily diet:

Breakfast- 150 g bread and one yoghurt

Lunch- 200g pasta and a piece of orange

Tea time-.....

Dinner- 100 g chicken and 100 g cheese

FIRST-TERM PROJECT FOR 3º ESO

YOUR CHARACTER (group 5)

Gender- male
Height- 1.80 m
Weight- 70 Kg
Age- 17 years

Daily activities-

Walking (10 minutes)
Watching TV (1 h)
Sleeping (8 h)
Running (1h)
Playing volleyball (1h)
Light works (1h)
Work- student (6h)

Daily diet:

Breakfast- 200 g bread and 100 g butter, 200g milk
Lunch- one boiled egg and 200g chicken, a piece of orange
Teatime- 100g corn, 100g milk
Dinner- 200 g pasta and 100g cheese, a piece of apple

FIRST-TERM PROJECT FOR 3º ESO

YOUR CHARACTER (GROUP 6)

Gender- female

Height- 1.50 m

Weight- 80 Kg

Age- 60 years

Daily activities-

Walking (20 minutes)

Watching TV (2 h)

Sleeping (6 h)

Housework (3h)

Work- secretary (8h)

Daily diet:

Breakfast- 250 g corn and 200g whole milk

Lunch- 200g chips, 100 fried eggs and 200g biscuits

Tea time- 150g biscuit, 200 milk

Dinner- 300g rice, 100g boiled egg, 100g corn, 100g whole milk, 30g chocolate.

FIRST-TERM PROJECT FOR 3º ESO

YOUR CHARACTER (GROUP 7)

Gender- female

Height- 1.65 m

Weight- 40 Kg

Age- 20 years

Daily activities-

Walking (2h)

Watching TV (2 h)

Sleeping (5 h)

Using computer (1h)

Dancing (2h)

Work- model (5h)

Daily diet:

Breakfast- 250 g corn and 200g skim milk

Lunch- 100g bread and 300g pork, 20g oil

Tea time- 20g, biscuit

Dinner- one yoghurt and 200 g pasta

SECOND-TERM PROJECT 3º ESO

A survey on healthy and unhealthy lifestyles at IES Doñana

Group 1.

- You will work in groups of 4 or 5 persons. - Each group has to interview 20 students from the school (10 girls and 10 boys) from EACH LEVEL (1º CSE-2º BACHTO). The survey is anonymous

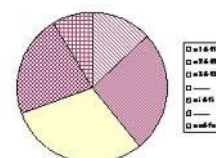
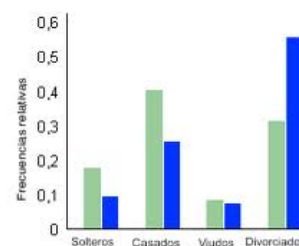
- Finally, you must transfer all the data into the Excel sheet

This must be handed to your teachers on :

Tasks:

(Help: <https://nces.ed.gov/nceskids/createagraph/>; <http://www.mathsisfun.com/data/graphs-index.html>)

- For each level: represent the answer of the ones polled in a bar graph, boys and girls separately (use different colours).
- For each level: calculate the separate percentages of the boys and girls who were surveyed. Then, make two pie charts (one for boys and one for girls) that represent those percentages.
- Calculate the total percentage of the students that chose the healthiest option without regard to sex or level.
- Explain your conclusions from the results of the previous tasks 1-3. You must show the conclusions in general. Do not specify the individual answers per level.
- Additional task: find out information about sports activities in Almonte, El Rocío and Matalascañas.
- If you practice sport would you share parts of your training or games with other people?



Data Table of Question 1: Do you practice sport?

Question 1 – Fans of sport	1 CSE		2 CSE		3 CSE		4 CSE		1 Post- CSE		2 Post- CSE	
Number of students surveyed	50		50		60		40		50		40	
Answer options	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
Number of boys who said yes/no	25	0	24	1	26	4	17	3	22	2	18	2
Number of girls who said yes/no	9	16	17	8	14	16	2	18	13	13	12	8
Total number of students who said yes/no	34	16	41	9	40	20	19	21	35	15	30	10

Additional information: (helpful information to argue your conclusions)

Sports/Physical activities practiced by students of IES Doñana

	Footing	Horse riding	Swimming	Cycling	Running	Padel	Tennis
Male	2	5	5	9	9	4	7
Female	1	9	7	3	11	0	1
	Skating	Basketball	Martial Arts	Gym	Boxing	Rolling	Volleyball
Male	2	12	10	17	2	0	1
Female	1	4	1	8	0	2	7
	Acrobatic jumps	Athletics	Dancing	Football	Gymnastics	Scale	
Male	5	0	0	45	0	1	
Female	1	3	3	0	5	0	

SECOND-TERM PROJECT 3º ESO

A survey on healthy and unhealthy lifestyles at IES Doñana

Group 2

- You will work in groups of 4 or 5 persons. - Each group has to interview 20 students from the school (10 girls and 10 boys) from EACH LEVEL (1º CSE-2º BACHTO). The survey is anonymous

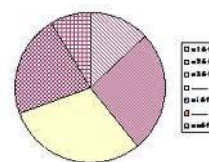
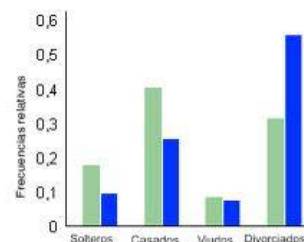
- Finally, you must transfer all the data into the Excel sheet

This must be handed to your teachers on:

Tasks:

(Help: <https://nces.ed.gov/nceskids/createagraph/>; <http://www.mathsisfun.com/data/graphs-index.html>)

- For each level: represent the answer of the ones polled in a bar graph, boys and girls separately (use different colours).
- For each level: calculate the separate percentages of the boys and girls who were surveyed and chose the healthiest option to the question. Then, make two pie charts (one for boys and one for girls) that represent those percentages.
- Calculate the total percentage of the students that chose the healthiest option without regard to sex or level.
- Explain your conclusions from the results of the previous tasks 1-3. . You must show the conclusions in general. Do not specify the individual answers per level.
- Additional task: suggest some alternative leisure activities instead of binge drinking.
- What are the key elements, in your opinion, that make drinking alcohol look cool to teenagers and how would you raise awareness within teenagers in order to reject those key elements?



Data Table of Question 2: Do you drink alcohol at weekends?

Question 2 – Alcohol drinkers at weekends.	1 CSE		2 CSE		3 CSE		4 CSE		1 Post- CSE		2 Post- CSE	
Number of students surveyed	50		50		60		40		50		40	
Answer options	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
Number of boys who said yes/no	3	22	10	15	6	24	8	12	18	6	15	5
Number of girls who said yes/no	3	22	13	12	5	25	8	12	16	10	13	7
Total number of students who said yes/no	6	44	23	27	11	49	16	24	34	16	28	12

Additional information: (helpful information to argue your conclusions)
The most usual drinks' distribution by age and

SECOND-TERM PROJECT 3º ESO

A survey on healthy and unhealthy lifestyles at IES Doñana

Drink	1 CSE		2 CSE		3 CSE		4 CSE		1Post-CSE		2Post-CSE	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Rum	2	2	4	9	3	1	4	2	5	5	8	3
Gin	1	1	2	3	2	1	1	6	9	8	5	8
Beer	0	0	0	0	0	0	0	0	0	0	0	0
Wine	0	0	0	0	0	0	0	0	0	1	0	0
Whisky	0	0	3	0	0	0	1	0	0	1	0	0
Vodka	0	0	0	0	0	3	0	0	2	0	2	1
Liquor	0	0	0	1	0	0	0	0	2	0	0	1
All types	0	0	0	0	0	0	2	0	0	0	0	0

- You will work in groups of 4 or 5 persons. - You will work in groups of 4 or 5 persons. - Each group has to interview 20 students from the school (10 girls and 10 boys) from EACH LEVEL (1° CSE-2° BACHTO). The **survey is anonymous**
- Finally, you must transfer all the data into the Excel sheet

Estado Civil	Hombres (Green)	Mujeres (Blue)
Solteros	0.18	0.10
Casados	0.41	0.26
Viudos	0.09	0.08
Divorciados	0.32	0.56

(Help: <https://nces.ed.gov/nceskids/createagraph/>; <http://www.mathsisfun.com/data/graphs-index.html>)

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Question 3 - Smokers	1 CSE		2 CSE		3 CSE		4 CSE		1 Post- CSE		2 Post- CSE	
Number of students surveyed	50		50		60		40		50		40	
Answer options	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
Number of boys who said yes/no	1	24	3	22	0	30	1	19	5	19	4	16
Number of girls who said yes/no	2	23	3	22	1	29	1	19	7	19	2	18
Total number of students who said yes/no	3	47	6	44	1	59	2	38	12	38	6	34

[illegible]

SECOND-TERM PROJECT 3º ESO

A survey on healthy and unhealthy lifestyles at IES Doñana

Group 4.

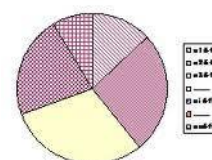
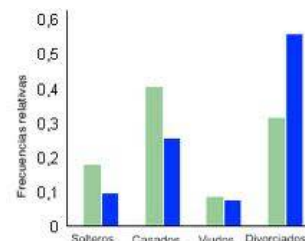
- You will work in groups of 4 or 5 persons. - You will work in groups of 4 or 5 persons.
- Each group has to interview 20 students from the school (10 girls and 10 boys) from EACH LEVEL (1º CSE-2º BACHTO). The **survey is anonymous**
- Finally, you must transfer all the data into the Excel sheet

This must be handed to your teachers on:

Tasks:

(Help: <https://nces.ed.gov/nceskids/createagraph/>; <http://www.mathsisfun.com/data/graphs-index.html>)

1. For each level: represent the answer of the ones polled in a bar graph, boys and girls separately (use different colours).
2. For each level: calculate the separate percentages of the boys and girls who were surveyed and chose the healthiest option to the question. Then, make two pie charts (one for boys and one for girls) that represent those percentages.
3. Calculate the total percentage of the students that chose the healthiest option without regard to sex or level.
4. Explain your conclusions from the results of the previous tasks 1-3. . You must show the conclusions in general. Do not specify the individual answers per level.
5. Additional task: create and present an example of a healthy menu (breakfast, snack, lunch and dinner).
6. How would you use your social media to promote a healthy diet? Give at least 3 different examples.



Data Table of Question 4: Do you eat a healthy diet?

Question 4 - Eating a varied diet	1 CSE		2 CSE		3 CSE		4 CSE		1 Post- CSE		2 Post- CSE	
Number of students surveyed	50		50		60		40		50		40	
Answer options	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
Number of boys who said yes/no	17	8	21	4	19	11	16	4	20	4	19	1
Number of girls who said yes/no	10	15	12	13	14	16	16	4	17	9	17	3
Total number of students who said yes/no	27	23	33	17	33	27	32	8	37	13	36	4

Additional information: (helpful information to argue your conclusions)

SECOND-TERM PROJECT 3º ESO

A survey on healthy and unhealthy lifestyles at IES Doñana

Times per week		0	1	2	3	4	5	6	Everyday
DIET OF STUDENTS TAHT SAY "YES"	Vegetables	19	19	52	58	18	11	0	21
	Legumes	19	40	74	42	15	5	0	3
	Meat	3	17	38	66	39	19	0	16
	Fish	22	53	54	44	12	6	0	7
	Eggs	18	57	53	42	18	5	0	5
	Pasta	17	17	17	17	17	17	17	17
	Fruit	15	15	15	15	15	15	15	15
	Dairy products	20	20	20	20	20	20	20	20
DIET OF STUDENTS TAHT SAYS "NO"	Vegetables	42	22	9	10	4	2	0	3
	Legumes	19	18	36	14	4	0	0	1
	Meat	4	11	16	13	21	17	0	10
	Fish	21	24	22	14	6	3	0	2
	Eggs	18	27	17	16	6	3	0	5
	Pasta	11	11	11	11	11	11	11	11
	Fruit	26	26	26	26	26	26	26	26
	Dairy products	7	7	7	7	7	7	7	7

		Number of students	
		Male	Female
STUDENTS TAHT SAY "YES"	BMI Underweight (BMI<18)	11	7
	Healthy weight (18<BMI<24.9)	82	69
	Overweight (25<BMI<26.9)	13	7
	Obesity (BMI>27)	6	3
STUDENTS TAHT SAY "NO"	Underweight (BMI<18)	3	19
	Healthy weight (18<BMI<24.9)	25	35
	Overweight (25<BMI<26.9)	2	3
	Obesity (BMI>27)	2	3

SECOND-TERM PROJECT 3º ESO

A survey on healthy and unhealthy lifestyles at IES Doñana

Group 5.

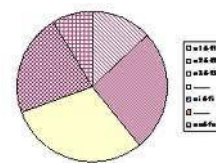
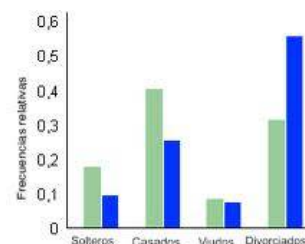
- You will work in groups of 4 or 5 persons. - You will work in groups of 4 or 5 persons. - Each group has to interview 20 students from the school (10 girls and 10 boys) from EACH LEVEL (1º CSE-2º BACHTO). The survey is anonymous
- Finally, you must transfer all the data into the Excel sheet

This must be handed to your teachers on:

Tasks:

(Help: <https://nces.ed.gov/nceskids/createagraph/>; <http://www.mathsisfun.com/data/graphs-index.html>)

1. For each level: represent the answer of the ones polled in a bar graph, boys and girls separately (use different colours).
2. For each level: calculate the separate percentage of boys and girls that choose each one of the various answers. Then, make two pie charts (one for boys and one for girls) that represent those percentages.
3. For each level: Calculate the total percentage of students that choose the different options without regard to sex.
4. Explain your conclusions from the results of the previous tasks 1-3. . You must show the conclusions in general. Do not specify the individual answers per level.
5. Additional task: are you an early riser or a night owl? Explain these personalities and imagine suitable professions for each one of them.
6. Explain if the use of social media has impacted negatively on your sleep and why you feel compelled to use it at night time even if you are tired



Data Table of Question 5: How many hours do you sleep daily?

Question 5 - Hours of sleep	Number of students surveyed	Answer options	Number of boys who said ...	Number of girls who said ...	Total number of students who said ...
1 CSE	50	< 6 hours	1	3	4
		6 - 7 hours	2	7	9
		7 - 8 hours	12	9	21
		8 - 9 hours	10	5	15
		>9 hours	0	1	1
2 CSE	50	< 6 hours	1	2	3
		6 - 7 hours	5	7	12
		7 - 8 hours	13	10	23
		8 - 9 hours	4	3	7
		>9 hours	2	3	5
3 CSE	60	< 6 hours	1	0	1
		6 - 7 hours	10	7	17
		7 - 8 hours	12	15	27
		8 - 9 hours	4	6	10
		>9 hours	3	2	5
4 CSE	40	< 6 hours	1	1	2
		6 - 7 hours	7	6	13
		7 - 8 hours	9	5	14
		8 - 9 hours	2	6	8
		>9 hours	1	2	3
1 Post- CSE	50	< 6 hours	1	2	3
		6 - 7 hours	9	8	17
		7 - 8 hours	3	10	13
		8 - 9 hours	8	6	14
		>9 hours	3	0	3
2 Post- CSE	40	< 6 hours	2	5	7
		6 - 7 hours	3	4	7
		7 - 8 hours	10	9	19
		8 - 9 hours	4	2	6
		>9 hours	1	0	1

SECOND-TERM PROJECT 3º ESO

A survey on healthy and unhealthy lifestyles at IES Doñana

Additional information: (helpful information to argue your conclusions)

How many students feel ... throughout the day?		Less than 6 hours	From 6 to 7 hours	From 7 to 8 hours	From 8 to 9 hours	More than 9 hours
1 CSE	Bad or very bad	2	8	6	1	0
	Normal	1	1	1	1	0
	Good or very good	1	5	11	9	3
2 CSE	Bad or very bad	2	9	7	2	0
	Normal	1	0	1	1	0
	Good or very good	1	4	15	4	2
3 CSE	Bad or very bad	1	7	8	7	0
	Normal	1	1	2	1	2
	Good or very good	2	10	11	3	4
4 CSE	Bad or very bad	3	2	3	0	0
	Normal	0	0	3	0	0
	Good or very good	1	11	9	4	3
1 Post-CSE	Bad or very bad	2	3	4	1	0
	Normal	0	0	3	2	0
	Good or very good	0	7	17	8	3
2 Post-CSE	Bad or very bad	1	3	3	3	0
	Normal	0	1	4	1	0
	Good or very good	1	3	9	10	1

SECOND-TERM PROJECT 3º ESO

A survey on healthy and unhealthy lifestyles at IES Doñana

Group 6

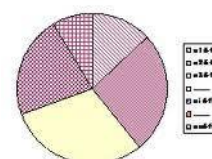
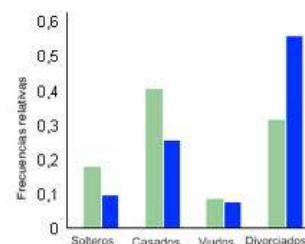
- You will work in groups of 4 or 5 persons.
- You will work in groups of 4 or 5 persons.
- Each group has to interview 20 students from the school (10 girls and 10 boys) from EACH LEVEL (1º CSE-2º BACHTO). The **survey is anonymous**
- Finally, you must transfer all the data into the Excel sheet

This must be handed to your teachers on:

Tasks:

(Help: <https://nces.ed.gov/nceskids/createagraph/>; <http://www.mathsisfun.com/data/graphs-index.html>)

- For each level: represent the answer of the ones polled in a bar graph, boys and girls separately (use different colours).
- For each level: calculate the separate percentage of boys and girls that choose each one of the various answers. Then, make two pie charts (one for boys and one for girls) that represent those percentages.
- For each level: Calculate the total percentage of students that choose the different options without regard to sex. Explain your conclusions from the results of the previous tasks 1-3. . You must show the conclusions in general. Do not specify the individual answers per level.
- Additional task: Organize a timetable for the afternoon.
- Explain if the use of social media has impacted negatively on your sleep and why you feel compelled to use it at night time even if you are tired.



Data Table of Question 6: How many hours a day do you spend...?

Question 6 - Hobbies	Number of students surveyed	Answer options	Times that boys said ...	Times that girls said ...	Total of times they said ...
1 CSE	50	None	0	0	0
		Watching TV	17	19	36
		Reading	6	9	15
		Practicing sport	17	5	22
		Surfing the web	9	14	23
		Listening to music	12	16	28
		Hanging out	17	18	35
		Outdoor activities	4	9	13
		Gaming	8	1	9
		Painting/Drawing	2	3	5
		Playing music	2	0	2
		Cinema	4	3	7
		Others	2	1	3
2 CSE	50	None	0	0	0
		Watching TV	20	20	40
		Reading	3	3	6
		Practicing sport	20	10	30
		Surfing the web	3	7	10
		Listening to music	16	14	30
		Hanging out	17	13	30
		Outdoor activities	4	9	13
		Gaming	7	2	9
		Painting/Drawing	3	3	6
		Playing music	2	2	4
		Cinema	3	5	8
		Others	3	1	4
3 CSE	60	None	0	0	0
		Watching TV	27	25	52
		Reading	6	11	17
		Practicing sport	25	14	39
		Surfing the web	19	21	40
		Listening to music	28	29	57
		Hanging out	22	27	49
		Outdoor activities	10	8	18
		Gaming	10	5	15
		Painting/Drawing	0	3	3
		Playing music	1	1	2
		Cinema	10	10	20
		Others	2	4	6

SECOND-TERM PROJECT 3º ESO

A survey on healthy and unhealthy lifestyles at IES Doñana

Question 6 - Hobbies	Number of students surveyed	Answer options	Times that boys said ...	Times that girls said ...	Total of times they said ...
4 CSE	40	None	0	0	0
		Watching TV	16	14	30
		Reading	4	4	8
		Practicing sport	16	1	17
		Surfing the web	11	8	19
		Listening to music	16	17	33
		Hanging out	14	10	24
		Outdoor activities	5	2	7
		Gaming	8	1	9
		Painting/Drawing	2	6	8
		Playing music	3	3	6
		Cinema	0	5	5
		Others	2	5	7
1 Post- CSE	50	None	0	0	0
		Watching TV	19	20	39
		Reading	3	6	9
		Practicing sport	21	9	30
		Surfing the web	10	19	29
		Listening to music	18	24	42
		Hanging out	11	14	25
		Outdoor activities	1	1	2
		Gaming	9	2	11
		Painting/Drawing	0	0	0
		Playing music	2	3	5
		Cinema	0	5	5
		Others	4	1	5
2 Post- CSE	40	None	0	0	0
		Watching TV	16	16	32
		Reading	5	9	14
		Practicing sport	17	11	28
		Surfing the web	18	18	36
		Listening to music	18	18	36
		Hanging out	18	18	36
		Outdoor activities	11	3	14
		Gaming	5	1	6
		Painting/Drawing	1	2	3
		Playing music	2	2	4
		Cinema	2	6	8
		Others	3	1	4

SECOND-TERM PROJECT 3º ESO

A survey on healthy and unhealthy lifestyles at IES Doñana

Group 7

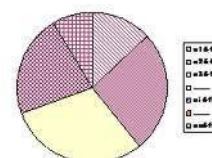
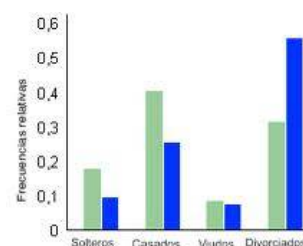
- You will work in groups of 4 or 5 persons. - You will work in groups of 4 or 5 persons. - Each group has to interview 20 students from the school (10 girls and 10 boys) from EACH LEVEL (1º CSE-2º BACHTO). The **survey is anonymous**
- Finally, you must transfer all the data into the Excel sheet

This must be handed to your teachers on:

Tasks:

(Help: <https://nces.ed.gov/nceskids/createagraph/>; <http://www.mathsisfun.com/data/graphs-index.html>)

1. For each level: represent the answer of the ones polled in a bar graph, boys and girls separately (use different colours).
2. For each level: calculate the separate percentages of boys and girls who answer the different social media sites. Then, make two pie charts (one for boys and one for girls) that represent those percentages.
3. Calculate the total percentage of the students that chose each of the social media, firstly with regard to sex, and secondly with regard to level. Draw the results in each pie graph.
4. Explain your conclusions from the results of the previous tasks 1-3. . You must show the conclusions in general. Do not specify the individual answers per level.
5. Additional task: give information about the first three best-known social networking services: what do they offer to users? Why are they so popular? In your opinion, what are the advantages and disadvantages of the social media? What are the most popular social networking sites in Spain? ...)
6. Do you ever worry that if you don't share content every day you are going to feel left behind by your friends? Do you think that this feeling is a healthy one?
7. Read the following article and reflect if those statistics show dangerous behaviors, you should focus especially if the abuse of social media may be explained by the feeling of missing out.



<https://www.cbs.nl/en-gb/news/2018/20/more-and-more-young-adults-addicted-to-social-media>

Data Table of Question 7: What social networking services do you know or/and use?

SECOND-TERM PROJECT 3º ESO

A survey on healthy and unhealthy lifestyles at IES Doñana

Question 7 - Social Media	Number of students surveyed	Answer options	Times that boys said ...	Times that girls said ...	Total of times they said ...
1 CSE	50	Instagram	11	25	36
		Twiter	0	0	0
		Google+	13	9	22
		Facebook	11	10	21
		YouTube	17	15	32
		LinkedIn	0	0	0
		Pintrest	0	0	0
		Tuenti	3	1	4
		MySpace	11	0	11
		Others	9	7	16
2 CSE	50	Instagram	17	21	38
		Twiter	0	0	0
		Google+	5	5	10
		Facebook	11	12	23
		You Tube	16	15	31
		LinkedIn	0	0	0
		Pintrest	0	0	0
		Tuenti	3	1	4
		MySpace	0	21	21
		Others	5	6	11
3 CSE	60	Instagram	27	28	55
		Twiter	0	0	0
		Google+	16	15	31
		Facebook	15	17	32
		You Tube	26	23	49
		LinkedIn	1	0	1
		Pintrest	0	0	0
		Tuenti	4	1	5
		MySpace	2	28	30
		Others	5	6	11

SECOND-TERM PROJECT 3º ESO

A survey on healthy and unhealthy lifestyles at IES Doñana

Question 7 - Social Media	Number of students surveyed	Answer options	Times that boys said ...	Times that girls said ...	Total of times they said ...
4 CSE	40	Instagram	15	20	35
		Twiter	0	0	0
		Google+	4	1	5
		Facebook	6	9	15
		You Tube	17	11	28
		LinkedIn	0	0	0
		Pintrest	0	0	0
		Tuenti	2	0	2
		MySpace	0	20	20
		Others	1	1	2
1 Post- CSE	50	Instagram	25	11	36
		Twiter	0	0	0
		Google+	9	13	22
		Facebook	10	11	21
		You Tube	15	17	32
		LinkedIn	0	0	0
		Pintrest	0	0	0
		Tuenti	1	3	4
		MySpace	0	11	11
		Others	7	9	16
2 Post- CSE	40	Instagram	25	11	36
		Twiter	0	0	0
		Google+	9	13	22
		Facebook	10	11	21
		You Tube	15	17	32
		LinkedIn	0	0	0
		Pintrest	0	0	0
		Tuenti	1	3	4
		MySpace	0	11	11
		Others	7	9	16

THIRD-TERM PROJECT FOR 3º ESO



HARMFUL SUBSTANCES

TASK

In our life we are in contact with certain substances which, up to certain concentrations, may become dangerous. The objective/aim of this Project is to find out:

1. Description of the substance, chemical formula. Build a ball model of the molecule, etc.
2. What minimal effects do they have on our body?
3. What disorders and diseases can they cause when we take them for a long time?
4. Where can we find them, in which kind of food, etc.?
5. Do you think that they cover a social need? Which function do they perform?
6. Imagine a situation where they can have a positive use and another where they can lead to negative consequences.
7. Are they worth it? Each half of the group takes one side (positive and negative consequences), stage a short dialogue on the pros and cons of their regulation. Why should they be banned or not? (See the particular guidelines and hints for each group).
8. Do some research and find out the answers to the questions below.

GROUP 1: CAFFEINE

The recommended daily dose of caffeine is about 250 mg. Can you calculate how many coffees, cokes or Monsters a person can drink without it affecting their health?

Amount of caffeine in coffee = 95 mg

Amount of caffeine in a coke = 35 mg

An amount of caffeine in Monsters = 80 mg

7 - Guidelines for a short staged debate: Caffeine and modern life. Do you think that working life in modern cities would be different without caffeine? Is it different in the countryside? Do we sleep enough? Are there alternative beverages, without less damage to our health? Do studies show some benefits of caffeine for preventing Alzheimer?

FINAL PRODUCT

2nd TERM TASK

- The final product must be a presentation together with your oral group exposition. Remember to include only schematic information in your slides.
- Deadline: The mathematical calculations must be handed in only to your Maths teacher, and a copy of all the information to all your bilingual teachers.

3rd TERM TASK

- Stage debate with the previous information from the Second Term.
- Conclusions. Interactive activity with the rest of the class. Survey and interviews on the conclusions of the debate.

DEADLINE AND PRESENTATION



Deadline:

Presentations:

THIRD-TERM PROJECT FOR 3º ESO



HARMFUL SUBSTANCES

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4. Where can we find them, in which kind of food, etc.?
5. Do you think that they cover a social need? Which function do they perform?
6. Imagine a situation where they can have a positive use and another where they can lead to negative consequences.
7. Are they worth it? Each half of the group takes one side (positive and negative consequences), stage a short dialogue on the pros and cons of their regulation. Why should they be banned or not? (See the particular guidelines and hints for each group).
8. Do some research and find out the answers to the questions below.

GROUP 2: ALCOHOL

The highest permitted level of alcohol by the DGT is 0.5 g / l of alcohol in blood. If a person has on average about 5 liters of blood, can you calculate the amount of beer, whiskey and wine a person can drink without being fined?

Concentration of alcohol in beer = 5 %

Concentration of alcohol in whiskey = 40 %

Concentration of alcohol in wine = 12 %

7 - Guidelines for a short staged debate: In which societies is alcohol consumption more widely accepted, and why? In which cultures is it less accepted and why? Has recreational use of alcohol ever been banned? Why and by whom? What happened then in that country?

FINAL PRODUCT

2nd TERM TASK

- The final product must be a presentation together with your oral group exposition. Remember to include only schematic information in your slides.
- Deadline: The mathematical calculations must be handed in only to your Maths teacher, and a copy of all the information to all your bilingual teachers.

3rd TERM TASK

- Stage debate with the previous information from the Second Term.
- Conclusions. Interactive activity with the rest of the class. Survey and interviews on the conclusions of the debate.

DEADLINE AND PRESENTATION



Deadline:

Presentations:

THIRD-TERM PROJECT FOR 3 ESO



HARMFUL SUBSTANCES

TASK

In our life we are in contact with certain substances which, up to certain concentrations, may become dangerous. The objective/aim of this Project is to find out:

1. Description of the substance, chemical formula. Build a ball model of the molecule, etc.
2. What minimal effects do they have on our body?
3. What disorders and diseases can they cause when we take them for a long time?
4. Where can we find them, in which kind of food, etc.?
5. Do you think that they cover a social need? Which function do they perform?
6. Imagine a situation where they can have a positive use and another where they can lead to negative consequences.
7. Are they worth it? Each half of the group takes one side (positive and negative consequences), stage a short dialogue on the pros and cons of their regulation. Why should they be banned or not? (See the particular guidelines and hints for each group).
8. Do some research and find out the answers to the questions below.

GROUP 3: NICOTINE

The lethal dose of nicotine is about 0.50 mg / Kg. Can you calculate how many cigarettes a person can smoke to reach this dose?

Each cigarette contains 6 mg of nicotine.

7 - Guidelines for a short staged debate: When did nicotine become trendy? Why did people start consuming it? When did that trend stop, how and why? Talk about tobacco banning laws and their effects in culture (cinema, night life, etc.).

FINAL PRODUCT

2nd TERM TASK

- The final product must be a presentation together with your oral group exposition. Remember to include only schematic information in your slides.
- Deadline: The mathematical calculations must be handed in only to your Maths teacher, and a copy of all the information to all your bilingual teachers

3rd TERM TASK

- Stage debate with the previous information from the Second Term.
- Conclusions. Interactive activity with the rest of the class. Survey and interviews on the conclusions of the debate.

DEADLINE AND PRESENTATION



Deadline:

Presentations:

THIRD-TERM PROJECT FOR 3 ESO



HARMFUL SUBSTANCES

TASK

In our life we are in contact with certain substances which, up to certain concentrations, may become dangerous. The objective/aim of this Project is to find out:

1. Description of the substance, chemical formula. Build a ball model of the molecule, etc.
2. What minimal effects do they have on our body?
3. What disorders and diseases can they cause when we take them for a long time?
4. Where can we find them, in which kind of food, etc.?
5. Do you think that they cover a social need? Which function do they perform?
6. Imagine a situation where they can have a positive use and another where they can lead to negative consequences.
7. Are they worth it? Each half of the group takes one side (positive and negative consequences), stage a short dialogue on the pros and cons of their regulation. Why should they be banned or not? (See the particular guidelines and hints for each group).
8. Do some research and find out the answers to the questions below.

GROUP 4: IBUPROFEN

The lethal dose of ibuprofen can be seen from about 400 mg / kg. Can you calculate how many pills a person who weighs 50 Kg must take to reach this dose?
Each tablet contains 600 mg of ibuprofen.

7 - Guidelines for a short staged debate: Have ibuprofen side effects been silenced by pharmaceutical companies? Are there alternative methods to reduce pain? With worse or better results? Do you think that the risks are worth it? Some people believe a little bit of pain makes us feel more alive, do you agree?

FINAL PRODUCT

2nd TERM TASK

- The final product must be a presentation together with your oral group exposition. Remember to include only schematic information in your slides.
- Deadline: The mathematical calculations must be handed in only to your Maths teacher, and a copy of all the information to all your bilingual teachers

3rd TERM TASK

- Stage debate with the previous information from the Second Term.
- Conclusions. Interactive activity with the rest of the class. Survey and interviews on the conclusions of the debate.

DEADLINE AND PRESENTATION



Deadline:

Presentations:

THIRD-TERM PROJECT FOR 3 ESO



HARMFUL SUBSTANCES

TASK

In our life we are in contact with certain substances which, up to certain concentrations, may become dangerous. The objective/aim of this Project is to find out:

1. Description of the substance, chemical formula. Build a ball model of the molecule, etc.
2. What minimal effects do they have on our body?
3. What disorders and diseases can they cause when we take them for a long time?
4. Where can we find them, in which kind of food, etc.?
5. Do you think that they cover a social need? Which function do they perform?
6. Imagine a situation where they can have a positive use and another where they can lead to negative consequences.
7. Are they worth it? Each half of the group takes one side (positive and negative consequences), stage a short dialogue on the pros and cons of their regulation. Why should they be banned or not? (See the particular guidelines and hints for each group).
8. Do some research and find out the answers to the questions below.

GROUP 5: POTASSIUM SORBATE

The maximum recommended daily dose of sorbate by the W.H.S. (World Health Organization) is about 12.5 mg /kg. Can you calculate how many yogurts a person must take to reach this dose?

Each yogurt contains 0.5 g of sorbate.

7 - Guidelines for a short staged debate: Do you think this substance should be banned? Why? How could we be free of needing it? Is that possible in a global economy? Why? Do you think changing our diet could help us in that process? Would it be worth it?

FINAL PRODUCT

2nd TERM TASK

- The final product must be a presentation together with your oral group exposition. Remember to include only schematic information in your slides.
- Deadline: The mathematical calculations must be handed in only to your Maths teacher, and a copy of all the information to all your bilingual teachers.

3rd TERM TASK

- Stage debate with the previous information from the Second Term.
- Conclusions. Interactive activity with the rest of the class. Survey and interviews on the conclusions of the debate.

DEADLINE AND PRESENTATION



Deadline:

Presentations:

THIRD-TERM PROJECT FOR 3 ESO



HARMFUL SUBSTANCES

TASK

In our life we are in contact with certain substances which, up to certain concentrations, may become dangerous. The objective/aim of this Project is to find out:

9. Description of the substance, chemical formula. Build a ball model of the molecule, etc.
10. What minimal effects do they have on our body?
11. What disorders and diseases can they cause when we take them for a long time?
12. Where can we find them, in which kind of food, etc.?
13. Do you think that they cover a social need? Which function do they perform?
14. Imagine a situation where they can have a positive use and another where they can lead to negative consequences.
15. Are they worth it? Each half of the group takes one side (positive and negative consequences), stage a short dialogue on the pros and cons of their regulation. Why should they be banned or not? (See the particular guidelines and hints for each group).
16. Do some research and find out the answers to the questions below.

GROUP 6: MONOSODIUM GLUTAMATE

Although it can be harmful, there is no lethal dose of glutamate. Calculate how many kilograms of chips you must take to reach the total dose of 100 g of glutamate.

Each 250 g packet contains 4 g of glutamate.

7 - Guidelines for a short staged debate: Do you think this substance should be banned? Why? Is a healthy diet without such a nice flavour worth it in the long term? And in the short term? Do you think that we can change our taste preferences and thus be healthier? Why?

FINAL PRODUCT

2nd TERM TASK

- The final product must be a presentation together with your oral group exposition. Remember to include only schematic information in your slides.
- Deadline: The mathematical calculations must be handed in only to your Maths teacher, and a copy of all the information to all your bilingual teachers.

3rd TERM TASK

- Stage debate with the previous information from the Second Term.
- Conclusions. Interactive activity with the rest of the class. Survey and interviews on the conclusions of the debate.

DEADLINE AND PRESENTATION



Deadline:

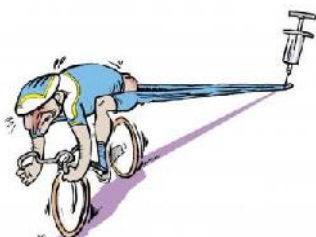
Presentations:

SPORTS AND HUMAN LIMITS

The use of substances to enhance athletic performance is not a modern invention. Although the idea that “the important thing in the games is not winning but taking part”, Doping is now a global problem that follows international sporting events worldwide. It was expected that, with educational programs, testing, and supportive medical treatment, this substance-abusing behaviour would decrease. Unfortunately, this has not been the case. In fact, new, more powerful and undetectable doping techniques and substances are now abused by professional athletes, while sophisticated networks of distribution have developed. Professional athletes are often the role models of adolescent and young adult populations, who often mimic their behaviors, including the abuse of drugs.



- 1) What is the origin of the word “*doping*”? Write about 2 or 3 cases that happened in the Ancient Ages (Egypt, Ancient Greece, Romans, etc).
- 2) Investigate the most serious cases of either exceeding limits or breaking rules in professional sports (for example the use of drugs, acts of violence, incorrect materials etc). Choose from the following sports:



- Cycling
- Boxing
- Athletics
- Swimming
- Gymnastics
- Weightlifting
- Bodybuilding

- 3) Look at some case studies about the chosen sport. Write about a maximum of three cases. Include:
- WHO (people involved) / HOW / WHEN / WHERE / WHY
- 4) Imagine you are a professional athlete, and if you win another competition, you will win a lot of money and achieve world-wide fame. Would you resort to drugs to help you in the competition? What if it meant you would definitely win? Would you do it if no one else would know about it? What if you know the other people in the competition were doing the same thing to help them win? Think about these questions, and then explain your conclusions.
- 5) Finally, make a reform project for your sport. What would you change?



FINAL TASK:

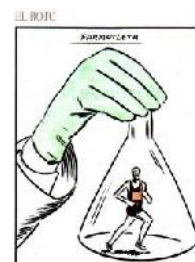
Do a PowerPoint presentation showing your research and ideas.
Include your answers to the above questions.

DEADLINES:

1st Revision: (P.E., Social Science)

2nd Revision: (English teacher)

PRESENTATIONS:

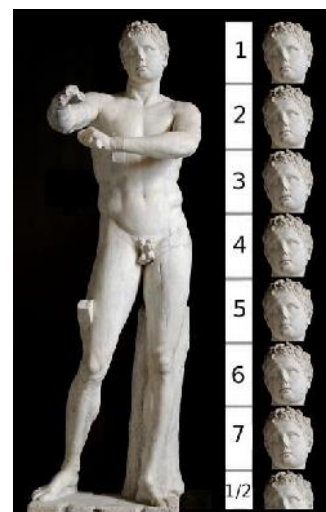


BEAUTY CANONS: BODY CULT AND THE SEARCH FOR THE PERFECT APPEARANCE.

GROUP 1: Bigorexia or Adonis complex

1. Bigorexia versus usual practice of physical activity. Advantages and disadvantages.
2. Disorders that can be caused in our body (nutritional, metabolic, in the nervous system ...)
3. Prevention and treatment.
4. Ethical aspect: analyse the image of man, based on strength and muscle and explain its negative aspects.
5. Comment on man's image of beauty in antiquity and today using this picture (golden canon).

Apoxiomenos by Lyssipos.



GROUP 2: Anorexia and bulimia

1. Disorders that can be caused in our body (nutritional, metabolic, in the nervous system ...)
2. Prevention and treatment.
3. Ethical aspect: analyse how society dictates how women's bodies should look. Explain why the search for the perfect body is impossible.
4. Discuss the current obsession with thinness with respect to the image of female beauty in the Modern Age using this picture.

The Three Graces, by Rubens.



GROUP 3: Tobacco (cigarettes) and alcohol as a canon of beauty in adolescence.

1. Harmful effects:
 - a. On the nervous system.
 - b. On the digestive system: stomach, liver, pancreas.
 - c. On the respiratory and cardiovascular systems.
2. Ethical aspect:
 - a. Analyse the mental consequences of these substances.
 - b. Analyse the behaviour of people who take these substances in the short and long term.
3. Discuss the role of alcohol in other historical periods using this picture.

Bacus, by Caravaggio (Uffizi).



GROUP 4: Mass-media: misleading advertising.

1. Analysis of advertising products that promote healthy eating (actimel, bifidus, fibers ... Biomanán) or elements used to improve lifestyle (machines that will improve muscle strength effortlessly, electro-stimulation).
2. Ethical aspect: Reflect on the models appearing in ads, why are these men and women unreal?
Analyze the image they convey: focus on perfect bodies and faces.
3. Discuss the use of advertising to sell a product in the twentieth century, the idea of a family advocate nation.

Nazi billboard.



GROUP 5: The standards of beauty since antiquity

1. Study how the concept of beauty has changed from ancient times to the present day, analyzing it in different arts like painting, sculpture...
2. Ethical aspect: Reflect on the image of women in today's world, where only their beauty and body are important.

Venus of Willendorf



GROUP 6: Anti-aging treatments: an alternative beauty

1. Analysis of the obsession of a part of society with preventing the passing of time.
2. Cases of cosmetic surgery in adolescents.
3. Facial-treatments, ultrasound, plants, stones ... Advertising: true or false?
4. Ethical aspect: Reflect on the image of man in the twenty-first century, increasingly concerned with aesthetics and fashion. Is man more feminine? Do you think it's good that man should be concerned about their appearance as much as women?



DEADLINE:

PRESENTATION:

THIRD-TERM PROJECT

4 ESO BIL



CREATING YOUR OWN COUNTRY

TASK:

Your task is to work in groups creating your own country in order to present it to the rest of the class. It should be a fictional country (that is, a country that doesn't exist today), and you must elaborate various details about the country. Some of the information that you should include about your country is:

- The name and location (where is it in the world?).
- The national flag.
- A national sport (the sport must be a team sport, co-ed (players of both genders play at the same time) and you must create a set of rules to play the sport.
- The form of government that your country has.
- The fundamental laws of your country.
- The political system that exists in your country.
- If you were de Prime Minister of the country, which three areas would you prioritize? How would you spend the government's budget? (Areas: unemployment, education, elderly care, immigration, public transport, housing, community and social services, child poverty).
- Use vocabulary from Unit 7 (English), such as *policy*, *cut down on*...

You must structure your project in four great fields: politics, culture, society and economy.

For communicative purposes, let's try our hardest to avoid annoying filler words when you don't know how to deal with a silence or a long pause. So, follow the formula below and check results!!



You must work together in this project and create a PowerPoint presentation. Be creative in your ideas and make sure to include elements from Physical Education, and Social Science. Good luck!

DEADLINE:

PRESENTATION:

FIRST-TERM PROJECT 1º BACHTO BILINGUAL

TASK: This term you have to plan A TRAINING PROGRAM for an AVATAR: it can be based on you and your own physical qualities or you can just make it up. Think about why this person needs a tailored training program, these are some examples:

- She might need to lose weight
- A marathon runner who needs to build up his/her muscles
- A middle-aged woman who wants to compete in a triathlon
- A bodybuilder with a heart disease who needs aerobic training, etc



The objective is to improve their physical qualities and health. All the training methods and activities done in PE lessons should be taken into account. Programs must be planned using **FREQUENCY, INTENSITY, VOLUME and TYPE OF ACTIVITIES**, following the principles of training.

Have a look at our blog for further information on the principles of training and training methods.

Use a PowerPoint or Prezi presentation to show your research. Each group will have 15 minutes maximum to present their projects.



As usual, be creative and show your best English.

Your presentation will be your mark for BLOQUE II in English.

DEADLINE: You won't have a deadline this time, just ask us any questions

PRESENTATION:

SECOND-TERM PROJECT

1º BACHTO BIL

LET'S DEBATE ON THE ISSUE!



TASK:

This term's project will comprise a **staged debate**, sort of a play showing a discussion on a **hot topic** (researched and practised beforehand) among the members of the group. Some improvising during the discussion will also be positive but preparation is compulsory.

-Four groups of 8 students will be formed.

-In each group: One student will be the **presenter and moderator**, who will be in charge of the good pace (distribution of time among the participants in the debate) and manners of the class. Another student will be the **'journalist'**, taking notes and summarizing the different opinions at the end of the debate, letting then the public decide for themselves, who made the most compelling points throughout the session. **The 6 remaining pupils will take one side of the discussion.** Which side they will be defending will be decided upon the tossing of a coin (by chance), so they will have to be prepared so as to defend one idea or the contrary.

-Staging of the debate: It will start with a short presentation of the topic, outlining the main issues at stake. Then, the discussion will start. As in any debate, turns will be taken in order to give a short speech (1-2 minutes) defending an opinion, showing data and counter-arguing in response to the other side's statements. **There should not be more than 3 turns in total**, as the debate **shouldn't last more than 35 minutes**, and the 4-5 last minutes should be left for the journalist to 'broadcast' his highlights of the discussion. During the preparations for the project, the journalist and moderator will help them do the research on the issue before the debate is staged, in addition to performing their tasks.

The 4 topics which will be assigned to the 4 groups, distributed by preference (or either chance, depending on whether or not you are able to reach a peaceful agreement) will be:

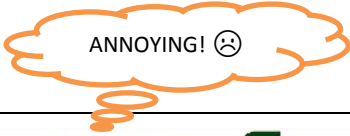
-Solidarity and environment: Are we generous enough with other countries and cultures, or are we in fact thrifty? Does the welfare of other countries affect our own well being? And nature, do we share a responsibility to reach an understanding with those other countries in order to avoid environmental disasters? But, is that possible if we only care for competing against each other?

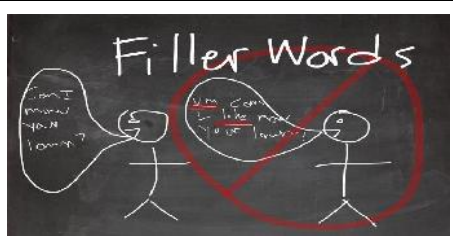
- Culture and civilizations: Is our culture the best, or do all cultures have their own value, and richness, deserving the same respect? What are the pros (and cons - for the opposite side-) of our general system of beliefs? Is there more than one, in Andalusia, Spain? Should people coming from another country adapt to our customs, or are they allowed to preserve some of their features?

- Culture and the technological progress: Do you think technology is improving our cultural life, and we have more options in that regard, or is it impoverishing the way we learn and enjoy art, cinema and music (crises of the music industry, less available movies and concerts, less reading time and attention span...). What are the limits of science and technology? Can we change everything?

-Humanity (vs?) Animals: Given that we all are part of mother nature, are entitled to treat animals worse than human beings, given that they have a sensory system and, thus, feelings? How much worse? Should we reduce animal suffering, and if so, is it right to keep eating them? And allowing carnivore species to do so? What solutions could there be?

For communicative purposes, let's try our hardest to avoid annoying filler words when you don't know how to deal with a silence or a long pause. So, follow the formula below!



		By the way, In other words, That is, That is to say, What I mean...
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DEADLINE:

DEBATES:

THIRD-TERM PROJECT 1º BACHTO BILINGUAL

**CHOOSE YOUR PHYSICAL EDUCATION TOPIC.
LET'S DEBATE ON THE TOPIC**



TASK:

This term's project will also comprise a **staged debate**, showing a discussion on a **hot topic** (researched and practised beforehand: YOU NEED TO DO AT LEAST 1 REHEARSAL at home so it will look natural, **NO READING SCRIPTS WILL BE ALLOWED**) among the members of the group. Some improvising during the discussion will also be positive but preparation is compulsory.

-**Four groups of 8 students** will be formed.

-In each group: One student will be the **presenter and moderator**, who will be in charge of the good pace (distribution of time among the participants in the debate) and manners of the class. Another student will be the '**journalist**', taking notes and summarizing the different opinions at the end of the debate, letting then the public decide for themselves, who made the most compelling points throughout the session. **The 6 remaining pupils will take one side of the discussion.** Which side they will be defending will be decided beforehand and agreed among the members of the group.

-Staging of the debate: It will start with a short presentation of the topic, outlining the main issues at stake. Then, the discussion will start. As in any debate, turns will be taken in order to give a short speech (1-2 minutes) defending an opinion, showing data and counter-arguing in response to the other side's statements. **There should not be more than 3 turns in total**, as the debate **shouldn't last more than 35 minutes**, and the 4-5 last minutes should be left for the journalist to 'broadcast' his highlights of the discussion. During the preparations for the project, the journalist and moderator will help them do the research on the issue before the debate is staged, in addition to performing their tasks.

The 4 topics which will be assigned to the 4 groups, distributed by preference (or either chance, depending on whether or not you are able to reach a peaceful agreement) will be:

1.- Training to the limit. Health risks vs. Glory

-Overtraining: "Can an athlete train too much?" Should it be left to individual freedom?

-Doping: "Is there good doping? Should we allow the Pharmaceuticals to improve human physical condition? Isn't it sometimes like wearing glasses, or riding a wheelchair?"

2.-Team sports vs individual sports. Are games like war? Violence on sport.

-Are there more cases of violence around team sports than in individual sports? Why are there more ultras around certain Clubs? Could it be different, or do the rules of soccer and such promote these kinds of attitudes vs. for example Tennis?

3.- Sports and money.

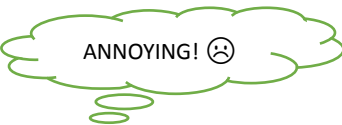
-Professional sports are more about money compared to amateur sports.

Sport stars' salaries vary a lot depending on mass media, advertisements, etc. Women earn much less, for example, the tennis player Djokovic claimed men prizes should be higher, and prize money should be "fairly distributed" based on "who attracts more attention, number of spectators and who sells more tickets. Do you agree?

4. Sports and values.

- Are athletes public figures under public scrutiny, to the point of not having a private life? Should they be more careful in social networks? When Messi doesn't pay his taxes, some FIFA members commit crimes, Neymar goes clubbing late at night, should that reflect badly on their image as athletes? Is it the price they must pay for being successful and famous? What happens when Piqué demands an independent Catalonia? Is it all right to mix sports and political and social issues?

For communicative purposes, let's try our hardest to avoid annoying filler words when you don't know how to deal with a silence or a long pause. So, follow the formula below and check results!!



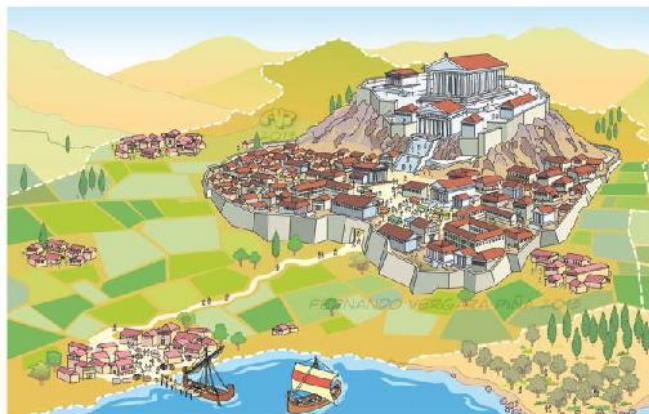
		By the way, In other words, That is, That is to say, What I mean...
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DEADLINE:

REVISION:

PHILOSOPHY

FIRST-TERM PROJECT: CREATE YOUR OWN POLIS



Imagine you are Pericles, one of the most famous legislators in Ancient Greece and you have to rebuild the city of Athens. In this project you have to include:

1. Flag: Try to design a flag that represents the polis.
2. Geological situation: Location and weather. Is it on an island or not? Does your Polis have a volcano or a nearby desert?
3. Political system: Democracy, Tyranny, Monarchy... explaining the role of the President, political parties...
4. Constitution: Create ten basic laws.
5. Religion: Do the citizens believe in God or not? Is your Polis monotheist or polytheist?
6. Education system: Main subjects you would include in the curriculum.
7. Economy: Is your Polis poor or rich? Does it trade with other Polis? What do you sell? What do you need to buy from other Polis?
8. Relationships with other Polis: Is your Polis aggressive or peaceful?
9. Final conclusions

❖ Tips to enhance your performance

- ✓ Pay attention to tricky sounds when delivering your speech /z, 3, /
- ✓ Include new vocabulary of the senses, if possible.
- ✓ In terms of grammar, the use of a wide range of verbal tenses will be GRATIFIED. Moreover, insert as many Relative Clauses – both defining and non-defining ones – in order to boost your language of the level.

DEADLINE:

PRESENTATION:

PHILOSOPHY

SECOND TERM PROJECT: IF I WERE A PHILOSOPHER, I'D BE...



In this project you have to create a new Philosopher. Include these items:

1. Name
2. Nationality and century
3. Male or Female
4. Biography
5. Three basic books. Invent the titles. What are they about?
6. Philosophy:

6.1 Knowledge theory	6.2 Moral theory	6.3 Political philosophy	6.4 Religious Theory
Empiric, rationalist, both, epicurean, stoical, fideism...	What are happiness and goodness for him/her?	Does she/he think human being is good or bad? Is she/he democratic or not? What would she/he do to change the world?	-Three arguments for/against existence of God

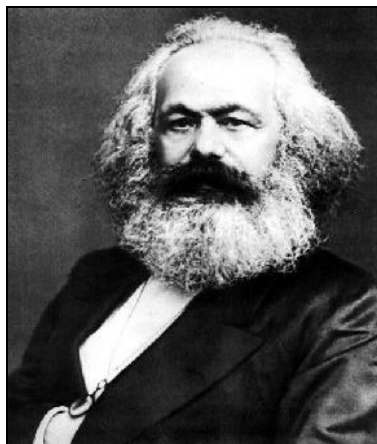
HINT!!! In terms of grammar, apart from the use of a wide range of verbal tenses and Relative Clauses – both defining and non-defining ones, and in order to boost your language of the level, use as many modal verbs, modal perfects and passive structures (causative and reporting verbs) as possible!! 😊

DEADLINE:

PRESENTATION

PHILOSOPHY

THIRD-TERM PROJECT: CHANGING THE WORLD



Through the years, philosophers have thought about changing the world. We have studied Plato's or Marx's intentions to create an ideal and utopian world. Now is your turn.

Imagine a perfect world and try to solve these problems we have nowadays:

1. Political system
2. Economy
3. Environmental damage
4. Women situation in the World
5. Religious problems
6. Third World's situation

HINT!!! In terms of grammar, apart from the use of previous grammatical areas already dealt with before, and in order to boost your language of the level, use as many conditional clauses, "I wish-clauses" and reported Speech as possible! 😊

DEADLINE:

PRESENTATION:

INTRODUCING THE LESSON



BLOCK A: COMMON INTRODUCTION

Good morning / Good afternoon everyone.

I'm (pause), and I'm going to tell you (pause) what we did (pause) in the last English lesson.

BLOCK B: SUMMARY OF PREVIOUS LESSON

- We studied.....

/ 'stʌɪd/

- We did.....

- We practiced.....

/ 'præktɪst/

- We checked.....

/tʃekt/

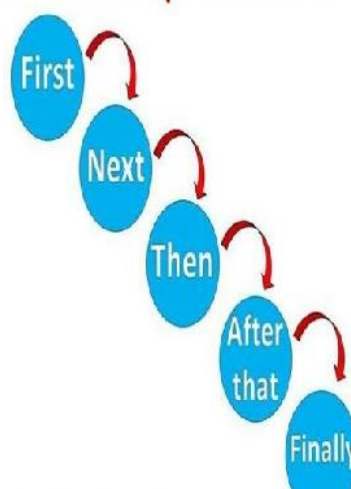
- We spoke about.....

- We revised...

/ rɪ 'vaɪzɪd/

- We had a test.

Time sequencers



BLOCK C: PERSONAL OPINION

I think it was (fun, boring, interesting.....).

BLOCK D: ANY HOMEWORK FOR TODAY?

For homework, we had...

- activities on page
- to study

We don't have any homework.



BLOCK E: LET'S SAY GOODBYE!

This is all for now. Thank you very much (pause) for your attention. Have you got any questions?

COMMON INSTRUCTIONS AND “SPEAKING CODE” IN FRONT OF AN AUDIENCE

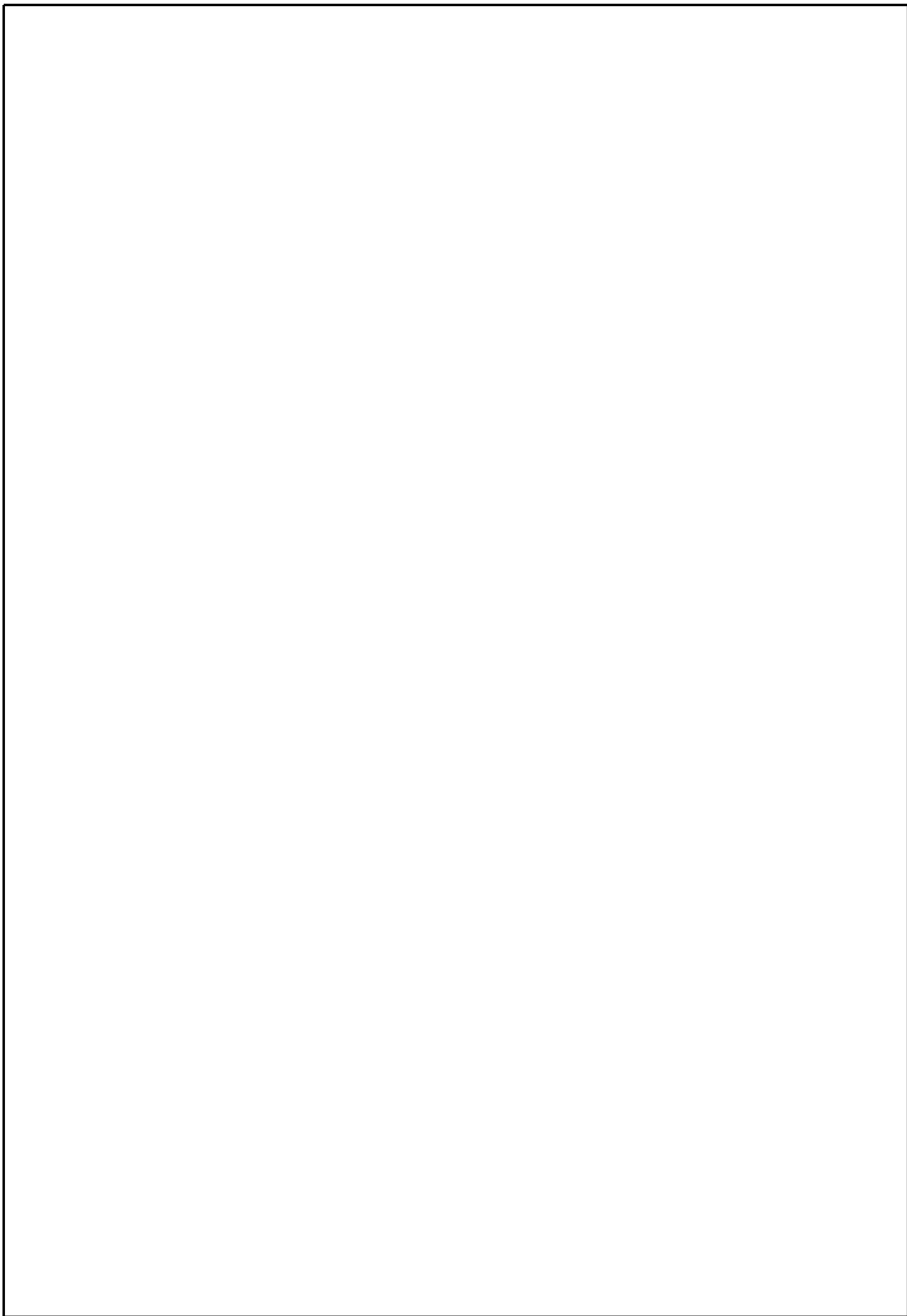


Before starting to work on your project, read this list of tips to help you SUCCEED!!!

	1. Don't read directly from your notes!
	2. Keep eye-contact with the audience!
	3. Don't write too much information on the slide and avoid reading it out like a script!
	4. Teamwork is key!!
	5. Avoid using “Spanish” and/ or “Spanglish” at all costs!!
	6. If you get stuck, try this: “one moment please”, “hang on a sec(ond), I'll try again”, “let me think about it”, or just simply ask your teacher or group mates for help.

... And now, how about you? How can you help your team? What kind of student do you think you are? Follow our so-called “Doñana-“mixed-ability” Code” below 🐼:

Type of student:	1 Are you still afraid of it?	2 I'm still working on my self-confidence	3 Already got it. Ready to take risks 🐼
What can I do in my group?	Introduce the topic discussion and your peers in the group. Close the speech and google nice pictures! No fear!	If so, introduce the index, remember others who is next or just be in charge and manage the computer on the presentation day!	If so, deal with contents, draft project, distribute task and design its final version.



CONTENIDOS Y CRITERIOS DE EVALUACIÓN
DEL PROYECTO INTEGRADO DE 1º DE BACHILLERATO:
A TRAINING PROGRAM.

CONTENIDOS ANLs (E.F.)	CONTENIDOS LINGÜÍSTICOS L2 (inglés)
- o Beneficios de la práctica de una actividad física regular y valoración de su incidencia en la salud. - o Aceptación de la responsabilidad en el mantenimiento y mejora de la condición física. - o Realización de pruebas de evaluación de la condición física saludable. - o Ejecución de sistemas y métodos para el desarrollo de la condición física. - o Planificación del trabajo de las cualidades físicas relacionadas con la salud. - o Elaboración y puesta en práctica, de manera autónoma, de un programa personal de actividad física y salud, atendiendo a la frecuencia, intensidad, tiempo y tipo de actividad. - o Análisis de la influencia de los hábitos sociales positivos: alimentación adecuada, descanso y estilo de vida activo. - o Análisis e influencia de los hábitos sociales negativos: sedentarismo, drogadicción, alcoholismo, tabaquismo, etcétera. - o Aplicación de diferentes métodos y técnicas de relajación. (Contenidos lingüísticos) Descripción sobre situaciones y personas. Argumentación de sus opiniones. Desarrollo sus razonamientos.	• Textos orales: Descripción sobre situaciones y personas. Argumentación de sus opiniones. Desarrollo sus razonamientos. • Funciones comunicativas: descripción de personas, intercambio de opiniones, expresión de conocimientos (sobre personas que conocen), expresión del interés, presentación personal. • Estructuras sintácticodiscursivas: Present simple. Present continuous - Present Perfect - Past simple - Past continuous - Past perfect. Will - going to Present continuous - future continuous - future perfect. Verbos modales y modales perfectos. Relative pronouns and adverbs. Defining and Non- Defining relative clauses. First- Second- Third conditional. Voz pasiva. Reported speech (estilo indirecto) - (reported orders and suggestions) • Estrategias de producción: preguntar y contestar preguntas, escuchar atentamente, uso de <i>question tags</i>, responder con cuidado, aportar sus ideas propias (<i>Speaking strategy</i>). Realización de ejercicios previos a la comunicación oral como preparación.

CRITERIOS DE EVALUACIÓN ANL (Educación Física)	ESTÁNDARES DE APRENDIZAJES EVALUABLES
1. Resolver situaciones motrices aplicando fundamentos técnicos en las actividades físico deportivas propuestas, con eficacia y precisión.	1.1. Ajusta la realización de las habilidades específicas a los requerimientos técnicos en las situaciones motrices individuales, preservando su seguridad y teniendo en cuenta sus propias características. 1.2. Ajusta la realización de las habilidades específicas a los condicionantes generados por los compañeros y los adversarios en las situaciones colectivas. 1.3. Adapta las técnicas de progresión o desplazamiento a los cambios del medio, priorizando la seguridad personal y colectiva.
4. Argumentar la relación entre los hábitos de vida y sus efectos sobre la condición física, aplicando los conocimientos sobre actividad física y salud	4.1. Demuestra conocimientos sobre las características que deben reunir las actividades físicas con un enfoque saludable y los beneficios que aportan a la salud individual y colectiva. 4.2. Relaciona ejercicios de tonificación y flexibilización con la compensación de los efectos provocados por las actitudes posturales inadecuadas más frecuentes. 4.3. Relaciona hábitos como el sedentarismo, el consumo de tabaco y de bebidas alcohólicas con sus efectos en la condición física y la salud. 4.4. Valora las necesidades de alimentos y de hidratación para la realización de diferentes tipos de actividad física
5. Mejorar o mantener los factores de la condición física, practicando actividades físico-deportivas adecuadas a su nivel e identificando las adaptaciones orgánicas y su relación con la salud	5.1. Valora el grado de implicación de las diferentes capacidades físicas en la realización de los diferentes tipos de actividad física. 5.2. Practica de forma regular, sistemática y autónoma actividades físicas con el fin de mejorar las condiciones de salud y calidad de vida. 5.3. Aplica los procedimientos para integrar en los programas de actividad física la mejora de las capacidades físicas básicas, con una orientación

	saludable y en un nivel adecuado a sus posibilidades. 5.4. Valora su aptitud física en sus dimensiones anatómica, fisiológica y motriz, y relacionándolas con la salud.
6. Diseñar y realizar las fases de activación y recuperación en la práctica de actividad física considerando la intensidad de los esfuerzos.	6.1. Analiza la actividad física principal de la sesión para establecer las características que deben tener las fases de activación y de vuelta a la calma. 6.2. Selecciona los ejercicios o tareas de activación y de vuelta a la calma de una sesión, atendiendo a la intensidad o a la dificultad de las tareas de la parte principal. 6.3. Realiza ejercicios o actividades en las fases iniciales y finales de alguna sesión, de forma autónoma, acorde con su nivel de competencia motriz
7. Colaborar en la planificación y en la organización de campeonatos o torneos deportivos, previendo los medios y las actuaciones necesarias para la celebración de los mismos y relacionando sus funciones con las del resto de implicados	7.1. Asume las funciones encomendadas en la organización de actividades grupales. 7.2. Verifica que su colaboración en la planificación de actividades grupales se ha coordinado con las acciones del resto de las personas implicadas. 7.3. Presenta propuestas creativas de utilización de materiales y de planificación para utilizarlos en su práctica de manera autónoma
8. Analizar críticamente el fenómeno deportivo discriminando los aspectos culturales, educativos, integradores y saludables de los que fomentan la violencia, la discriminación o la competitividad mal entendida.	8.1. Valora las actuaciones e intervenciones de los participantes en las actividades reconociendo los méritos y respetando los niveles de competencia motriz y otras diferencias. 8.2. Valora las diferentes actividades físicas distinguiendo las aportaciones que cada una tiene desde el punto de vista cultural, para el disfrute y el enriquecimiento personal y para la relación con los demás. 8.3. Mantiene una actitud crítica con los comportamientos antideportivos, tanto desde el papel de participante, como del de espectador.

9. Reconocer el impacto ambiental, económico y social de las actividades físicas y deportivas reflexionando sobre su repercusión en la forma de vida en el entorno.	9.1. Compara los efectos de las diferentes actividades físicas y deportivas en el entorno y los relaciona con la forma de vida en los mismos. 9.2. Relaciona las actividades físicas en la naturaleza con la salud y la calidad de vida. 9.3. Demuestra hábitos y actitudes de conservación y protección del medio ambiente
10. Asumir la responsabilidad de la propia seguridad en la práctica de actividad física, teniendo en cuenta los factores inherentes a la actividad y previendo las consecuencias que pueden tener las actuaciones poco cuidadosas sobre la seguridad de los participantes.	10.1. Verifica las condiciones de práctica segura usando convenientemente el equipo personal y los materiales y espacios de práctica. 10.2. Identifica las lesiones más frecuentes derivadas de la práctica de actividad física. 10.3. Describe los protocolos que deben seguirse ante las lesiones, accidentes o situaciones de emergencia más frecuentes producidas durante la práctica de actividades físico deportivas
11. Demostrar actitudes personales inherentes al trabajo en equipo, superando las inseguridades y apoyando a los demás ante la resolución de situaciones desconocidas.	11.1. Fundamenta sus puntos de vista o aportaciones en los trabajos de grupo y admite la posibilidad de cambio frente a otros argumentos válidos. 11.2. Valora y refuerza las aportaciones enriquecedoras de los compañeros o las compañeras en los trabajos en grupo.
Criterios lingüísticos 12. Comprender información emitida por una persona o al dialogar, para poder interactuar y socializar en ámbitos no necesariamente cercanos a la experiencia habitual del alumnado	
13. - Utilizar la lengua extranjera como vehículo de comunicación en el aula con corrección y coherencia. - Utilizar la lengua extranjera para leer en voz alta, exponer información oralmente o dialogar, interactuar y hacerse entender.	

CRITERIOS DE EVALUACIÓN L2 COMPRENSIÓN Y PRODUCCIÓN DE TEXTOS ORALES	ESTÁNDARES DE APRENDIZAJE
- Utilizar la lengua extranjera como vehículo de comunicación en el aula con corrección y coherencia. - Utilizar la lengua extranjera para leer en voz alta, exponer información oralmente o dialogar, interactuar y hacerse entender. - Atender a estructuras o modelos discursivos que sirvan de ejemplo formal o inspiración temática o conceptual para producir mensajes orales. - Incorporar a las producciones orales el léxico adecuado a la temática, registro o género. - Imitar la pronunciación, entonación y otros elementos suprasegmentales para articular, cohesionar, facilitar la comprensión y aportar calidad al mensaje oral. - Aplicar el conocimiento teórico, estructuras morfosintácticas y patrones fonológicos adecuados para crear textos orales gramaticalmente correctos. - Enriquecer las producciones comunicativas con el conocimiento de aspectos socioculturales de la lengua y la cultura meta y de aprendizajes interdisciplinarios. - Valorar la lengua extranjera como instrumento para comunicarse, introducirse en ámbitos sociales, educativos o profesionales, abrirse horizontes, conocer y respetar otras	1. Hace presentaciones de cierta duración sobre temas de su interés académico o relacionados con su especialidad (p. e. el desarrollo de un experimento científico, o un análisis de aspectos históricos, sociales o económicos), con una estructura clara que ayuda a los oyentes a fijarse en los aspectos más importantes, y demostrando seguridad a la hora de contestar preguntas del auditorio formuladas con claridad y a velocidad normal. 2. Se desenvuelve con seguridad en transacciones y gestiones cotidianas y menos habituales, ya sea cara a cara, por teléfono u otros medios técnicos, solicitando información detallada, ofreciendo explicaciones claras y detalladas y desarrollando su argumentación de manera satisfactoria en la resolución de los problemas que hayan surgido. 3. Participa con soltura en conversaciones informales cara a cara o por teléfono u otros medios técnicos, en las que describe con detalle hechos, experiencias, sentimientos y reacciones, sueños, esperanzas y ambiciones, y responde adecuadamente a los sentimientos que expresan sus interlocutores; describe con detalle experiencias personales y sus reacciones ante las mismas; expresa con convicción creencias, acuerdos y desacuerdos, y explica y justifica de manera persuasiva sus opiniones y proyectos. 4. Toma parte adecuadamente en conversaciones formales, entrevistas, reuniones y debates de carácter académico u ocupacional, aportando y pidiendo

culturas, compartir la herencia cultural andaluza y española, reconocer y actuar en base a los valores de una sociedad justa y ejercitar el plurilingüismo y la multiculturalidad. CCL, SIEP, CEC.	información relevante y detallada sobre aspectos concretos y abstractos de temas cotidianos y menos habituales en estos contextos; explicando los motivos de un problema complejo y pidiendo y dando instrucciones o sugerencias para resolverlo; desarrollando argumentos de forma comprensible y convincente y comentando las contribuciones de los interlocutores; opinando, y haciendo propuestas justificadas sobre futuras actuaciones.
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ASSESSMENT SPEAKING RUBRICS



GROUP NUMBER:

STUDENT'S NAME:

PARÁMETROS	DESCRIPTORES	PUNTUACIÓN	
1 COVERAGE OF COMMUNICATIVE SKILLS & LANGUAGE FUNCTIONS	1.1 Successful transmission of contents. Effective use of communicative strategies. Student is fully assertive (body language and eye contact). Use of standards of courtesy.	2.5	2
	1.2 Partial transmission of ideas. Use of communicative strategies. Somewhat monotonous. Little body language.	1.5	1
	1.3 No strategies. Use of Spanish. Reads. No standards of courtesy.	0.5	0
2 PHONOLOGICAL CRITERIA	2.1 Pronunciation and intonation are very clear and agreeable	2.5	2
	2.2 Pronunciation is clear enough, though some worrying mispronunciation. Somewhat flat intonation.	1.5	1
	2.3 Pronunciation is not clear at all. Doesn't make himself understood. Volume too low. Staccato rhythm	0.5	0
3 LANGUAGE ACCURACY IN THE USE OF GRAMMAR	3.1 Very few grammatical mistakes and complex grammatical structures. Wide range of vocabulary of the level.	2.5	2
	3.2 Few grammatical mistakes in complex structures. Limited vocabulary	1.5	1
	3.3 Many grammatical mistakes. Simplistic bland language. Hard to follow.	0.5	0
4 TASK FULFILMENT AND RICHNESS OF CONTENT	4.1 All points are tackled. Detailed information. Appropriate format and register	2.5	2
	4.2 Most points are tackled with enough information	1.5	1
	4.3 Inappropriate format and register. Many points are not tackled. Repetitive.	0.5	0
FINAL MARK	PARÁMETROS	DESCRIPTORES	DESCRIPTORES
	1 COVERAGE OF COMMUNICATIVE SKILLS & LANGUAGE FUNCTIONS	Organization of ideas Transmission of contents Use of body language. Eye contact. Interaction with smartboards	Communicative strategies No use of Spanish No reading
	2 PHONOLOGICAL CRITERIA	Intonation Volume	Rhythm pronunciation
	3 LANGUAGE ACCURACY IN THE USE OF GRAMMAR	Range of vocabulary Vocabulary of the level	Grammatical accuracy Grammar complexity
	4 TASK FULFILMENT AND RICHNESS OF CONTENT	Coverage of points Detailed information	Appropriate format and register Lack of repetitive structures
/10			

Everyday

~~TODAY~~ IS A GOOD DAY TO
WORK-OUT

**LIFE
FITNESS**



TRAINING METHODS...

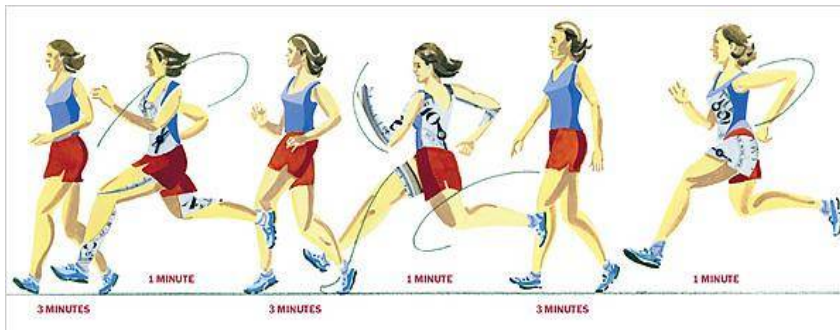
Total training



Continuous training



Fartleck



Circuit training



PRICES

Nº months	With diet	Without diet
2 months	95€	60€
4 months	180€	100€
6 months	250€	150€
12 months	430€	250€



**Save more
than just
money!**



KIT HARRINGTON

- ✕ 20 years
- ✕ Was not happy with his body and wanted to get strong

✕ What did we recommend him?

Total training

Six months

With diet

250€



INITIAL TESTS

✂ Weight: 89kg
✂ Height: 1'76m

✂ BMI : 28.9

✂ Cooper test : 2000m → level 3

✂ Beep test : 5 periods → level 3

✂ Press-ups : 18 press-ups → level 3

✂ Sit-ups : 29 sit-ups → level 3

✂ Jump rope : 120 jumps → level 6

✂ Sit and reach test : 15cm → level 9



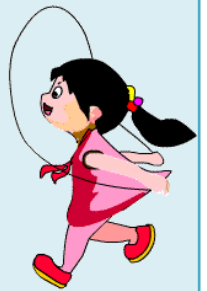
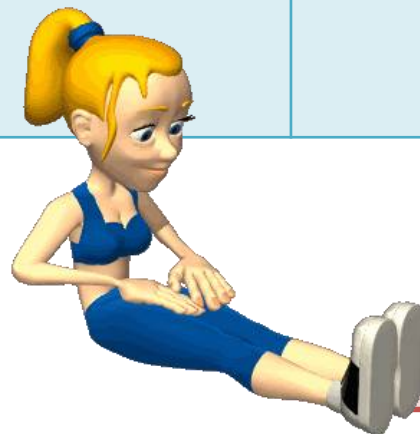
DIET

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Breakfast	-3 Scrambled Eggs -1 orange juice 	-1 toast with peanut butter -1 banana -Milk	-Lean Eggs and Ham -1 lemon juice	-Same as Monday	-Same as Tuesday	- Same as Wednesday 	-Flex day!!
Snack	-20 almonds	-2 small boxes of raisins	-20 almonds				
Lunch	-Pasta and chicken -1 apple	-Leftover Chicken and Pasta	-Black Bean and swordfish -1 pear 				
Snack	-1 piece of cheese 	-0% fat Greek yogurt	-1 piece of cheese				
Dinner	-Turkey wrap -Side salad (with 2tbsp olive oil)	-Salmon -2 cups of broccoli	-Burger -Side salad (with 2tbsp olive oil) -1 serving of potato fries				

Warm-up
every day before
doing any exercise.

FIRST TWO MONTHS

Monday	Tuesday	Wednesday	Thursday	Friday
-Run 20 minutes with the same rhythm. -One serie of 15 press-ups.	-Two series of 100 jumps. -Swimming pool.	-Fartleck of 15 minutes. -Two series of 15 sit-ups.	-Circuit training (one time)	-Total training of 20 minutes. -150 jumps on jump rope.



Stretching
everyday after
doing the exercises

THIRD AND FORTH MONTH

Warm-up
every day before
doing any exercise.

Monday	Tuesday	Wednesday	Thursday	Friday
-Run 30 minutes with the same rhythm. -Two series of 25 press-ups.	-Three series of 100 jumps. -Swimming pool.	-Farleck of 20 minutes. -Two series of 25 sit-ups.	-Circuit training (three times)	-Total training of 40 minutes. -200 jumps on jump rope.



Stretching
everyday after
doing the exercises

Warm-up
every day before
doing any exercise.

FIFTH AND SIXTH MONTH



Monday	Tuesday	Wednesday	Thursday	Friday
-Run 1hour with the same rhythm. -Three series of 30 press-ups.	-Three series of 150 jumps. -Swimming pool.	-Fartleck of 30 minutes. -Two series of 35 sit-ups.	-Circuit training (three times)	-Total training of 1hour minutes. -250 jumps on jump rope.



Stretching
everyday after
doing the exercises



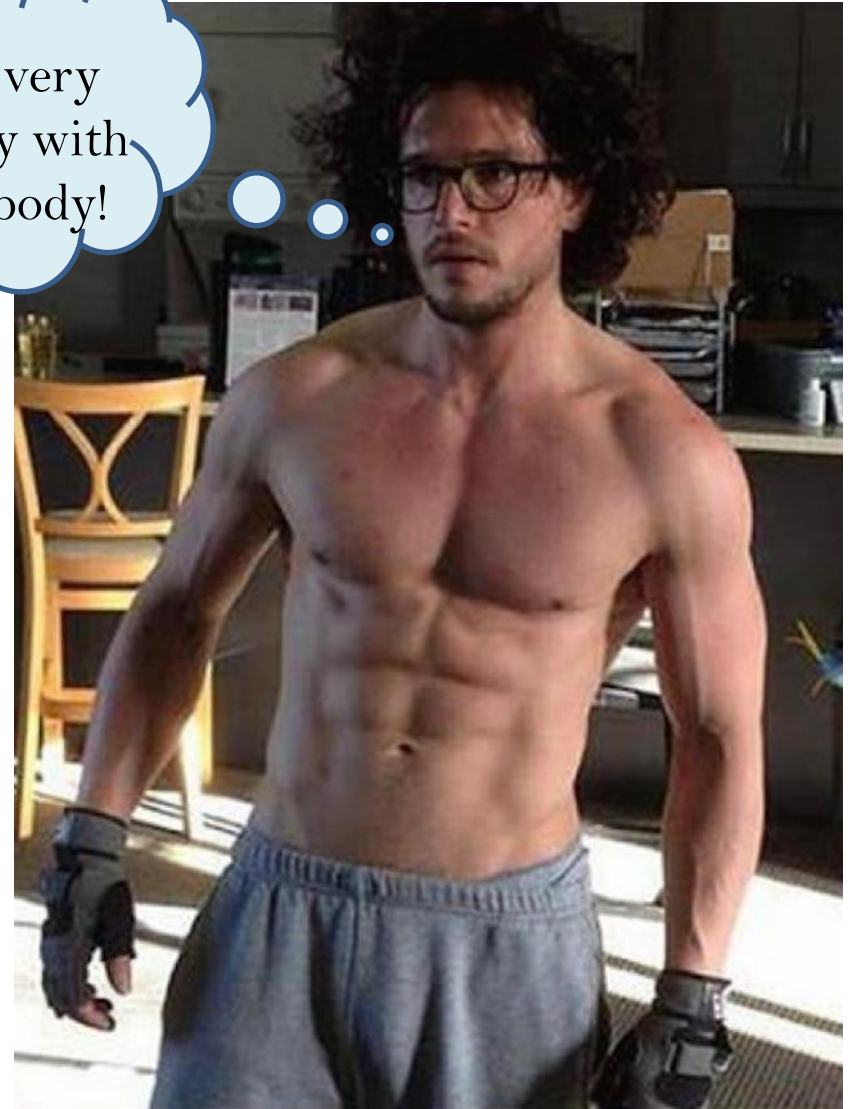
FINAL TESTS

I'm very
happy with
my body!

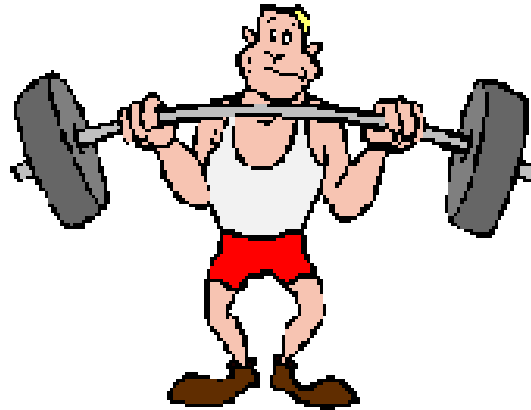
- ✧ Cooper test : 2700m → level 8
- ✧ Beep test : 9 periods → level 7
- ✧ Press-ups : 44 press-ups → level 10
- ✧ Sit-ups : 39 sit-ups → level 8
- ✧ Jump rope : 200 jumps → level 10
- ✧ Sit and reach test : 18cm → level 10

✧ Weight : 72kg
✧ Height : 1'77m

✧ BMI : 22.9



LIFE FITNESS: HOUSE OF FITNESS



- Don't hesitate to call us if you want to become stronger!

Lucía Beato Domínguez
Alicia Toribio Fernández
Andrea Hervás Reyes
Raúl de la Torre Arbón
Juanjo Bejarano Blanes
Álvaro Martín Audén

LIFE FITNESS: HOUSE OF FITNESS

Good afternoon, we are a fitness company called life fitness , our aim is to create a healthy world full of healthy people, so we try to involve people in sport designing a training plan for them. Our slogan is: “What we live for”.

We can make different kinds of training methods: continuous training, fartleack, interval training, circuit training, total training.... It depends on the person and the time that he or she wants to spend training.

Now, in this table, you can see what our prices are. It's cheaper than other companies because our objective is not to earn money, but to create a healthier world.

Kit Harington was a 17 years old boy that was not happy with his body and wanted to get strong. He came to our facilities to ask for help and we recommended him a total training during six months with diet, so we charged him 250€.

First of all, we found out his weight, which was 89kg, and his height, 1.76m. So his BMI is 28.89, which is overweight. Then, we made him some initial tests to know from where we needed to start.

These were the results:

Cooper test: 2000m → level 3

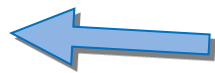
Beep test: 5 periods → level 3

Press-ups: 18 press-ups → level 3

Sit-ups: 29 sit-ups → level 3

Jump rope: 120 jumps → level 6

Sit and reach test: 15cm → level 9



Initial tests

(Average: 4.5)

This is the diet that we gave

him for the six months , it was a special diet for his body and his physical conditions. It is also specialised in increased muscle mass. As you can see, each day brings the body 60 % carbohydrates , 30 % proteins and 10 % fats. Furthermore, it's divided into 5 meals per day, ideally to gain muscle.

- In this table you are able to see his diet. There are five meals: breakfast, a snack, lunch, a snack again and dinner

Monday

- You can see the five meals on Mondays, like...(dos o tres)

Tuesday:

- There we have the five meals on Tuesdays, like...(dos o tres)

Wednesday:

- And the five meals on Wednesday, like...(dos o tres)

Thursday:

The same food as Monday.

Friday:

The same food as Tuesday.

Saturday

The same food as Wednesday.

Sunday

And finally Sunday, a flex day for eating, but he cannot exceed 3000 kilocalories.

And now, we gave him a different training every two months, increasing the intensity, the rhythm and the times.

-This is the training in a week for the first two months:

He has to warm-up every day before doing any exercise, moving his joints and doing full body movements.

On Mondays he has to run 20 minutes with the same rhythm and after that, do 1 series of 15 press-ups.

On Tuesdays he has to jump rope, 2 series of 100 jumps and then he has to go to the swimming pool and swim like an hour with his personal trainer.

On Wednesdays he has to do a fartleack of 15 minutes (150m walking, 150m running slowly and 50m 80% spring) and later, do two series of 15 sit-ups.

On Thursdays he has a more interesting training, he has to do a circuit training, including press-ups, sit-ups, jump rope and isometric training, he has to make it two times.

On Fridays he as to do a total training of 20 minutes with the same rhythm, stopping every five minutes, making during 30 seconds press-ups and sit-ups, then he has to do 150 jumps on jump rope.

On Saturdays and Sundays, he doesn't have to do any exercise, but he has to follow the diet.

*Stretching every day after doing the exercises!!!

-This is the training in a week for the third and forth months

He has to warm-up every day before doing any exercise, moving his joins and doing full body movements.

On Mondays he has to run 30minutes with the same rhythm and after that, do 2 series of 25 press-ups.

On Tuesdays he has to jump rope, 3 series of 100 jumps and then he has to go to the swimming pool and swim like an hour an a half with his personal trainer.

On Wednesdays he has to do a fartleack of 20 minutes (150m walking, 150m running slowly and 50m 80% spring) and then two series of 25 sit-ups.

On Thursdays he has to do a circuit training, including press-ups, sit-ups, jump rope and isometric training. He has to make it three times

On Fridays he has to do a total training of 40 minutes with the same rhythm, stopping every four minutes, making during 30 seconds press-ups and sit-ups, then he has to do 200 jumps on jump rope.

On Saturdays and Sundays, he doesn't have to do any exercise, but he has to follow the diet.

*Stretching every day after doing the exercises!!!

-Finally, this is the training in a week for the fifth and sixth months:

On Mondays he has to run 1 hour with the same rhythm and after that, does 3 series of 30 press-ups

On Tuesdays he has to jump rope, 3 series of 150 jumps and then he has to go to the swimming pool and swim like an hour and a half with his personal trainer.

On Wednesdays: he has to do a fartleack of 30 minutes (150m walking, 150m running slowly and 50m 80% spring) and then two series of 35 sit-ups.

On Thursdays he has to do a circuit training, including press-ups, sit-ups, jump rope, and isometric training, he has to make it three times.

On Fridays: he has to do a total training of 1 hour with the same rhythm, stopping every three minutes, making during 30 seconds press-ups and sit-ups, then he has to do 250 jumps on jump rope.

On Saturdays and Sundays, he doesn't have to do any exercise, but he has to follow the diet.

*Stretching every day after doing the exercises!!!

Finally, to check that our plan worked well, we made him take the same final tests and the results are very satisfactory. Here you can see them: his *weight* is 72kg and his *Height* 1,77m. So his BMI is 22.98, which is a normal weight .

Cooper test: 2700m → level 8

Beep test: 9 periods → level 7

Press-ups: 44 press-ups → level 10

Sit-ups: 39 sit-ups → level 8

Jump rope: 200 jumps → level 10

Sit and reach test: 18cm → level 10



Final tests

(Average: 8.83)

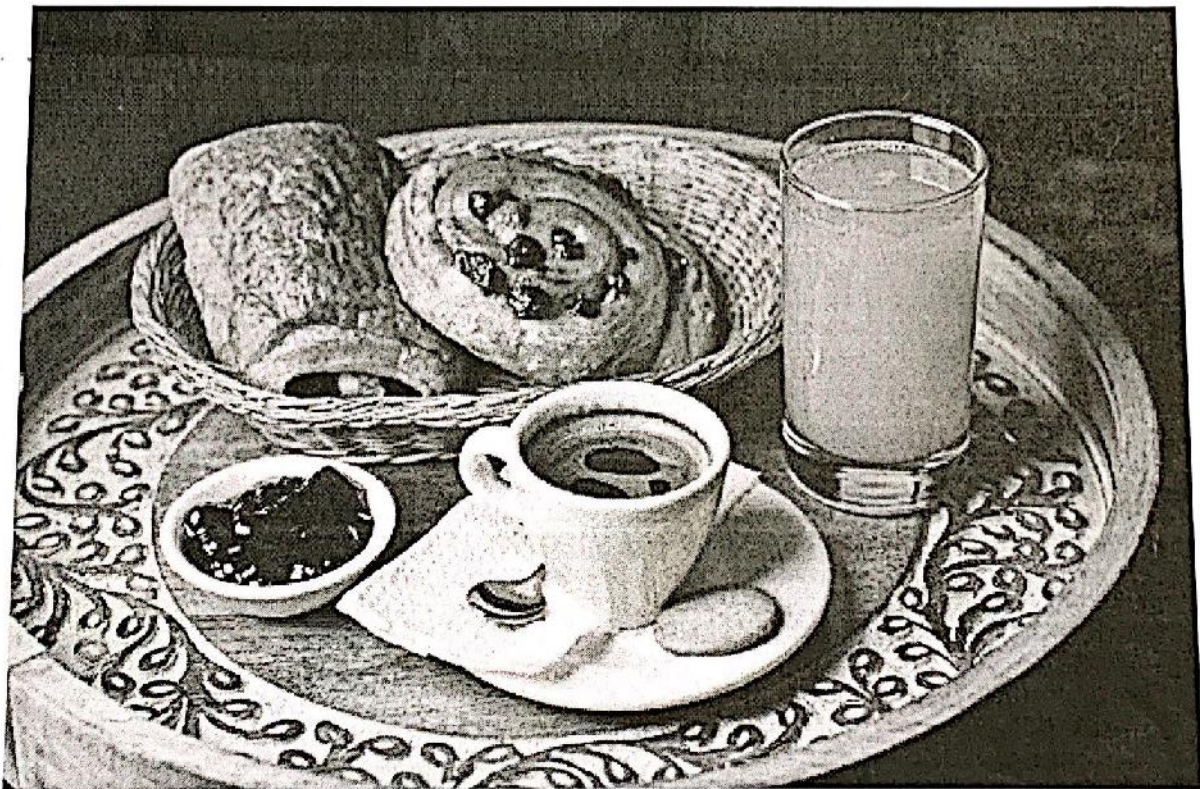
Kit Harington finished really happy and he gave us 50€ of tip. We are also very happy with our job. Well, and to finish, we are going to show you a video of our campaign about being active at school. We decided to launch this campaign because we were quite worried about the high number of overweight children that were coming to our fitness company asking for help. I hope you like it.

So this is all, thank you for listening to us, and remember that if you want to become stronger, don't hesitate to call us. Have you got any question?

DIET

&

NUTRITION



Authors: Javier Saavedra, Jaime Pérez and Javier Rodríguez.

Cooperative: Adrián Buiza.

08/11/2019

Introduction:

- The purpose of this investigation is to analyse the diary nutrition of an old woman to know the calories that she consumes and she spends.

Abstract:

- To do this investigation we used computers, mobiles, calculators, internet and the web genially to do the powerpoint. To start we search the weight, the height and the age of the woman and we calculated the BMR and the energy that she spends in her daily routine. After, we calculated how many calories she consumes eating and we compared the calories that she spends with the calories that she consumes.

Results:

- So she consumes 4,326.4 calories and she spend s4,094 kcal, so she fattens 232,4 calories dialy.

Discusion:

- We think that she need to improve her nutrition and reduce the bad habits, do more sports etc.

Conclusion:

- The women is 60 years her weight is 80 kg and his heigth is 1.50. She spend spend 4,094 to calculate it we did the BMR plus her diary activities . Then we calculate how many calories she consume , 4,326.4 kcal to calculate it we did how many calories the food that she

consume with conversion factors, so she fattens 232,4 calories and after we do the powerpoint in genially.

Collaborators:

- Wikipedia support our Project.

Thanks you!

Operations:

BMR = $7.4 \cdot 80 + 4.2 \cdot 1.50 \cdot 572 = 1190 \text{ kcal}$

- Walking (20 minutes) = $0.036 \cdot 120 \rightarrow 4.32 \cdot 20 = 86.4 \text{ kcal}$
- Watching TV (2 hours) = $0.021 \cdot 120 \rightarrow 2.52 \cdot 120 = 302.4 \text{ kcal}$
- Sleeping (8 hours) = $0.012 \cdot 120 \rightarrow 1.44 \cdot 80 = 115.2 \text{ kcal}$
- Homework (3 hours) = $0.060 \cdot 120 \rightarrow 7.2 \cdot 80 = 576 \text{ kcal}$
- Work - secretary (8 hours) = $0.096 \cdot 120 \rightarrow 11.52 \cdot 80 = 921.6 \text{ kcal}$

$1190 + 86.4 + 302.4 + 115.2 + 576 + 921.6 = 2995.2 \text{ kcal}$

BMR + activities = $1190 + 1805 = 2995$

- She need 2995 kcal daily.

Corn

$350 \text{ g corn} \cdot \frac{9}{100} = 31.5 \text{ g of proteins}$
 $\downarrow$
 $\cdot 4$
126 kcal of proteins

$350 \text{ g corn} \cdot \frac{5}{100} = 17.5 \text{ g of fats}$
 $\downarrow$
 $\cdot 9$
157.5 kcal of fats

$350 \text{ g corn} \cdot \frac{74}{100} = 259 \text{ g of carbohydrates}$
 $\downarrow$
 $\cdot 4$
1036 kcal of carbohydrates

126 + 157.5 + 1036 = 1319.5 kcal of corn.

Whole milk

$500 \text{ g milk} \cdot \frac{3.3}{100} = 16.5 \text{ g of proteins}$
 $\downarrow$
 $\cdot 4$
66 kcal of proteins

$$500 \text{ g milk} = 500 \cdot \frac{3.5}{100} = 17.5 \text{ grams of salts}$$

$$\cdot 9$$

$$\underline{157.5 \text{ kcal} = 8 \text{ g/L}}$$

$$500 \text{ g milk} = 500 \cdot \frac{5}{100} = 25 \text{ grams of carbohydrates}$$

$$\cdot 4$$

$$\underline{100 \text{ kcal of carbohydrates}}$$

327.5 kcal of whole milk.

Chips

$$200 \cdot \frac{5}{100} = 10 \text{ grams of proteins}$$

$$\cdot 4$$

$$\underline{40 \text{ kcal of proteins}}$$

$$200 \cdot \frac{25}{100} = 50 \text{ grams of salts}$$

$$\cdot 9$$

$$\underline{450 \text{ kcal of salts}}$$

$$200 \cdot \frac{50}{100} = 100 \text{ grams of carbohydrates}$$

$$\cdot 4$$

$$\underline{400 \text{ kcal of carbohydrates}}$$

Biscuits

$$350 \cdot \frac{6}{100} = 21 \text{ grams of proteins}$$

$$\cdot 4$$

$$\underline{84 \text{ kcal of proteins}}$$

$$350 \cdot \frac{10}{100} = 35 \text{ grams of salts}$$

$$\cdot 9$$

$$\underline{315 \text{ kcal of salts}}$$

$$350 \cdot \frac{50}{100} = 175 \text{ grams of carbohydrates}$$

$$\cdot 4$$

$$\underline{700 \text{ kcal of carbohydrates}}$$

1599 kcal of biscuits