


CLASSROOM PROGRAMMING

CLASS GROUP: Secondary. Social and communicative skills	DURATION: 1 morning / 1 afternoon	PERIOD: February-April	TEACHER: Marta/Mireia	
AREAS INVOLVED: Natural, social and cultural environment area Communication and Language area Mathematical area	TITLE: THE CLIMATE			
LEARNING OBJECTIVES: (*)	CAPACITIES I, II, III, IV COMPETENCES 1,3,4, 5, 6 i 7	CONTENTS OF AREAS: Map of Catalonia The climate and elements Climate type Measuring devices Records of temperature and rain The rose of the winds and the compass The new technologies like search of information and forecasts of the time Advantages and disadvantages of the wind	EVALUATION CRITERIA: (**)	

DESCRIPTION OF THE ACTIVITIES :

- Provide key ideas, vocabulary and elements about the weather to start the project.
- Find information on the internet on the issues that arise regarding the weather.
- Play the map of Catalonia with its provinces and its climates.
- Match pictograms and words from different elements of the climate.
- Take a record of temperature, rain and wind and extract a graph and an average.
- Find information on the winds in Catalonia.
- Build a rose of winds.
- Play a news about time.
- Configure structured sentences of what we work in the classroom.
- Do experiments related to water.
- Visualize explanatory videos that tell us about climate concepts

MATERIALS RESOURCES

Computer room space, workshop, classroom and patio to take measurements of temperatures and rain
Measuring devices and compass
Books
Digital board
Associated Pictograms
Associated Photos
Fungible material
Computer / Tablet

ORGANIZATION:

Depending on the characteristics and needs of the group-class, we will work in a suitable way at the level, if necessary, flexible groupings will be considered within the same group.

COMPETENCES: 1. Comunicativa lingüística y audiovisual // 2. Artistic and cultural // 3. Information training and digital competence // 4. Mathematics // 5. Learn to learn // 6. Autonomy and personal initiative // 7. Knowledge and interaction with the physical world // 8. Social and citizen

LEARNING OBJECTIVES (*)	BEFORE THE PROJECT	DURING THE PROJECT	AFTER THE PROJECT	ASSOCIATED TO THE PROJECT
<p style="text-align: center;"><u>NIVELL 1:</u></p> <p style="text-align: center;">SENSE LLENGUATGE VERBAL</p>	<ul style="list-style-type: none"> - Maintain a positive attitude and active listening - Enjoy listening to explanations - Be predisposed to learning 	<ul style="list-style-type: none"> - Indicate the elements of the climate (visual support) - Identify the provinces of Catalonia - Distinguish the different elements by using the pictograms that appear in the project 	<ul style="list-style-type: none"> - Reconegeneration of elements of the climate - Locate the elements worked with pictographic support 	<ul style="list-style-type: none"> - Enjoy the explanations of the project - Show yourself active and participatory - Theatrical news, making men of time on the digital board
<p style="text-align: center;"><u>LEVEL 2:</u></p> <p style="text-align: center;">ORAL LANGUAGE, FUNCTIONAL WITH / WITHOUT WRITTEN LANGUAGE</p>	<ul style="list-style-type: none"> - Recognize the different elements and concepts that arise in the explanations. - Provide previous knowledge in an oral way. - Be able to realize hypotheses about why not knowing - Actively research on Internet networks the concepts that will be worked on in the project 	<ul style="list-style-type: none"> - Integrate what we learn by doing specific explanations. - Distinguish the different elements: provinces, climates, measuring devices ... - Associate the written and oral word in the corresponding element - Relate climate as a common element around the world - Recognize the specific concept that is being worked on at the specific time - Express own elaboration phrases related to the concepts that are worked 	<ul style="list-style-type: none"> - Rebuild aspects of the project with the support of images or text - Determine the concepts (characteristics of temperature, precipitation, wind ...) - Be able to explain in an oral way a weather forecast - Sequence verbally experiments done in the classroom - Reflect on what we learned - Discuss about the different sensations that the project has brought about - Be able to explain what they liked most and what less. 	<ul style="list-style-type: none"> - Enjoy the explanations of the project - Show yourself active and participatory - Improve oral expression and written comprehension in relation to the project - Develop oral expression safely - Expand the lexicon related to the climate: devices of measurement, types of climates, elements of this one - Theatrical news, making men of time on the digital board

(*)These objectives are organized in two levels gradually, but depending on the characteristics and needs of the student, they can be combined.

CRITERIA EVALUATION (**)	BEFORE THE PROJECT	DURING THE PROJECT	AFTER THE PROJECT	ASSOCIATED TO THE PROJECT
<p style="text-align: center;">NIVELL 1: SENSE LLENGUATGE VERBAL</p>	<ul style="list-style-type: none"> - Keeps a positive attitude and active listening - Enjoy listening to explanations - Is predisposed to learning 	<ul style="list-style-type: none"> - Indicate the elements of the climate (visual support) - Identify the provinces of Catalonia - Distinguish the different elements by using the pictograms that appear in the project 	<ul style="list-style-type: none"> - Recognize some of the elements of the climate - Locate the elements worked with pictographic support 	<ul style="list-style-type: none"> - Enjoy the explanations of the project - It is active and participatory - Theatrical news, making men of time on the digital board
<p style="text-align: center;">LEVEL 2: ORAL LANGUAGE, FUNCTIONAL WITH / WITHOUT WRITTEN LANGUAGE</p>	<ul style="list-style-type: none"> - Recognize the different elements and concepts that arise in the explanations. - Provide previous knowledge in an oral way. - Is capable of making hypotheses about why not knowing - Actively investigate in Internet networks the concepts that will be worked on in the project 	<ul style="list-style-type: none"> - Integrates what we are learning by doing specific explanations. - Distinguish the different elements: provinces, climates, measuring devices ... - Associate the written and oral word to the corresponding element - Relates climate as a common element around the world - Recognizes the specific concept that is being worked on at the specific time - Express sentences of own elaboration related to the concepts that are worked 	<ul style="list-style-type: none"> - Rebuild aspects of the project with the support of images or text - Determines the concepts (characteristics temperature, precipitation, wind ...) - Is capable of explaining orally a weather forecast - Verbally sequence experiments done in the classroom - Think about what we learned - Debate about the different sensations that the project has caused - He is able to explain what he liked most and what he least liked. 	<ul style="list-style-type: none"> - Enjoy the explanations of the project - It is active and participatory - Improves oral expression and written comprehension in relation to the project - Develop oral expression safely - Expand the lexicon related to the climate: devices of measurement, types of climates, elements of this one - Theatrical news, making men of time on the digital board