

 I.E.S. SAN PABLO	I.E.S. "SAN PABLO" (SEVILLA)	
	Fair of Nations	Curso 2024/2025

## PROJECT/UNIT 3º ESO : Fair of Nations


SUBJECTS	Biology and Geology	Physical Education	Technology	English
Explanation/Link to the Teacher's Document, Presentation, etc containing the sequence of activities to be done by students in class.	<a href="#">Fair of Nations doc</a> <a href="#">Fair of Nations Presentation</a>			
		3ºA: <a href="#">Group information worksheet</a> <a href="#">Lesson plan</a>	The project consists of doing a technological project relating it to some of the countries of the Fair of Nations. Each group can do a different project.	<a href="#">Fair of Nations doc</a>
Link to some of the Students' final Outcome/s: poster, Presentations, video, etc (if any).	<a href="#">Students's Presentation</a>	3ºA: <a href="#">Chapita Rayuela</a> <a href="#">Pics and videos</a>		<a href="#">Scotland</a>
	<a href="#">Final videos showing the outcomes (for Social networks)</a>			
Final task/s: short description	Fair of Nations event celebration:			

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	<ul style="list-style-type: none"> <li>- All the nationalities existing in the students' class will be represented.</li> <li>- Students will be divided into groups and each group will represent a country. They will make a decision about how they want to present their country: digital presentation, video, poster, lapbook etc. They may also combine them.</li> <li>- They will include all the information collected from every bilingual subject. In this way, the final outcome will be unique, where all the previous work done in the different bilingual subjects will be included.</li> <li>- Later, on the day of the event celebration, all, most, or the best students' final outcomes will be displayed and presented by students in their class to other students from the IES.</li> <li>- They can also make use of music, videos, games or even bring typical food, clothes etc. of the country they represent to make it seem more authentic.</li> </ul>			
Sequence of intermediate activities ( just enumerate them)	<p>Conduct a research project focused on the most significant natural areas of the various countries of origin of the students, with the objective of presenting the most relevant aspects of their flora, fauna, and overall biodiversity.</p>	<p><b>3ºA:</b></p> <ul style="list-style-type: none"> <li>-Investigate and find a popular game in the assigned country.</li> <li>-Fill the worksheet with basic information related to the game.</li> <li>-Elaborate a digital document to present the game to other students.</li> <li>- Create and design a poster for the practical</li> </ul>	<ul style="list-style-type: none"> <li>- First, the students have to choose which project they want to do.</li> <li>- Second, they have to relate the project to one of the Fair of Nations countries.</li> </ul> <p>They have to draw in a sheet a sketch of the project they are going to build and all the</p>	<ul style="list-style-type: none"> <li>- Capital city and main cities.</li> <li>- Main landmarks: important sites and monuments (historical perspective).</li> <li>- Important people: famous people and celebrities, <b>especially women (8th of March).</b></li> </ul>


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	As a result of this research, each student, either individually or in teams, was required to design a digital presentation to showcase their findings at the Nations Fair.	exhibition of the game in the playground.	materials they are going to use. They build a model of the project. And finally, they will prepare a project report detailing its construction.	- Traditions and Customs: holidays and celebrations, music, gastronomy. etc.
<b>LANGUAGE/COMMUNICATION CONTENTS:</b>				
1. Vocabulary	Biodiversity, flora, fauna, environmental impacts,	Equipment, facilities, action verbs, parts of a training session, etc	Electricity, mechanisms, materials, drawing, etc.	Travel, food, music, jobs, adjectives, verbs etc.

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	scientific concepts related to ecology.			
2. Grammar content/Functional language	Present simple, There is	Present simple Imperative	Present simple. Future.	There is/are Present simple Past simple (biography)
3. Discourse type (narrative, descriptive, instructional, argumentative, advertising, etc)	Descriptive and instructional and scientific discourse	Descriptive and instructional discourse	Narrative, descriptive and instructional discourse.	- Descriptive discourse type mainly. - Narrative discourse type: people's biography
<b>Competencies:</b> - Linguistic communication Competence. - Multilingual Competence - Mathematics, scientific, technological and engineering Competences. - Digital Competence. - Personal, social and learning to learn Competences. - Citizenship Competence. - Entrepreneurial Competence.	- Linguistic communication Competence. - Multilingual Competence - Mathematics, scientific, technological and engineering Competences. - Digital Competence.	- LCC -DC - PSLLC - CEAC	Linguistic communication Competence. - Multilingual Competence - Mathematics, scientific, technological and engineering Competences. - Digital Competence.	LCC -DC - PSLLC - CEAC

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- Cultural expression and awareness Competence.	- Personal, social and learning to learn Competences. - Citizenship Competence. - Entrepreneurial Competence. - Cultural expression and awareness Competence.		- Personal, social and learning to learn Competences. - Citizenship Competence. - Entrepreneurial Competence. - Cultural expression and awareness Competence.	
<b>Communication Skills (Listening, Reading, Writing and Speaking)</b>	All of them	All of them	All of them	All of them
<b>Number of sessions:</b>	4 sessions	6 sessions	6/8 sessions	6/7 sessions
<b>Use of New Technologies (ICT)/ Use Cooperative learning? Yes/No</b>	Yes	Yes	Yes	Yes
<b>Resources</b>	The Internet		Materials and tools at the Technology class and computers.	
<b>Include or describe Final Assessment tools: record/observation sheet, rubric, etc.</b>			 Rúbrica de Evalu...	<a href="#">Rubric Oral Projects</a>



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