Subject: Social Science

Title of the e-Project: The hydrosphere!   **Course / Level: 4th**

1. Learning outcomes	- Knowing and define the phases of the water cycle. - Explaining in writing and verbally the process of groundwater´s formation. - Identifying the stretches of a river and explain its characteristics. - Solving easy exercises about the vocabulary of the unit through computers. Definitions. - Creating an story about the water cycle through an online tool. - Creating an online artifact about the importance of water in the quality of life of people. - Recognizing and use correctly basic vocabulary of the unit in English.
2. Subject Content	- Stages of the water cycle. - Water formations and their features (oceans, seas, rivers, groundwater). - States of water. - Groundwater. - Sections of rivers. - Differences between tributary, river basin, river course, hydrological area.
	3. Language Content / Communication
Vocabulary	Mountain range, valley, river, island, lake, bay, beach, archipelagos, cliff, windmill, salt water, fresh water, drinking water, evaporation, condensation, precipitation, runoff, liquid, solid, vapor, gas, ocean, sea, river, groundwater tributary, river basin, river course, hydrological area.
Structures	- Water CAN be solid, liquid or gas. - If water is 0º, it freezes. - Water is the MOST important resource for humans. - People are those WHO must respect the environment.
Discourse type	Students will need to understand and use the following grammatical structures: present simple, the use of the modal verb ''can'' and the use of -ing after a preposition and how to describe images. In addition, students will have to know how to use:

	superlatives, describing processes, past participle, relative clauses and use effectively zero conditional sentences for cause/ effect processes.
Language skills	Reading, writing, listening and speaking.
Contextual (cultural) elements	- Awareness of the need to maintain air and water clean. - Being respectful with the environment. - Being conscious of the influence of water in the history and cultural behavior of people and in their quality of life.
Cognitive (thinking) processes	- LOTS: Defining and distinguish between tributary, river basin, river course, hydrological area.; remembering the states of water and their features; remembering some water saving measures; - HOTS: to develop reasoning skills, to hypothesis about the consequences of wasting water, to develop creative thinking by making some artifacts.
Task(s) and Activities	1. Short video ("Water Is Speaking") (ICEBREAKER). 2. Interactive activities. 3. *GAME:* "Question match" 4. Writing an online story of the process of the water cycle. 5. Online artifact's creation. 6. "Exploring a river" activity.
ICT tools, apps, web services (how they are integrated with tasks and activities)	- Online presentation: Genially, buncee, Prezi, GoogleSlides, Slideshare, Power Point. - Minecraft. - Youtube. - Write a story: Storybird, Storyjumper, Pixton. - Poster: Piktochart, Genially.
	7. Methodology
Organization and class distribution / timing	This e-project will last about 4 lessons of 55 minutes. **1st SESSION:** (Once we clarify all the vocabulary for everybody we make a general introduction of the unit explaining the contents). - First of all, the teacher will show the short video ("Water Is Speaking") in order to familiarize the students with the topic. (ICEBREAKER). https://www.youtube.com/watch?v=fwV9OYeGN88

	- Working individually, each student will has to make an online poster about the water cycle (using the respective vocabulary).
	- Once the students have finished the poster, they will explain it in front of the class.
	- Of course the teacher will give freedom to the students.
	❖ *TIMING:* 55 minutes.
	2nd SESSION:
	- Interactive activities to work the key vocabulary of the lesson (river, sea, lake, solid, liquid, condensation, groundwater, vapor, gas…)
	❖ *TIMING:* 25 minutes.
	- *GAME:* "Question match": The class will divide in two teams. Each team will have a captain who will be the responsible to write the answer in the blackboard. The answer will be decided by consensus of the team. The team which has more correct answers will be the winner.
	❖ *TIMING:* 30 minutes.
	3rd SESSION:
	- Students will create a short story about the process of the water cycle using one of the online tools given by the teacher. This activity will promote the imagination of pupils.
	❖ *TIMING:* 55 minutes.
	4th SESSION:
	- Students will create an online artifact about the importance of water in the quality of life of people using one of the tools given by the teacher.
	❖ *TIMING:* 55 minutes.
	5th SESSION:
	- First of all, students will watch a video "I am Red" exploring the Colorado River. We can explore a river too! https://www.youtube.com/watch?v=mqYcC7jEe44
	- Using Minecraft, students will have to create a river with its features.
	❖ *TIMING:* 55 minutes.
Resources / Materials	● The school's computers and online tools.

	● School material (notebook, pen/ pencil, crayons, rulers, rubbers, waxes, colour cards, felt-tip pens, glue, scissors...) ● Some magazines, newspapers, pictures… ● Interactive digital board
Key Competencies	● Linguistic competence: through the use of language in order to communicate their ideas, to listen and understand and to write down what they learn. ● Digital competence: through the use of online tools ● Learning to learn: students can develop abilities to persist in learning on their own. ● Social and civic competences: students should work in an active way, respecting their classmates and the teacher as well. ● Initiative and entrepreneurship and Cultural awareness and expression: through the creation of a poster.
8. Evaluation (criteria and instruments)	Evaluation criteria: ● Knowing and define the phases of the water cycle. ● Knowing and define the states of water. ● Classifying the features and sections of a river. ● Being aware of the importance of taking water saving measures. In order to evaluate the artifacts created by the pupils, the teacher will take into account the following points: ● The artifact has been created with a proper online tool. ● The artifact reflect the contents properly. ● The layout of the artifact.
9. Dissemination means	The school's blog or website and the school's Twitter account.

Adapted from samples by Pérez Torres, Isabel.