

# HOW COULD WE FIND THE BEST WAY TO GROW PLANTS AND TREES?



**ESCOLA FORALLAC**  
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**Generació Plurilingüe (GEP)**

Year 2  
2019-2020

Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/cliisi/>



## Identification of the GEP project

Title	HOW COULD WE FIND THE BEST WAY TO GROW PLANTS AND TREES?
Authorship	VÍCTOR NIETO & LÍDIA TORROELLA
School	ESCOLA FORALLAC
Students' CEFR Level (A1, A2...)	AROUND A1 LEVEL
Grade	PRIMARY - 5th and 6th
Content area(s)	SCIENCE AND ARTS & CRAFTS
Number of sessions (4, 6 or 9)	6 SESSIONS
Teacher(s) involved	TUTORS OF 5th AND 6th GRADE
Keywords	ECOSYSTEMS, BIODIVERSITY, INVESTIGATION, ART, LANDSCAPES, EXPERIMENTS...

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# 1. OUR PROJECT

**Introduction:**

First, we have to say that we're going to share a project and for this reason we take into account the motivations of our students. From this point, we have to provide an input to start the project. In this case, the excuse that has led students to choose the theme of the project derives from the Gloria storm and the fires in Australia. Moreover, we have to say that the methodology of project work implies a continuous evaluation and take into account the evaluation by oneself. In this case, we have work around methodologies close to Decroly and Kilpatrick.

**Driving question:**

HOW COULD WE FIND THE BEST WAY TO GROW PLANTS AND TREES?

**Final product:**

- DIGITAL PORTFOLIO about the different experiments, experiences and their conclusions.
- VIDEO explaining tips to improve the environment and to help grow plants.
- MODELS about something related to ecosystems.
- DRAWING of our forests. Our pupils have to know the type of the trees in our context.



2. GOALS	2. HOW DO YOU KNOW STUDENTS ARE MAKING PROGRESS? (assessment criteria)
1. Share information about our experiments with seeds to persuade with ten tips to help people grow plants.	1.1. They can do different experiments and extract their own conclusions. 1.2. They can compare different ways of growing seeds. 1.3. They can create models about something related to their knowledge about ecosystems.
2. Show scientific and natural knowledge through ICT Tools.	2.1. They can live different experiences and pick them up in a digital portfolio. 2.2. They can create a video explaining ten tips to help people grow plants
3. Share the diversity of nearby forests through a drawing and a title for this work.	3.1. They can know more about trees and discover which ones are in our context. 3.2. They can make drawings about our forests. 3.3. They can write a title related to the project

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### 3. CURRICULUM CONNECTIONS SPECIFIC COMPETENCES AND KEY CONTENTS

Subject-matter curriculum		Foreign language curriculum	
Specific Competences	Key Contents	Specific Competences	Key Contents
<p style="text-align: center;"><b><u>ÀMBIT DE MEDI</u></b></p> <p><b>Dimensió món actual</b> C.4. Analyzing landscapes and ecosystems, taking into account the social and natural factors to assess the acts that destroy them.</p> <p><b>Dimensió tecnologia i vida quotidiana</b> C.9. Using materials correctly with scientific knowledge and technical criteria to solve daily situations.</p> <p style="text-align: center;"><b><u>ÀMBIT ARTÍSTIC</u></b></p> <p><b>Dimensió interpretació i producció</b> C.5. Using basic elements of visual language with</p>	<p style="text-align: center;"><b><u>ÀMBIT DE CONEIXEMENT DEL MEDI</u></b></p> <p style="text-align: center;"><b><u>CONTINGUTS CLAU</u></b></p> <p><b>Dimensió món actual</b> Phases of an investigation; biodiversity and sustainability and, ecosystems and landscapes.</p> <p><b>Dimensió tecnologia i vida quotidiana</b> Biodiversity and sustainability and phases of an investigation.</p> <p style="text-align: center;"><b><u>BLOCS DE CONTINGUTS ESPECÍFICS DE L'ÀREA DE CONEIXEMENT DEL MEDI NATURAL</u></b></p> <ul style="list-style-type: none"> <li>- Initiation to the scientific activity.</li> <li>- The world of living beings.</li> </ul>	<p><b>Oral communication dimension</b> C.1. Obtain basic information and understand oral, simple or adapted texts of daily life, of the media and of the school community. C.2. Plan and produce short and simple oral texts appropriate to the communicative situation.</p> <p><b>Reading comprehension dimension</b> C.4. Apply strategies to obtain basic information and understand written texts simple or adapted from everyday life, the media and the school community.</p> <p><b>Written expression dimension</b></p>	<p style="text-align: center;"><b><u>CONTINGUTS CLAU</u></b></p> <p><b>Oral communication dimension</b> Lexicon (frequent and specific vocabulary); type of oral text (songs, instructions, narrations, short texts related to curricular contents...); printed and digital flashcards.</p> <p><b>Reading comprehension dimension</b> Type of written text: instructions, questions, messages and texts of different types (narrative, expository text, simple argumentative text...); printed and digital flashcards; vocabulary: everyday vocabulary and vocabulary specific related to the subject; strategies for getting</p>



<p>techniques and artistic tools to express and to communicate.</p>	<p style="text-align: center;"><b>ÀMBIT ARTÍSTIC</b> <b><u>CONTINGUTS CLAU</u></b></p> <p><b>Dimensió interpretació i producció</b></p> <p>Artistic production.</p> <p style="text-align: center;"><b><u>CONTINGUTS D'EDUCACIÓ</u></b> <b><u>VISUAL I PLÀSTICA</u></b></p> <p>- Use of materials, images and objects in artistic productions.</p>	<p>C.8. Produce simple texts adapted to the communicative situation and with the help of language support and other supports.</p> <p><b>Multilingual and intercultural dimension</b></p> <p>C.12. Use plurilingual strategies for communication.</p>	<p>information about the text (hypothesizing, keyword locating, making inferences...).</p> <p><b>Written expression dimension</b></p> <p>Types of short communicative written texts; spelling of familiar and frequently used words; lexicon (frequent and specific vocabulary); printed and digital flashcards; use of dictionaries; basic morphosyntactic structures.</p> <p><b>Multilingual and intercultural dimension</b></p> <p>Vocabulary (usual vocabulary from school and the immediate environment); nonverbal and prosodic elements (gesture and intonation).</p>
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## 4. 21<sup>st</sup> CENTURY COMPETENCES

Collaboration	✓	Information, media and technology	✓
Communication	✓	Leadership & Responsibility	✓
Critical Thinking and Problem Solving	✓	Initiative & Self-direction	✓
Creativity & Innovation	✓	Social & Cross-cultural	✓
Others:			

## 5. KEY COMPETENCES

Communicative, linguistic and audiovisual competence	✓	Digital competence	✓
Mathematical competence		Social and civic competence	✓
Interaction with the physical world competence	✓	Learning to learn competence	✓
Cultural & artistic competence	✓	Personal initiative and entrepreneurship competence	✓

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## 6. CONTENT (Knowledge and Skills)

CONTENT-RELATED KNOWLEDGE	CONTENT-RELATED SKILLS
<p style="text-align: center;"><b>ÀMBIT DE CONEIXEMENT DEL MEDI</b> <b><u>CONTINGUTS CLAU</u></b></p> <p><b>Dimensió món actual</b> Phases of an investigation; biodiversity and sustainability and, ecosystems and landscapes.</p> <p><b>Dimensió tecnologia i vida quotidiana</b> Biodiversity and sustainability and phases of an investigation.</p> <p style="text-align: center;"><b><u>BLOCS DE CONTINGUTS ESPECÍFICS DE L'ÀREA DE CONEIXEMENT DEL MEDI NATURAL</u></b></p> <ul style="list-style-type: none"> <li>- Initiation to the scientific activity.</li> <li>- The world of living beings.</li> </ul> <p style="text-align: center;"><b>ÀMBIT ARTÍSTIC</b> <b><u>CONTINGUTS CLAU</u></b></p> <p><b>Dimensió interpretació i producció</b> Artistic production.</p> <p style="text-align: center;"><b><u>CONTINGUTS D'EDUCACIÓ VISUAL I PLÀSTICA</u></b></p> <ul style="list-style-type: none"> <li>- Use of materials, images and objects in artistic productions.</li> </ul>	<p style="text-align: center;"><b><u>ÀMBIT DE MEDI</u></b></p> <p><b>Dimensió món actual</b> C.4. Analyzing landscapes and ecosystems, taking into account the social and natural factors to assess the acts that destroy them.</p> <p><b>Dimensió tecnologia i vida quotidiana</b> C.9. Using materials correctly with scientific knowledge and technical criteria to solve daily situations.</p> <p style="text-align: center;"><b><u>ÀMBIT ARTÍSTIC</u></b></p> <p><b>Dimensió interpretació i producció</b> C.5. Using basic elements of visual language with techniques and artistic tools to express and to communicate.</p>



## 7. REFERENCES

<http://ensenyament.gencat.cat/web/.content/home/departament/publicacions/colleccions/competencies-basiques/primaria/am-bit-coneixement-medi.pdf>

<http://ensenyament.gencat.cat/web/.content/home/departament/publicacions/colleccions/competencies-basiques/primaria/am-bit-artistic.pdf>

<http://ensenyament.gencat.cat/web/.content/home/departament/publicacions/colleccions/competencies-basiques/primaria/am-bit-linguistic-lleng-estr.pdf>

## 8. COMMENTS (optional)

We would like to say that we are sharing a project. For this reason, it is important to say that although there are some activities that are sequenced in order, they actually happen at the same time. In the same way, we must take into account that the times provided in the grid are estimated and that we have to give more time.

## 9. ACKNOWLEDGEMENTS (optional)

Before starting, it must be said that the methodology of project work implies a continuous evaluation and take into account the evaluation by oneself. In this case, we have mixed methodologies close to Decroly and Kilpatrick. For this reason, we have created a large rubric (1) to use as a reference for the entire process. In addition, we have created two rubrics that teachers can use to evaluate students. Rubric 2 takes into account the content and rubric 3 takes into account language skills. Finally, we have created rubric 4 and rubric 5. In this way, students can self-evaluate the cooperative work and their progress in the acquisition of English language skills.

## 10. KEY OF THE SKILLS

### Àmbit de medi

C.4. Analyzing landscapes and ecosystems, taking into account the social and natural factors to assess the acts that destroy them.	AM/C4
C.9. Using materials correctly with scientific knowledge and technical criteria to solve daily situations.	AM/C9

### Àmbit artístic

C.5. Using basic elements of visual language with techniques and artistic tools to express and to communicate.	AA/C5
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### Àmbit de llengua






C.1. Obtain basic information and understand oral, simple or adapted texts of daily life, of the media and of the school community.	AL/C1	C.8. Produce simple texts adapted to the communicative situation and with the help of supports.	AL/C8
C.2. Plan and produce short and simple oral texts appropriate to the communicative situation.	AL/C2	C.12. Use plurilingual strategies for communication.	AL/C12
C.4. Apply strategies to obtain basic information and understand written texts simple or adapted from everyday life, the media and the school community.	AL/C4		

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## 11. UNIT OVERVIEW

Ses sio n	Activities	Timing 	Skills 	Interaction 	ICT 	Assessment 
1	<b>Start of the project based on the Gloria Storm and the fires in Australia through different videos</b>	30'	AM/C4 AM/ C8 AL/C1 AL/C2 AL/C4	Class-group (CG)	<a href="#">Video 1</a> <a href="#">Video 2</a>	Rubric 1 (R1)
	<b>Collect keywords from the videos and creation of the hypotheses using this words</b>	30'	AM/C4 AL/C1 AL/C2	Double circle strategy (DC)		
	<b>Creating hypotheses with the help of flashcards with the structure of conditional 0 and examples about it and choose the title of the project</b>	30'	AM/C4 AM/C9 AL/C8 AL/C12	Team-work (TW)		

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Teachers must collect the hypothesis created by the teams and schedule the activities to solve the hypothesis. It is very important to create a rubric that connects the motivations of the students and the curriculum. Then, teachers must distribute the hypothesis to be worked in order and create phases of the project. In each phase, students do activities and look for information to solve the hypothesis. In this case, the project has 4 phases: factors that influence the plant growth; about maps; type of plants in our immediate environment and global warming. In this case, teachers have to create the rubric and have to share this rubric with the students and talk about what is expected of them. Also we have to share what we're going to do to solve our hypothesis.

2	<b>Share the project structure and create a conceptual map on the classroom wall</b>	30'	AM/C4 AM/C9 AL/C1 AL/C8 AL/C12	Class-group (CG)		
	<b>Share the rubric and debate</b>	30'	AM/C4 AM/C9 AL/C1 AL/C2 AL/C4	Team-work (TW)		Rubric 1 (R1)
	<b>Scheme based of the video of sexual reproduction of plants and resolution of hypotheses</b>	30'	AM/C4 AL/C1 AL/C2 AL/C4 AL/C8 AL/C12	Team-work (TW)	<a href="#">Video 3</a>	Rubric 5 (R5)
3	<b>Study of the factors that influence plant growth and collect the information in a template.</b>	1h 30'	AM/C4 AM/C9 AL/C8 AL/C12	Team-work (TW)		Rubric 3 (R3) Rubric 4 (R4) Rubric 5 (R5)



4	Creating a scheme using the vocabulary about landforms	30'	AM/C4 AL/C1 AL/C4 AL/C8 AL/C12	Team-work (TW)	<a href="#">Video 4</a> <a href="#">Video 5</a> <a href="#">Video 6</a> <a href="#">Simplemind</a>	
	Create a model, with small posters in English, with the different geographical elements worked, respecting the scale	1h	AA/C5 AM/C4 AL/C1 AL/C2 AL/C4 AL/C12	Team-work (TW)		Rubric 5 (R5)
5	Learn, sing and record the song "Sing for the Climate" based on "Bella Ciao"	45'	AA/C5 AM/C4 AM/C8 AL/C1 AL/C2 AL/C4	Class-group (CG)	<a href="#">Video 7</a>	Rubric 3 (R3)
	Writing ten tips to help people grow plants	45'	AM/C4 AM/C8 AL/C1 AL/C2 AL/C8 AL/C12	Team-work (TW) Class-group (CG)	<a href="#">Video 8</a> <a href="#">Video 9</a> <a href="#">Video 10</a> <a href="#">Video 11</a>	Rubric 3 (R3) Rubric 4 (R4)
6	Creation of a scheme about the classification of different plants of our the environment	45'	AM/C4 AL/C1 AL/C2 AL/C4 AL/C8 AL/C12	Team-work (TW)		



	Drawing of the village forest horizon (taking into account the plants we found in the last activity)	45'	AM/C4 AA/C5 AL/C1	Individually (I)		
7	Hypotheses resolution and comparison of the portfolio about the experiments	1h	AM/C4 AM/ C8 AL/C1 AL/C2 AL/C4 AL/C8 AL/C12	Fishbowl technique (FB)		Rubric 4 (R4)
	Evaluation with rubric created by students	30'	AM/C4 AM/ C8 AL/C1 AL/C2 AL/C4	Individually (I)	<a href="#">Quizizz</a>	Rubric 1 (R1)

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## 12. SESSION PLANNING

**SESSION 1: FIRST CONTACT WITH THE PROJECT AND CREATION OF HYPOTHESIS**

Objectives of the session:

The first session is the start of the project. For this reason we have to share inputs to involve students to create the interests for our students. Consequently all the objectives are involved in this first session.

- Share information about our experiments with seeds to persuade with ten tips to help people grow plants.
- Show scientific and natural knowledge through ICT Tools.
- Share the diversity of nearby forests through a drawing and a title for this work.

Content-obligatory language for the session:

**ÀMBIT DE CONEIXEMENT DEL MEDI****CONTINGUTS CLAU****Dimensió món actual**

Phases of an investigation; biodiversity and sustainability and, ecosystems and landscapes.

**Dimensió tecnologia i vida quotidiana**

Biodiversity and sustainability and phases of an investigation.

**BLOCS DE CONTINGUTS ESPECÍFICS DE L'ÀREA DE CONEIXEMENT DEL MEDI NATURAL**

- Initiation to the scientific activity.
- The world of living beings.

**ÀMBIT ARTÍSTIC****CONTINGUTS CLAU****Dimensió interpretació i producció**

Artistic production.






**CONTINGUTS D'EDUCACIÓ VISUAL I PLÀSTICA**

- Use of materials, images and objects in artistic productions.

Template adapted from CLIL-SI 2015.

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	Activities					
1.1	<p><b>Start of the project based on the Gloria Storm and the fires in Australia through different videos</b></p> <p>First, we have to talk with students about their motivations and make the teams. From this point, we have to provide an input to start the project. In this case, the theme chosen is global warming. The reason that has led students to choose this theme derives from the Gloria storm and the fires in Australia. For this reason, we share three videos with our students to speak about our feelings and this problem. In the <a href="#">(appendix 1)</a> you can find a grid to collect information and to do the next activities.</p>	30'	AM/C4 AM/C8 AL/C1 AL/C2 AL/C4	CG	<a href="#">V1</a> <a href="#">V2</a>	R1
1.2	<p><b>Collect keywords from the videos and creation of the hypotheses using this words</b></p> <p>Second, we must invite students to collect keywords from videos. Next, the students have to use these words to write hypothesis. In this same activity, we must provide flashcards with important vocabulary for the project <a href="#">(appendix 2)</a>. To share the words we are going to use the Double circle strategy.</p>	30'	AM/C4 AL/C1 AL/C2	DC		
1.3	<p><b>Creating hypotheses with the help of flashcards with the structure of conditional 0 and examples about it and choose the title of the project</b></p> <p>Then, teachers should provide students with a flashcard with the structure of the conditional 0 and examples about this <a href="#">(appendix 3)</a>. In this way, teams can write their hypothesis about the causes and</p>	30'	AM/C4 AM/C9 AL/C8 AL/C12	TW		





<p>consequences of the acts of humanity and hypothesis to investigate the way to change global warming. This is the moment, to choose the title of the project. Pupils have to decide the title! In this case <b>"How could we stop global warming and improve our environment?"</b></p>					
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## SESSION 2: STRUCTURATION OF THE PROJECT, CREATION OF THE RUBRIC AND FIRST STEPS

Objectives of the session:

As the first session, we are starting the project. For this reason these sessions involve all the objectives. Is the spark to turn on the fire. Moreover, the third objective is the main objective.

- Share information about our experiments with seeds to persuade with ten tips to help people grow plants.
- Show scientific and natural knowledge through ICT Tools.
- Share the diversity of nearby forests through a drawing and a title for this work.

Content-obligatory language for the session:

**ÀMBIT DE CONEIXEMENT DEL MEDI**

**CONTINGUTS CLAU**

**Dimensió món actual**

Phases of an investigation; biodiversity and sustainability and, ecosystems and landscapes.






**Dimensió tecnologia i vida quotidiana**

Biodiversity and sustainability and phases of an investigation.

**BLOCS DE CONTINGUTS ESPECÍFICS DE L'ÀREA DE CONEIXEMENT DEL MEDI NATURAL**

- Initiation to the scientific activity.
- The world of living beings.

**ÀMBIT ARTÍSTIC**






	<p><b><u>CONTINGUTS CLAU</u></b>  <b>Dimensió interpretació i producció</b>          Artistic production.  <b><u>CONTINGUTS D'EDUCACIÓ VISUAL I PLÀSTICA</u></b>          - Use of materials, images and objects in artistic productions.</p>					
	<p>Activities</p>					
<p>2.1</p>	<p><b>Share the project structure and create a conceptual map on the classroom wall</b>          First, the teacher has to share the classification or structure of the project with the different phases. From this, we have to create a large conceptual map on the classroom wall with different phases to collect evidence of our investigations.</p>	<p>30'</p>	<p>AM/C4          AM/C9          AL/C1          AL/C8          AL/C12</p>	<p>CG</p>		
<p>2.2</p>	<p><b>Share the rubric and debate</b>          Next, the teacher has to share the rubric and create a small debate. Each team has to work on the meaning of one of the objectives contained in the rubric. To finish the activity, a member of each team has to explain in their own words (Catalan or English) the meaning of their objectives.</p>	<p>30'</p>	<p>AM/C4          AM/C9          AL/C1          AL/C2          AL/C4</p>	<p>TW</p>		<p>R1</p>
<p>2.3</p>	<p><b>Scheme based of the video of sexual reproduction of plants and resolution of hypotheses</b>          Each team must do two things at the same time: In the first activity, each team has to make a scheme based on a video about the sexual reproduction of plants. Students should use the keywords in the video in English and may expand the keywords in English or Catalan. In the second activity, students can</p>	<p>30'</p>	<p>AM/C4          AL/C1          AL/C2          AL/C4          AL/C8          AL/C12</p>	<p>TW</p>	<p><a href="#">v3</a></p>	<p>R5</p>

search information through the internet and in the library to answer to the hypothesis of this research phase.					
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## SESSION 3: SMALL RESEARCHERS

Objectives of the session:

- Share information about our experiments with seeds to persuade with ten tips to help people grow plants.

	<p>Content-obligatory language for the session:  <b>ÀMBIT DE CONEIXEMENT DEL MEDI</b>  <b><u>CONTINGUTS CLAU</u></b>  <b>Dimensió món actual</b>          Phases of an investigation and biodiversity and sustainability.  <b>Dimensió tecnologia i vida quotidiana</b>          Biodiversity and sustainability and phases of an investigation.  <b><u>BLOCS DE CONTINGUTS ESPECÍFICS DE L'ÀREA DE CONEIXEMENT DEL MEDI NATURAL</u></b>          - Initiation to the scientific activity.          - The world of living beings.</p>					
	Activities					
3.1	<b>Study of the factors that influence plant growth and collect the information in a template</b>	1h 30'	AM/C4 AM/C9 AL/C8	TW		R3 R4 R5

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<p>In this activity, students have to become researchers and have to be divided into six groups of three members to work "factors that influence the plant growth" phase . Also, each group has to be responsible for a small investigation related to a factor that can influence plant growth: acid rain, water, pollution, fertilizer, light and temperature. It's necessary to say that each group has a guideline for planting their seeds. Also each guide says what each group has to do in their different flowerpots. <a href="#">(appendix 4)</a></p> <p>From a guideline, each group has to apply the care of seeds taking into account the factors mentioned. In addition, each group is responsible for a factor. Students must have a word grid with empty spaces to write the changes, observations and pictures of the growth for 3 weeks <a href="#">(appendix 5)</a>.</p> <p>Each day a team member has to complete the task.</p>	<p>AL/C12</p>				
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## SESSION 4: DELVING INTO THE MAPS






Objectives of the session:

- Share the diversity of nearby forests through a drawing and a title for this work.

Content-obligatory language for the session:  
**ÀMBIT DE CONEIXEMENT DEL MEDI**  
**CONTINGUTS CLAU**  
**Dimensió món actual**  
 Biodiversity and sustainability and ecosystems and landscapes.  
**BLOCS DE CONTINGUTS ESPECÍFICS DE L'ÀREA DE CONEIXEMENT DEL MEDI NATURAL**

- Initiation to the scientific activity.
- The world of living beings.



	<p><b>ÀMBIT ARTÍSTIC</b>  <b><u>CONTINGUTS CLAU</u></b>  <b>Dimensió interpretació i producció</b>          Artistic production.  <b><u>CONTINGUTS D'EDUCACIÓ VISUAL I PLÀSTICA</u></b>          - Use of materials, images and objects in artistic productions.</p>					
	<p>Activities</p>					
<p>4.1</p>	<p><b>Creating a scheme using the vocabulary about landforms</b></p> <p>In this session we have to work in the “<b>About maps</b>” phase. Teachers must provide inputs through two or three videos in English that contain vocabulary about landforms. In this case, students have to use a grid that contains space for each team member to be responsible and write words from the videos (<a href="#">appendix 6</a>). Next, in teams, students have to draw up a scheme with all the information collected with the videos.</p> <p>Then teachers will provide flashcards with the vocabulary of landforms (<a href="#">appendix 7</a>).</p> <p>Also, they have to research information to solve their hypothesis. At the end of the class you have to share this information. This scheme has to be created with simplemind.</p>	<p>30'</p>	<p>AM/C4 AL/C1 AL/C4 AL/C8 AL/C12</p>	<p>TW</p>	<p><a href="#">V4</a> <a href="#">V5</a> <a href="#">V6</a> <a href="#">Simple mind</a></p>	
<p>4.2</p>	<p><b>Create a model, with small posters in English with the different geographical elements worked, respecting the scale</b></p>	<p>1h</p>	<p>AA/C5 AM/C4 AL/C1 AL/C2 AL/C4</p>	<p>TW</p>		<p>R5</p>



<p>To continue working on the “about maps...” phase, students have to apply the knowledge learned with the scheme and the hypothesis to create a model. The model must contain small posters in English with the different geographical elements worked. In addition, students must respect a scale (one centimeter in height in the model equals fifty meters in reality). The model can have a maximum height of ten centimeters. This is because in reality “Las Gavarres” has an approximate altitude of 500 meters. The material to be used is plasticine and cardboard.</p>	<p>AL/C12</p>				
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## SESSION 5: CONCERN FOR THE GLOBAL WARMING

Objectives of the session:

- Share information about our experiments with seeds to persuade with ten tips to help people grow plants.
- Show scientific and natural knowledge through ICT Tools.

Content-obligatory language for the session:

**ÀMBIT DE CONEIXEMENT DEL MEDI**

**CONTINGUTS CLAU**

**Dimensió món actual**

Phases of an investigation; biodiversity and sustainability and, ecosystems and landscapes.






**Dimensió tecnologia i vida quotidiana**

Biodiversity and sustainability and phases of an investigation.

**BLOCS DE CONTINGUTS ESPECÍFICS DE L'ÀREA DE CONEIXEMENT DEL MEDI NATURAL**

- Initiation to the scientific activity.
- The world of living beings.



	Activities					
5.1	<p><b>Learn, sing and record the song "Sing for the Climate" based on "Bella Ciao"</b></p> <p>In this session, we have to work the <b>"Global warming"</b> phase and we have to pick up an activity that students started with the English teacher. This activity consists of learning a song called "Sing for the Climate" based on "Bella Ciao" to be sung and recorded. During this session teachers and students have to review the song that they have worked in English class and prepare banners with messages to protect the ecosystem. It's important to look for a day to record or to sing the song together.</p>	45'	AA/C5 AM/C4 AM/C8 AL/C1 AL/C2 AL/C4	CG	<a href="#">V7</a>	R3
5.2	<p><b>Writing ten tips to help people grow plants</b></p> <p>Continuing with the concern about global warming, students have to write ten tips to help people grow plants. First they will write the tips in a small group and they will put in common with the rest of the class and the ten best tips will be chosen. Then they will make a video with these tips. So that students take ideas, they will be shown different examples of videos.</p>	45'	AM/C4 AM/C8 AL/C1 AL/C2 AL/C8 AL/C12	TW CG	<a href="#">V8</a> <a href="#">V9</a> <a href="#">V10</a> <a href="#">V11</a>	R3 R4

## SESSION 6: STUDY OF OUR ENVIRONMENT






Objectives of the session:

- Show scientific and natural knowledge through ICT Tools.
- Share the diversity of nearby forests through a drawing and a title for this work.

Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/cliisi/>



	<p>Content-obligatory language for the session:  <b>ÀMBIT DE CONEIXEMENT DEL MEDI</b>  <u><b>CONTINGUTS CLAU</b></u>  <b>Dimensió món actual</b>          Biodiversity and sustainability and ecosystems and landscapes.  <b>Dimensió tecnologia i vida quotidiana</b>          Biodiversity and sustainability.  <u><b>BLOCS DE CONTINGUTS ESPECÍFICS DE L'ÀREA DE CONEIXEMENT DEL MEDI NATURAL</b></u>          - The world of living beings.  <b>ÀMBIT ARTÍSTIC</b>  <u><b>CONTINGUTS CLAU</b></u>  <b>Dimensió interpretació i producció</b>          Artistic production.  <u><b>CONTINGUTS D'EDUCACIÓ VISUAL I PLÀSTICA</b></u>          - Use of materials, images and objects in artistic productions.</p>					
	<p>Activities</p>					
<p>6.1</p>	<p><b>Creation of a scheme about the classification of different plants of our the environment</b>          Now it's time to work around "<b>type of plants in our immediate environment</b>" phase. In this case, pupils have make a web scheme that it's look like a spiderweb. In this direction, each team has to develop this scheme and classify different types of plants in our environment. Each team can choose the type of classification. For example tree, bush and grass or flowering or non-flowering plants.</p>	<p>45'</p>	<p>AM/C4 AL/C1 AL/C2 AL/C4 AL/C8 AL/C12</p>	<p>TW</p>		



6.2	<p><b>Drawing of the village forest horizon (taking into account the plants we found in the last activity)</b></p> <p>After sharing the web scheme, the teacher and the students must leave the school and go to a viewpoint to contemplate the views of the town. In this place, students have to take time to draw a skyline of the woods of the village taking into account the plants that we found in the last activity. It's important to say that although the template has this activity scheduled for these sessions it's necessary to take into account another session to continue doing the same activity.</p>	45'	AM/C4 AA/C5 AL/C1	I		
-----	--	-----	-------------------------	---	--	--

## SESSION 7: SELF-ASSESSMENT AND CLOSURE OF THE PROJECT

Objectives of the session:

- Share information about our experiments with seeds to persuade with ten tips to help people grow plants.
- Show scientific and natural knowledge through ICT Tools.
- Share the diversity of nearby forests through a drawing and a title for this work.

Content-obligatory language for the session:

**ÀMBIT DE CONEIXEMENT DEL MEDI**

**CONTINGUTS CLAU**

**Dimensió món actual**

Phases of an investigation; biodiversity and sustainability and, ecosystems and landscapes.

**Dimensió tecnologia i vida quotidiana**






Biodiversity and sustainability and phases of an investigation.

**BLOCS DE CONTINGUTS ESPECÍFICS DE L'ÀREA DE CONEIXEMENT DEL MEDI NATURAL**

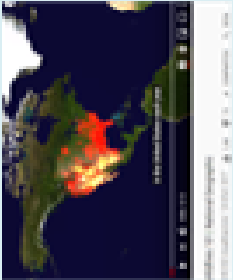
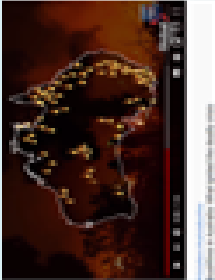
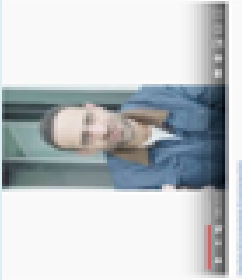
- Initiation to the scientific activity.

- The world of living beings.

**ÀMBIT ARTÍSTIC**

	<p><b><u>CONTINGUTS CLAU</u></b>  <b>Dimensió interpretació i producció</b>          Artistic production.  <b><u>CONTINGUTS D'EDUCACIÓ VISUAL I PLÀSTICA</u></b>          - Use of materials, images and objects in artistic productions.</p>					
Activities						
7.1	<p><b>Hypotheses resolution and comparison of the portfolio about the experiments</b>          In this session, we must allow some time to finish solving the hypotheses of the previous phases. The way to result the hypothesis will be the Fishbowl technique.          In addition, it will be time to compare the digital portfolio that they have been following during these weeks to compare the different factors that have affected the growth of their plants.</p>	1h	AM/C4 AM/C8 AL/C1 AL/C2 AL/C4 AL/C8 AL/C12	FB		R4
7.2	<p><b>Evaluation with rubric created by students and realization of a questionnaire</b>          Each student must complete the rubric and count the points. It is important that teachers help the students who have problems to assess themselves. After, we have to share our new learnings and the problems that we found in the path.          Also, the students will do a digital questionnaire with Quizizz tool (<a href="#">appendix 8</a>) with some basic questions (of consolidation) of the contents worked during the project.</p>	30'	AM/C4 AM/C8 AL/C1 AL/C2 AL/C4	I	<a href="#">QZ</a>	R1

APPENDIX 1 - Grid to collector information, vocabulary and create hypothesis

INFORMATION	MOST IMPORTANT POINTS				VOCABULARY	HYPOTHESIS
	VIDEO					

Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/cliisi/>



APPENDIX 2 - Flashcards with important vocabulary for the project

	<p><b>ROOT / ROOTS</b></p>
	<p><b>EXTINCTION</b></p>

Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/cliisi/>

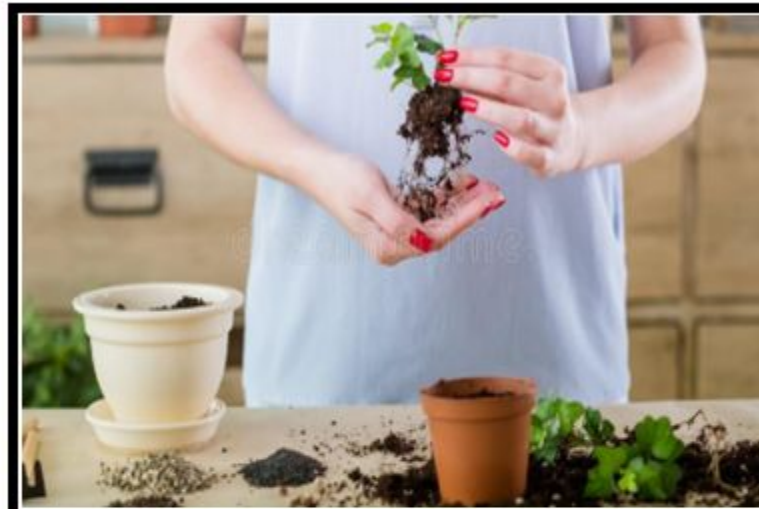




Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/cliisi/>





**CULTIVATE**



**FERTILIZER**

Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/cliisi/>

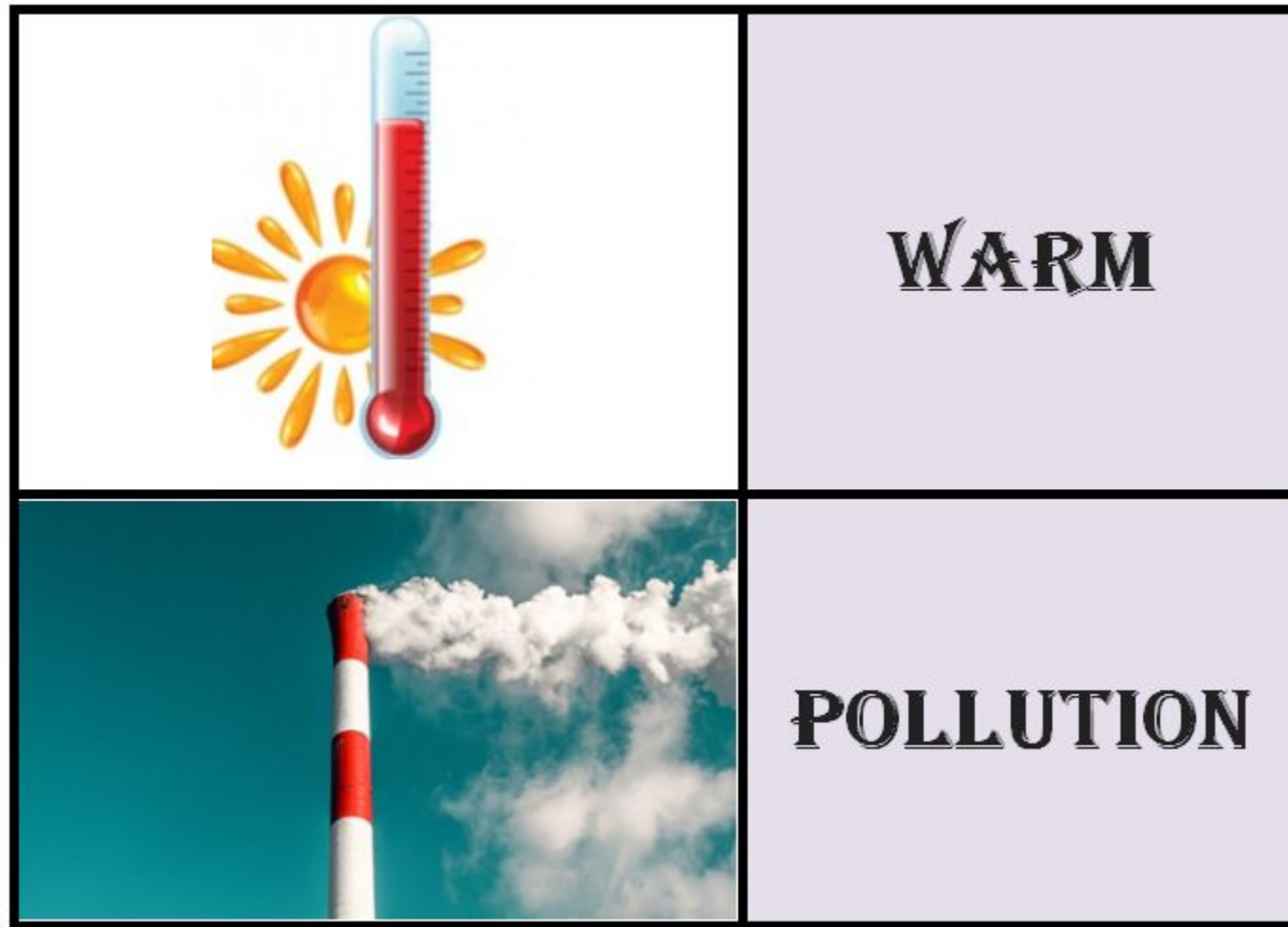




Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/cliisi/>





Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/cliisi/>







**WILDLIFE**

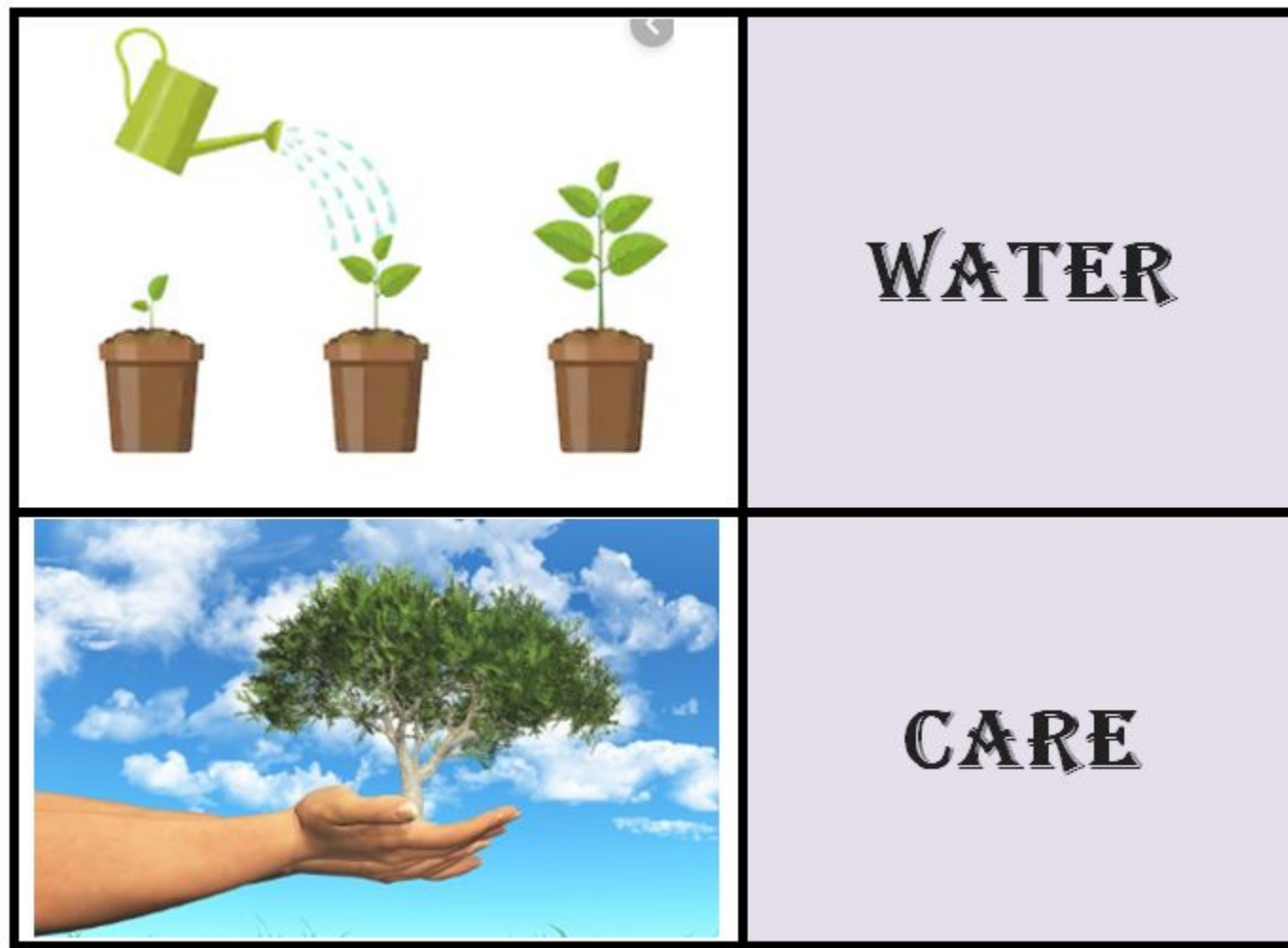


**FAUNA**

Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/cliisi/>

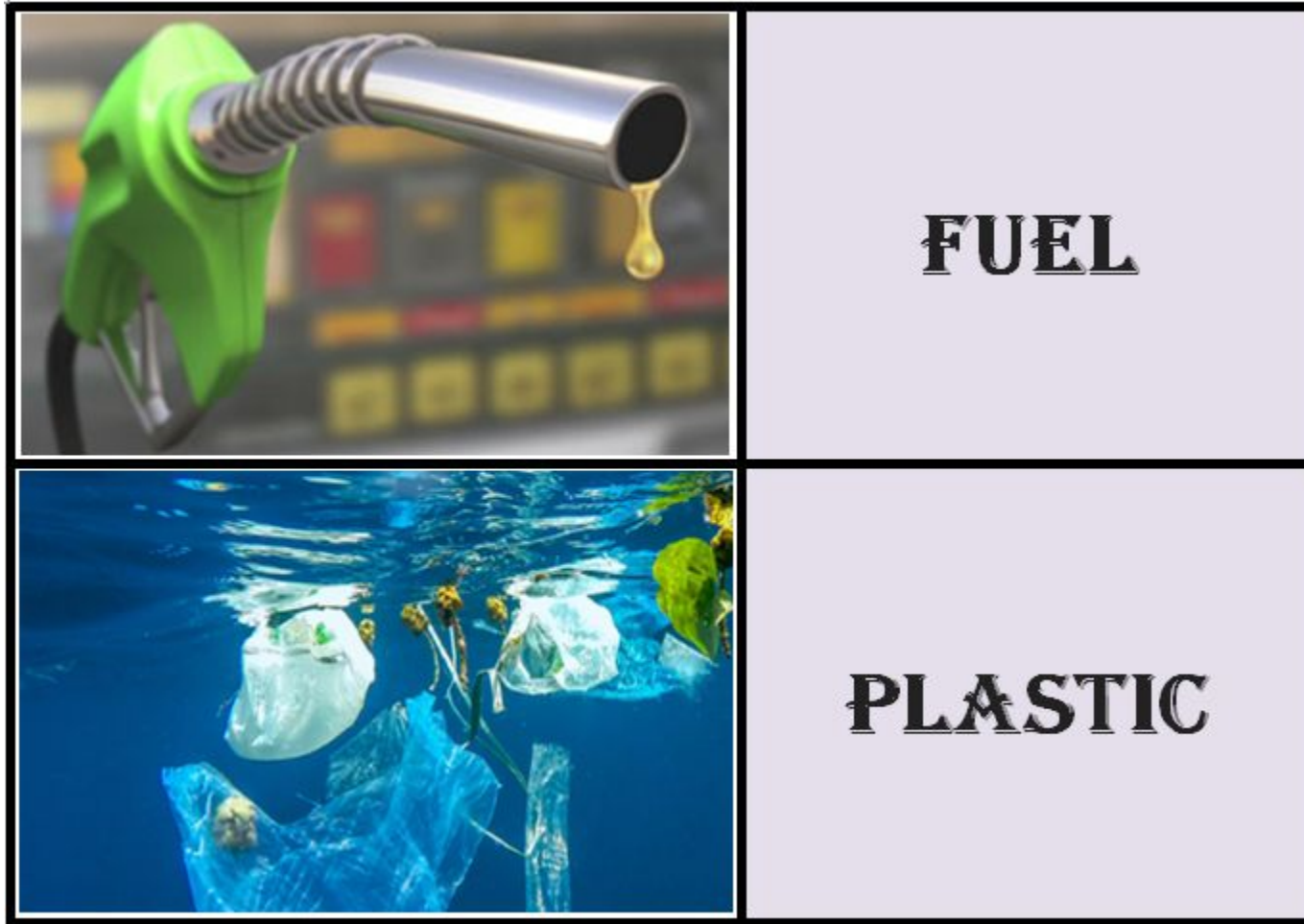




Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/cliisi/>

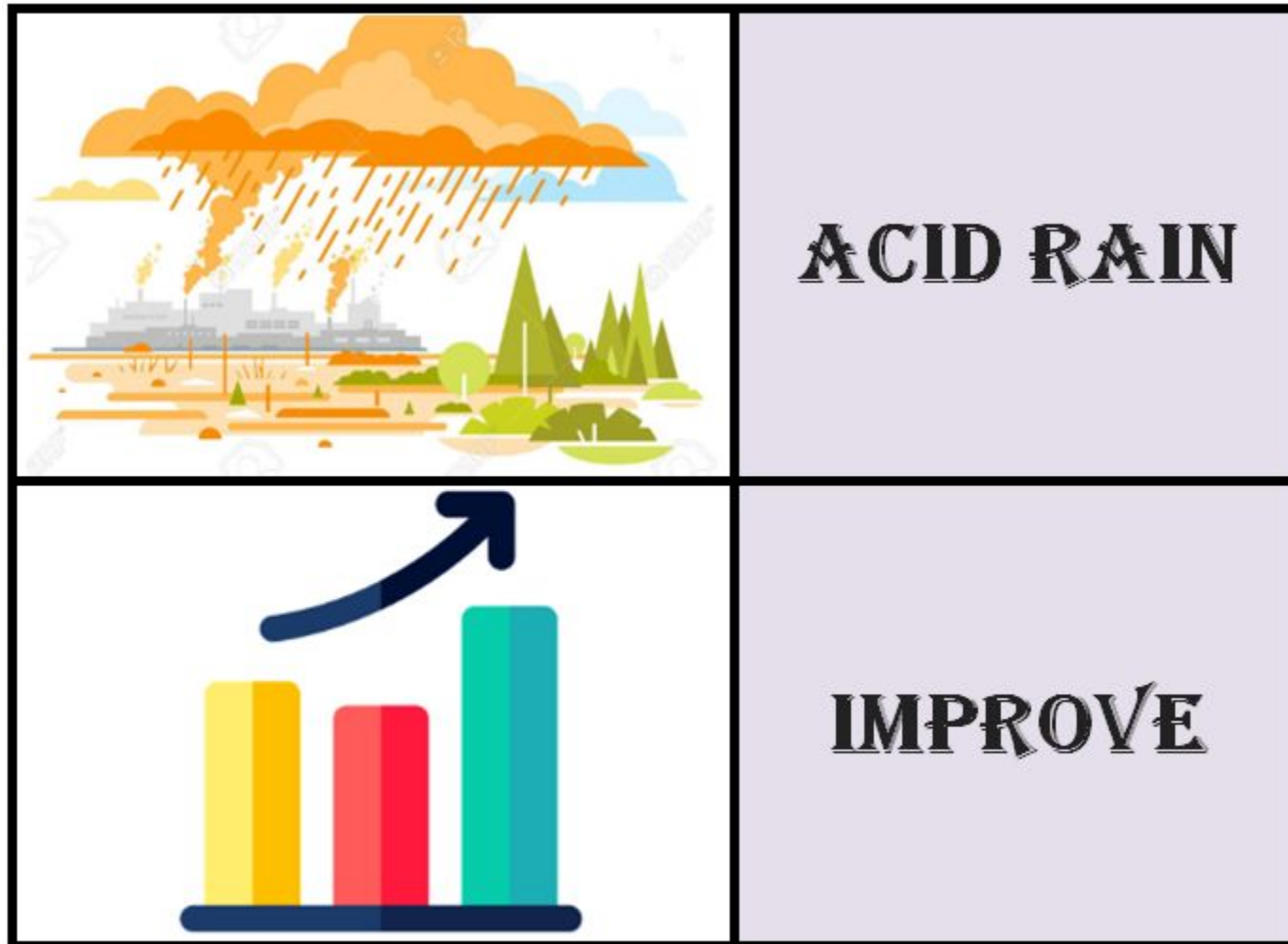




Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/cliisi/>

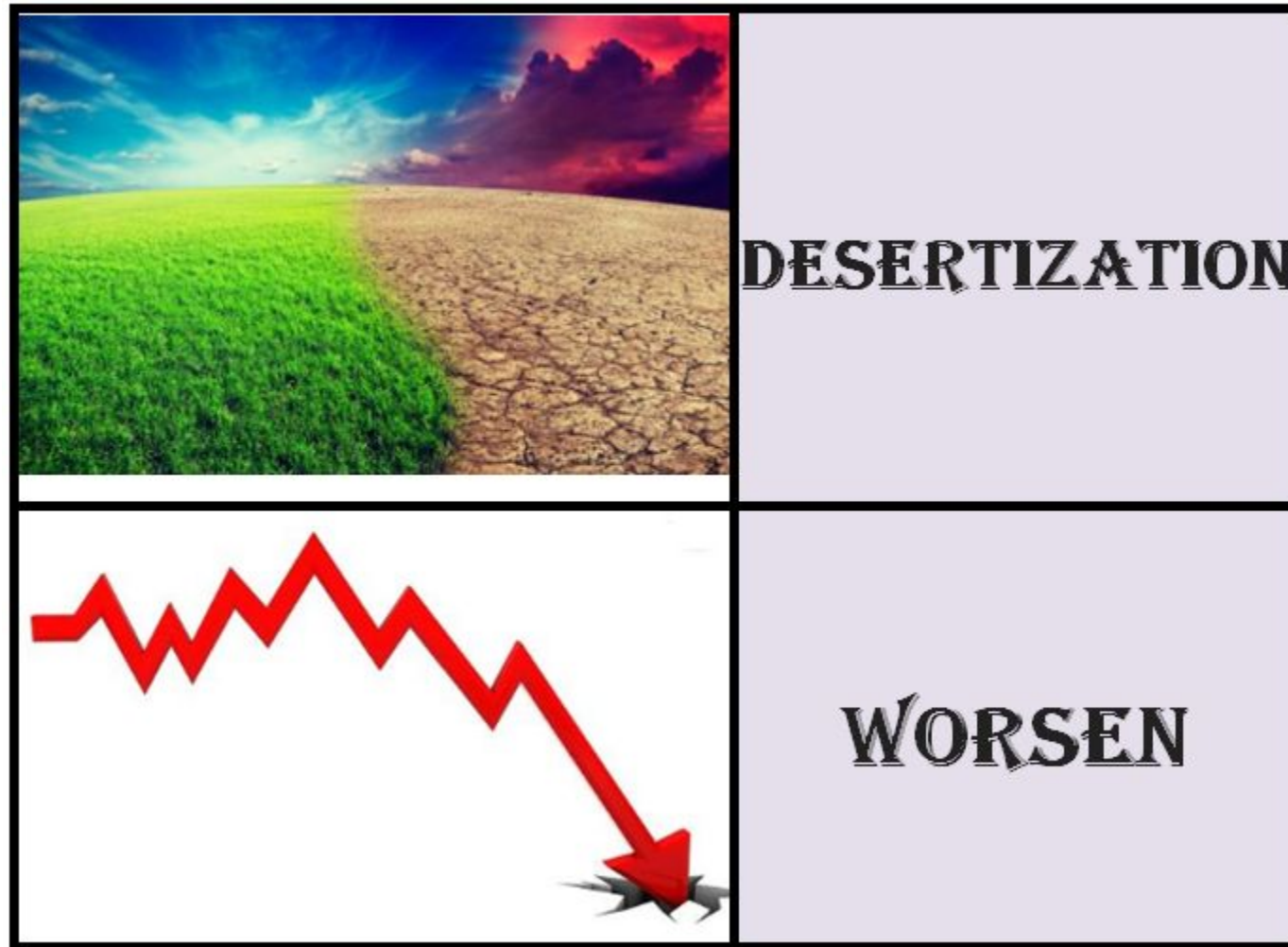




Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/cliisi/>

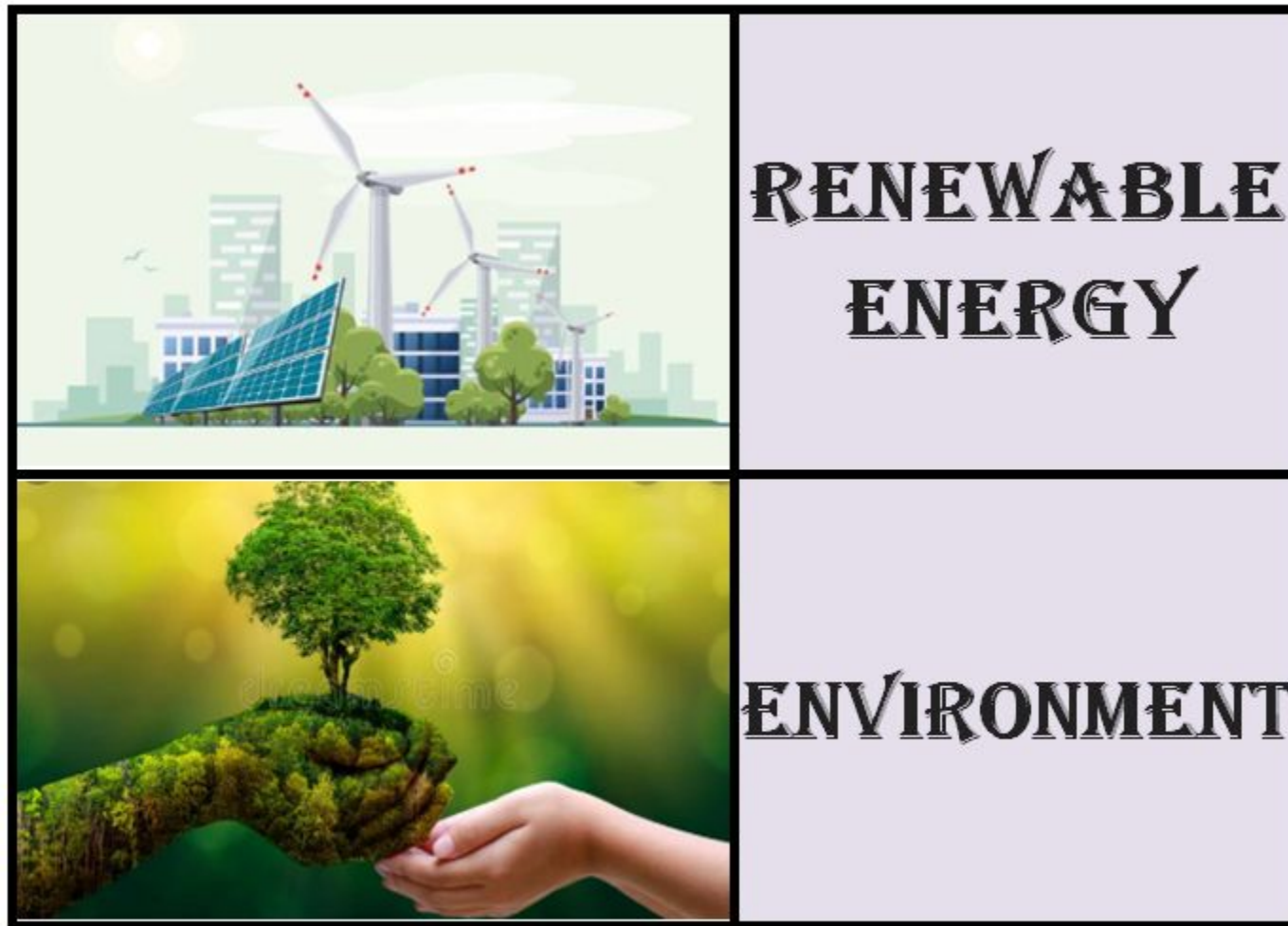




Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/cliisi/>





Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/cliisi/>



APPENDIX 3 - Flashcard with the structure of the conditional 0 and examples about this

# How can we write hypothesis?

**IF (SUBJECT) + (VERB : PRESENT SIMPLE),  
(SUBJECT) + WILL (VERB : INFINITIVE) ...**

**OR**

**(SUBJECT) + WILL (VERB : INFINITIVE) IF  
(SUBJECT) + (VERB : PRESENT SIMPLE) ...**

**EXAMPLES:**

- IF I DON'T WATER A PLANT, IT WILL DIE
- SOME ANIMAL SPECIES WILL DISAPPEAR IF WE BURN THE FORESTS



Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/cliisi/>



APPENDIX 4 - Guideline for planting their seeds

Does fertilizer influence in seed growth?

**MATERIAL**

- 3 flowerpots
- Soil
- Seeds
- Water
- Measuring glass

**PROCESS**

1. The first step is to prepare each of the flowerpots separately, repeating the same operation.

Fill the pot with soil and bury a seed (it has to be completely covered with soil). Then, water it a little (50 ml).



2. During the next three weeks we will discover if the amount of water affects the growth of the seeds. For this reason, we will do three different things in each flowerpot:

- **Flowerpot 1:** Putting fertilizer (mixed with the soil) the same day we planted the seed.
- **Flowerpot 2:** Putting fertilizer at the moment we see that the seed begins to grow.
- **Flowerpot 3:** Not putting fertilizer.

*\*In addition, we will water the seed once every three days. The amount of water we will give each time will be 50 ml*

3. Collect the results in the observation table.



## Does light influence in seed growth?

### MATERIAL

- 3 flowerpots
- Soil
- Seeds
- Water
- Measuring glass

### PROCESS

1. The first step is to prepare each of the flowerpots separately, repeating the same operation.

Fill the pot with soil and bury a seed (it has to be completely covered with soil). Then, water it a little (50 ml).



2. During the next three weeks we will discover if the amount of water affects the growth of the seeds. For this reason, we will do three different things in each flowerpot:

- **Flowerpot 1:** Located in a place with lots of light.
- **Flowerpot 2:** Located in a place that depends on the moment has light and depends on the moment has no light.
- **Flowerpot 3:** Located in a place with no light.

*\*In addition, we will water the seed once every three days. The amount of water we will give each time will be 50 ml*

3. Collect the results in the observation table.

## Does smoke influence in seed growth?

### MATERIAL

- 3 flowerpots
- Soil
- Seeds
- Water
- Paper
- Lighter
- Measuring glass

### PROCESS

1. The first step is to prepare each of the flowerpots separately, repeating the same operation.

Fill the pot with soil and bury a seed (it has to be completely covered with soil). Then, water it a little (50 ml).



2. During the next three weeks we will discover if the amount of water affects the growth of the seeds. For this reason, we will do three different things in each flowerpot:

- **Flowerpot 1:** Every day we will burn a paper and left in the flowerpot (all covered with another container).
- **Flowerpot 2:** We won't burn any paper.

\* *In addition, we will water the seed once every three days. The amount of water we will give each time will be 50 ml*

3. Collect the results in the observation table.

## Does temperature influence in seed growth?

### MATERIAL

- 3 flowerpots
- Soil
- Seeds
- Water
- Measuring glass

### PROCESS

1. The first step is to prepare each of the flowerpots separately, repeating the same operation.

Fill the pot with soil and bury a seed (it has to be completely covered with soil). Then, water it a little (50 ml).



2. During the next three weeks we will discover if the amount of water affects the growth of the seeds. For this reason, we will do three different things in each flowerpot:

- **Flowerpot 1:** Located in a place with high temperature.
- **Flowerpot 2:** Located in a place with a normal temperature
- **Flowerpot 3:** Located in a place with low temperature

*\* In addition, we will water the seed once every three days. The amount of water we will give each time will be 50 ml*

3. Collect the results in the observation table.

## Does watering with vinegar influence in seed growth?

### MATERIAL

- 3 flowerpots
- Soil
- Seeds
- Water
- Vinegar
- Measuring glass

### PROCESS

1. The first step is to prepare each of the flowerpots separately, repeating the same operation.  
Fill the pot with soil and bury a seed (it has to be completely covered with soil). Then, water it a little (50 ml).



2. During the next three weeks we will discover if the amount of water affects the growth of the seeds. For this reason, we will do three different things in each flowerpot:

- **Flowerpot 1:** Water once every three days with 50 ml of vinegar.
- **Flowerpot 2:** Water once every three days with 25 ml of water and 50 ml of vinegar.
- **Flowerpot 3:** Water once every three days with 50 ml of water.

3. Collect the results in the observation table.

## Does water influence in seed growth?

### MATERIAL

- 3 flowerpots
- Soil
- Seeds
- Water
- Measuring glass

### PROCESS

1. The first step is to prepare each of the flowerpots separately, repeating the same operation.

Fill the pot with soil and bury a seed (it has to be completely covered with soil). Then, water it a little (50 ml).



2. During the next three weeks we will discover if the amount of water affects the growth of the seeds. For this reason, we will do three different things in each flowerpot:

- **Flowerpot 1:** Water once every three days.
- **Flowerpot 2:** Water once a week.
- **Flowerpot 3:** Water twice a day.

\* *The amount of water we will give each time will be 50 ml*

3. Collect the results in the observation table.

APPENDIX 5 - Guide about the observations of the growth of the plants (this is just an example of the first week)

## Week 1

	DAY 1 (Friday)	DAY 2	DAY 3	DAY 4 (Monday)	DAY 5 (Tuesday)	DAY 6 (Wednesday)	DAY 7(Thursday)
<b>FLOWERPOT 1</b>	<i>How it grows?</i>			<i>How it grows?</i>	<i>How it grows?</i>	<i>How it grows?</i>	<i>How it grows?</i>
	<i>Comments</i>			<i>Comments</i>	<i>Comments</i>	<i>Comments</i>	<i>Comments</i>
	<i>Picture</i>			<i>Picture</i>	<i>Picture</i>	<i>Picture</i>	<i>Picture</i>

	DAY 1 (Friday)	DAY 2	DAY 3	DAY 4 (Monday)	DAY 5 (Tuesday)	DAY 6(Wednesday)	DAY 7(Thursday)
<b>FLOWERPOT 2</b>	<i>How it grows?</i>			<i>How it grows?</i>	<i>How it grows?</i>	<i>How it grows?</i>	<i>How it grows?</i>
	<i>Comments</i>			<i>Comments</i>	<i>Comments</i>	<i>Comments</i>	<i>Comments</i>
	<i>Picture</i>			<i>Picture</i>	<i>Picture</i>	<i>Picture</i>	<i>Picture</i>

Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/cliisi/>



	DAY 1 (Friday)	DAY 2	DAY 3	DAY 4 (Monday)	DAY 5 (Tuesday)	DAY 6 (Wednesday)	DAY 7 (Thursday)
<b>FLOWERPOT 3</b>	<i>How it grows?</i>			<i>How it grows?</i>	<i>How it grows?</i>	<i>How it grows?</i>	<i>How it grows?</i>
	<i>Comments</i>			<i>Comments</i>	<i>Comments</i>	<i>Comments</i>	<i>Comments</i>
	<i>Picture</i>			<i>Picture</i>	<i>Picture</i>	<i>Picture</i>	<i>Picture</i>

Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/cliisi/>



APPENDIX 6 - Grid to collect information cooperatively (TASK 4.1.)

**MEMBER 1:**

**MEMBER 2:**

**MEMBER 3:**

**TEAM:**

**WE'RE GOING TO COLLECT WORDS ABOUT LANDFORMS...**

Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/cliisi/>





APPENDIX 7 - Flashcards with the vocabulary of landforms



Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/cliisi/>



HILL



VALLEY



Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/cliisi/>



HIGHLANDS



DEPRESSION  
BETWEEN  
MOUNTAINS



Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/cliisi/>



MOUNTAIN  
RANGE



MOUNTAIN  
CHAIN



Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/cliisi/>



MOUNTAIN  
MASSIF



CLIFF



Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/cliisi/>



GORGE



LAKE



RIVER



WATERFALL



Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/cliisi/>



APPENDIX 8 - Quizizz example *(this is just an example of the questions of this Quizizz)*

Mark all the correct answers related to plant growth

1

When a plant is in constant contact with smoke it grows more

2

Light is a factor that influences plant growth

3

Watering with vinegar is bad for the plant

4

Water is not a factor that influences plant growth



What types of tree are most abundant in our environment?

1

Palm tree

2

Pine tree

3

Fir tree


4

Cork tree

Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/cliisi/>





This picture shows...

1 Root

2 Renewable energy

3 Fuel

4 Pollution

Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/cliisi/>



Flowering plants can reproduce ...

1

Asexually

2

Sexually

3

Sexually and asexually

Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/cliisi/>



What word does this definition refer to?  
*"Fall of a current of water by a precipice"*

1

River

2

Lake

3

Waterfall

Which of these tips would be good to take care of the environment?

1

Use always  
plastic bags to  
do the  
shopping

2

Open all the  
lights in the  
house  
whenever you  
can

3

Plant trees

4

Move on  
public  
transport


5

Separate the  
garbage

Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/cliisi/>





This picture shows...

1 Plain

2 Valley

3 Mountain

4 Cliff

Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/cliisi/>



RUBRIC 1 (R1)

	EXPERT (4)	ADVANCED (3)	APRENT (2)	NOOB (1)	P.	%
Personal initiative	I have 4 requirements: - I worked autonomously. - I finished all my tasks. - I organized and designed some activities. - I helped my classmates.	I have 3 requirements: - I worked autonomously. - I finished all my tasks. - I organized and designed some activities. - I helped my classmates.	I have 2 requirements: - I worked autonomously. - I finished all my tasks. - I organized and designed some activities. - I helped my classmates.	I have 1 requirement: - I worked autonomously. - I finished all my tasks. - I organized and designed some activities. - I helped my classmates.		20 %
Cooperative work	I achieved 4 points: - I did the activities cooperatively. - I was responsible with my tasks within the team. - I respected the ideas and proposals of everyone. - I tried to involve everyone.	I achieved 3 points: - I did the activities cooperatively. - I was responsible with my tasks within the team. - I respected the ideas and proposals of everyone. - I tried to involve everyone.	I achieved 2 points: - I did the activities cooperatively. - I was responsible with my tasks within the team. - I respected the ideas and proposals of everyone. - I tried to involve everyone.	I achieved 1 point: - I did the activities cooperatively. - I was responsible with my tasks within the team. - I respected the ideas and proposals of everyone. - I tried to involve everyone.		20 %
Digital competence	I have 4 requirements: - I know how to find information online. - I understand the information that I find on the internet. - I don't need help to understand the information. - I use digital tools like my colleagues.	I have 3 requirements: - I know how to find information online. - I understand the information that I find on the internet. - I don't need help to understand the information. - I use digital tools like my colleagues.	I have 2 requirements: - I know how to find information online. - I understand the information that I find on the internet. - I don't need help to understand the information. - I use digital tools like my colleagues.	I have 1 requirement: - I know how to find information online. - I understand the information that I find on the internet. - I don't need help to understand the information. - I use digital tools like my colleagues.		20 %
Me and the global warming	I have 4 requirements: - I worked scientifically (experiments) to check the positive factors to grow plants. - I understood the causes of the deterioration of the planet and I can explain it. - I can propose tips to improve the health of the Earth. - I can involve people to improve the health of the Earth.	I have 3 requirements: - I worked scientifically (experiments) to check the positive factors to grow plants. - I understood the causes of the deterioration of the planet and I can explain it. - I can propose tips to improve the health of the Earth. - I can involve people to improve the health of the Earth.	I have 2 requirements: - I worked scientifically (experiments) to check the positive factors to grow plants. - I understood the causes of the deterioration of the planet and I can explain it. - I can propose tips to improve the health of the Earth. - I can involve people to improve the health of the Earth.	I have 1 requirements: - I worked scientifically (experiments) to check the positive factors to grow plants. - I understood the causes of the deterioration of the planet and I can explain it. - I can propose tips to improve the health of the Earth. - I can involve people to improve the health of the Earth.		20 %
Me and my immediate environment	I have 4 requirements: - I can recognize the flora of my next environment. - I can describe geographical aspects and use them in a model. - I can organize the different types of plants in my environment. - I can analyze environmental problems in my immediate environment and propose improvements.	I have 3 requirements: - I can recognize the flora of my next environment. - I can describe geographical aspects and use them in a model. - I can organize the different types of plants in my environment. - I can analyze environmental problems in my immediate environment and propose improvements.	I have 2 requirements: - I can recognize the flora of my next environment. - I can describe geographical aspects and use them in a model. - I can organize the different types of plants in my environment. - I can analyze environmental problems in my immediate environment and propose improvements.	I have 1 requirements: - I can recognize the flora of my next environment. - I can describe geographical aspects and use them in a model. - I can organize the different types of plants in my environment. - I can analyze environmental problems in my immediate environment and propose improvements.		20 %
<b>POINTS:</b>						


**KEY INTERPRETATION: 22-25 AE; 17-21 AN; 13-16 AS; 5-12 NA**

Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/cliisi/>



**RUBRIC 2 (R2) - Rubric to assess content**

 <p><b>SCORES</b></p>	 <p><b>DESCRIPTORS</b></p>
<p><b><u>UNSATISFACTORY 1</u></b></p>	<p>The student does not show that she or he has acquired any learning in this project about the global warming or the plants.</p>
<p><b><u>ALMOST SATISFACTORY 2</u></b></p>	<p>The student has acquired some basic knowledge but she or he can't apply this knowledge.</p>
<p><b><u>SATISFACTORY 3</u></b></p>	<p>The student has acquired some basic knowledge and she or he has improved some skills related with the area of Science.</p>
<p><b><u>GOOD 4</u></b></p>	<p>The student has acquired good knowledge about the global warming or the plants and has improved their skills related to the area of Science.</p>
<p><b><u>EXCELLENT 5</u></b></p>	<p>The student has acquired knowledge about the global warming and the plants very well, has improved the abilities related to the area of Science and English.</p>

Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/cliisi/>





**RUBRIC 3 (R3) - Rubric to assess language**





	
<p><b>UNSATISFACTORY 1</b></p>	<p>The student can't use English in Science classes. The student can't use vocabulary related to plants, global warming and grammatical structures.</p>
<p><b>ALMOST SATISFACTORY 2</b></p>	<p>The student is almost able to use some words related to plants, global warming and grammatical structures properly.</p>
<p><b>SATISFACTORY 3</b></p>	<p>The student is almost able to use some new words related to plants, global warming and grammatical structures correctly.</p>
<p><b>GOOD 4</b></p>	<p>The student is able to use English in Science classes and use some words related to plants, global warming and grammatical structures correctly.</p>
<p><b>EXCELLENT 5</b></p>	<p>The student is able to use everyday English in the Science classes and use new vocabulary related to plants, global warming and grammatical structures perfectly.</p>

Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/cliisi/>



RUBRIC 4 (R4) - Rubric for self-assessment



			
<p>I can ask questions</p>			
<p>I can use new vocabulary</p>			
<p>I can speak in English in the Arts and Crafts class</p>			
<p>People can understand me when I speak in English</p>			

Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/cliisi/>



RUBRIC 5 (R5) - Rubric for group-work

			
<p><i>I respect the opinion of my classmates!</i></p>			
<p><i>I've collaborated on all group activities!</i></p>			
<p><i>I've learned from my mates!</i></p>			

Template adapted from CLIL-SI 2015.

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