

Introducción

Esta actividad surge a partir del grupo de trabajo 74587_GT_CURRÍCULO INTEGRADO (PF)_IES EL EMPECINADO_2022

OBJETIVOS

- Integrar a los tres departamentos que conforman a la Sección Bilingüe del IES Juan Martín El Empecinado
- Aplicar contenidos y materiales que integren tres áreas de conocimientos, de los departamentos didácticos que conforman la Sección Bilingüe
- Establecer y aplicar criterios de evaluación comunes en los tres departamentos didácticos de la Sección Bilingüe para que las áreas no lingüísticas incorporen el aspecto lingüístico en la evaluación
- Organizar y llevar a cabo actividades que involucren a varios departamentos, además de la sección bilingüe para integrar distintas áreas de conocimiento

CONTENIDOS

1. **Módulo colaborativo.** Reuniones entre los miembros de la sección bilingüe para trabajar con
 - a. **Diseño de actividades y materiales.** Se dará continuidad a las actividades elaboradas en el primer curso, y se retomarán.
 - b. **Establecimiento de criterios de evaluación.** Elaboración de rúbricas para las áreas no lingüísticas que incorporen la evaluación de la lengua extranjera para dar cohesión a la sección bilingüe
2. **Trabajo individual.** Cada profesor hace el diseño de sus materiales y actividades
3. **Aplicación en el aula.** Cada profesor aplica las actividades correspondientes a su disciplina en el aula.

RESULTADOS

Este grupo de trabajo termina en un evento denominado Bilingual Fair que consiste en un pequeño evento donde participan los alumnos de 4º ESO y 2º ESO de la sección bilingüe, llevado a cabo el 12 de abril

En el evento, los alumnos de 4º ESO realizan unas exposiciones que versan sobre países anglófonos y los aspectos culturales, históricos o geográficos y deportivos. Los alumnos de 2º ESO en grupos asistirán a las exposiciones, que se llevarán a cabo de manera simultánea, varias veces hasta que todos los alumnos hayan participado.

En este documento se reflejan las premisas sobre las que trabajan los alumnos, la bibliografía que deben consultar, así como el cuestionario.

Bilingual fair

AROUND THE ANGLOSPHERE IN ONE HOUR

Country: SCOTLAND

Student: Guillermo Sanz

Culture: Scottish Clans

- Definition
- Organization
- Clans today

History and Geography: William Wallace

- Biography of William Wallace
- Fights against the English
- Capture and execution

Physical education: Sports

- Rugby (Six nations)
- Football
- Golf

TIME: 10 MIN

INSTRUCTIONS:

1. Prepare the contents with each of your teachers.
2. Make a poster
3. Present to each group of students
4. Remember to dress formal

MARK:

Literacy	Geography and History	Physical Education

Bilingual fair

AROUND THE ANGLOSPHERE IN ONE HOUR

Country: WALES

Student: Aitana Peñacoba

Culture: National symbols

- Emblems and language
- National symbols of Wales
- Languages

History and Geography: The Druids

- The Druids
- Ancient Druids of Wales
- Rituals and sacrifices

Physical education: Sports

- Rugby (Six nations)
- Cricket
- Football

TIME: 10 MIN

INSTRUCTIONS:

5. Prepare the contents with each of your teachers.
6. Make a poster
7. Present to each group of students
8. Remember to dress formal

MARK:

Literacy	Geography and History	Physical Education

Bilingual fair

AROUND THE ANGLOSPHERE IN ONE HOUR

Country: IRELAND

Student: Urtzi H. Rodríguez

Culture: Emblems and symbols

- Saint Patrick's Day
- Four leaf clover
- Leprechauns

History and Geography: War of Independence

- Origins of the conflict
- Sides fighting
- Development and consequences of the war

Physical education: Sports

- Rugby (Six Nations)
- Gaelic football + Women's Gaelic Sports

TIME: 10 MIN

INSTRUCTIONS:

9. Prepare the contents with each of your teachers.
10. Make a poster
11. Present to each group of students
12. Remember to dress formal

MARK:

Literacy	Geography and History	Physical Education

Bilingual fair

AROUND THE ANGLOSPHERE IN ONE HOUR

Country: NEW ZEALAND

Student: María Cruz

Culture: The Commonwealth

- New Zealand as part of the Commonwealth
- Emblems and symbols
- The national anthem

History and Geography: The suffragettes

- The suffragette's movement
- Petition in 1893
- Repercussions in other countries

Physical education: Sports

- Rugby (All blacks)
- Cricket
- Netball (Women's sport)

TIME: 10 MIN

INSTRUCTIONS:

13. Prepare the contents with each of your teachers.
14. Make a poster
15. Present to each group of students
16. Remember to dress formal

MARK:

Literacy	Geography and History	Physical Education

Bilingual fair

AROUND THE ANGLOSPHERE IN ONE HOUR

Country: CANADA

Student: Isabela Seymour

Culture: People and culture

- Cultural life (British, French and American Influences)
- Totems and aboriginal culture

History and Geography: Canadian features

- Quebec
- Natural Resources
- Commonwealth

Physical education: Sports

- Ice Hockey
- Lacrosse
- Canadian Football

TIME: 10 MIN

INSTRUCTIONS:

17. Prepare the contents with each of your teachers.
18. Make a poster
19. Present to each group of students
20. Remember to dress formal

MARK:

Literacy	Geography and History	Physical Education

Bilingual fair

AROUND THE ANGLOSPHERE IN ONE HOUR

Country: AUSTRALIA

Student: Pablo Cabezón

Culture: Multiculturality

- Australian multiculturality
- Aboriginal culture
- The Walkabout

History and Geography: Australian features

- Types of climates
- Important cities
- Inhabitants (aboriginal people)

Physical education: Sports

- Rugby
- Surf
- Australian football

TIME: 10 MIN

INSTRUCTIONS:

21. Prepare the contents with each of your teachers.
22. Make a poster
23. Present to each group of students
24. Remember to dress formal

MARK:

Literacy	Geography and History	Physical Education

Bilingual fair

Questionnaire

AROUND THE ANGLOSPHERE IN ONE HOUR

Name: _____ Mark: _____

Country: SCOTLAND

Culture:

1. What is a clan?
2. How are they organized?

History and Geography:

1. Who was William Wallace?
2. Why did he fight against the English?

Physical education:

1. Which is the most important Scottish world tournament?
2. Which is the National Rugby Team with the biggest Palmarès in Six Nations Rugby?

Country: WALES

Culture:

1. What are the national symbols of Wales and their meaning?
2. What languages are spoken in Wales?

History and Geography:

1. Who were the Druids?
2. What kind of ritual sacrifices did the Druids practice?

Physical education:

1. What is the Palmarès of the Wales Rugby National Team?
2. Who is the best historical football player of Wales?

Country: IRELAND

Culture:

1. What does the three-leaf shamrock represent?
2. What is a leprechaun?

History and Geography:

1. Who fought in the war of independence?
2. What were the political consequences of the war?

Physical education:

1. What is Six Nations Rugby?

2. Explain two rules of Gaelic football?
3. Are there any differences between men's and women's Gaelic football? Explain them.
- 4.

Country: NEW ZEALAND

Culture:

1. What is the Commonwealth and why is New Zealand part of it?
2. What is New Zealand's national anthem?

History and Geography:

1. Who were the suffragettes?
2. What did Petition in 1893 allow?

Physical education:

1. What is the name of New Zealand's Rugby National Team?
2. Explain two differences between cricket and Baseball.

Country: CANADA

Culture: Canadian society

1. Why is Canada so diverse ethnically?
2. What is a Totem?

History and Geography:

1. What are the main natural resources of Canada?
2. Why do people in Quebec speak French?

Physical education:

1. Explain at least two differences between Canadian Football and American football.
2. Why is fighting allowed in ice hockey?

Country: AUSTRALIA

Culture:

1. Why is Australia a multicultural society?
2. What is the walkabout?
3. Is this country part of the Commonwealth?

History and Geography:

1. How many climate zones are there?
2. Who are the aboriginal people?

Physical education:

1. Which is the most popular sport in Australia?
2. How many people practice surf in Australia?
3. Explain three differences between Australian football and Rugby.

Bilingual fair

AROUND THE ANGLOSPHERE IN ONE HOUR

BIBLIOGRAPHY BANK

GENERAL WEBSITES

<https://www.britannica.com>

WALES

DRUIDS

<https://museum.wales/>

<https://www.english-heritage.org.uk/>

SPORT

<https://www.sixnationsrugby.com/> <https://www.world.rugby/tournaments/six-nations-men>

<https://www.faw.cymru/en/> <https://www.cymrufootball.wales/> <https://inglaterraencasa.com/what-is-cricket/>

<https://somoscricket.com/>

IRELAND

WAR OF INDEPENDENCE

<https://www.irishhistory.com/>

<https://www.theirishwar.com/>

<https://www.britannica.com>

SPORT

<https://www.sixnationsrugby.com/>

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<https://ladiesgaelic.ie/>

<https://www.gaa.ie/my-gaa/getting-involved/ladies-gaelic-football>

SCOTLAND

WILLIAM WALLACE

<https://www.britannica.com>

<https://www.nationalgeographic.com/>

<https://www.undiscoveredscotland.co.uk/>

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<https://www.scottishgolf.org/>

CANADA

<https://www.britannica.com/place/Canada/Cultural-life>

FRENCH CANADIAN NATIONALISM

<https://www.thecanadianencyclopedia.ca/en>

QUEBEC SEPARATISM

<https://www.britannica.com>

ENVIRONMENT AND NATURAL RESOURCES

<https://canada.ca>

COMMONWEALTH

<http://thecommonwealth.org/>

SPORT

<https://www.britannica.com/sports/ice-hockey>

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AUSTRALIA

CLIMATE

<https://culturalatlas.sbs.com.au/australian-culture/australian-culture-core-concepts>

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<https://www.nationalgeographic.com/>

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<https://australianwildlifejourneys.com/>

<https://www.nationalgeographic.com/>

SPORT

<https://ferugby.es/>

<https://surfingaustralia.com/>

<https://www.afl.com.au/>

<https://www.australianfootball.com/>

<https://afl-europe.org/afl-explained/>

NEW ZEALAND

WOMEN'S SUFFRAGE

<http://nma.gov.au/>

<http://nla.gov.au/>

SUFFRAGE PETITION

<https://nzhistory.govt.nz/>

<http://mowherstory.org/>

SPORT

<https://inglaterraencasa.com/what-is-cricket/>

<https://somoscricket.com/>

<https://www.allblacks.com/>

<https://www.nzrugby.co.nz/>

<https://colimdo.org/pagina/netball/>

BILINGUAL FAIR
Teacher assessment sheet

Student	GREETINGS AND PRESENTATION		FLUENCY AND CONVEYING OF THE MESSAGE		VOLUME AND TONE		NON-VERBAL LANGUAGE			TIME MANAGEMENT		CONCLUSIÓN AND CLOSING		CONTENTS (EACH SUBJECT)		POSTER
	YES	NO	YES	NO	YES	NO	YES	NO	S.T.	YES	NO	YES	NO	YES	NO	
																The poster is attractive and original, it doesn't include too many words (1)
Urtzi																Written (Poster) content (1)
María																Oral content (1)
Guillermo																They repeat the main idea and closes the presentation (0.5)
Isabela																Hand gestures are adequate (0.5)
Pablo																Right posture and they don't turn their back (0.5)
Altana																They make visual contact (0.5)
																Volume and tone are suitable (0.75)
																Appropriate use of vocabulary (0.25)
																The information is organized, they don't repeat themselves (1)
																They know the topic (1)
																The purpose is mentioned (0.25)
																They greet and present themselves (0.25)

Bilingual fair

Instructions during the Bilingual fair

1. Stay with your group at all times.
2. Visit all the stands to answer your questions.
3. All the members of the team should take notes **in a different piece of paper.** *



*After the fair you will have time to prepare the questions in a proper manner.

After visiting all the stands...

1. Keep your notes because you will use them later.
2. Go back to your corresponding class at **2nd period.**



And during the English class at 4th



1. Prepare the desks in 5 teams before the class.
2. Sit with your group and answer the questionnaire using the notes.
3. Hand it in.



1. Romaisse
2. Manuel
3. Laura
4. Aitor

1. Damián
2. Claudia
3. Souhail
4. Lidia

1. Valeria
2. José
3. Abraham
4. Alba

1. Martín
2. Iván
3. Irene R.
4. Mar

1. Javier
2. Irene L.
3. Paula
4. Lola

1	2	3	4	5
Australia	Wales	Scotland	Canada	New Zealand
New Zealand	Australia	Wales	Scotland	Canada
Canada	New Zealand	Australia	Wales	Scotland
Scotland	Canada	New Zealand	Australia	Wales
Wales	Scotland	Canada	New Zealand	Australia


**Junta de
Castilla y León**
 Consejería de Educación




Bilingual fair
 Questionnaire
 AROUND THE ANGLOSPHERE IN ONE HOUR

Name: Team 3: Javier, Irene, Paula, José Mark: 8/10

Country: SCOTLAND

Culture:

- What is a clan?
A Scottish clan (from Gaelic clan, literally 'children', more broadly 'kindred') is a kinship group among the Scottish people.
- How are they organized?
In clans, there is usually a leader who is usually an elder person in the group, and there is also...

History and Geography:

- Who was William Wallace?
He is considered a national hero in Scotland, and the representation of the resistance against English King Edward I.
- Why did he fight against the English?

This mark is decided by the presenters (with my supervision).

Your answers should be neat and clear.



Remember:

- Be respectful to the presenters.
- Change from one stand to the other in order.
- The questionnaire will be part of your final mark (Listening and Writing)