

TOPIC: RIVERS

UNIT 2: RIVER LANDSCAPES

LEVEL: 13 YEARS, 2nd ESO

TIMING: 7 HOURS

TEACHER'S AIMS

- To develop students' understanding of drainage basins, their features and geologic forms along the river
- To make students aware of river uses and potential flooding problems.
- To present rivers as the main source of wealth around the world.

CONTRIBUTION TO THE COMPETENCES: TRANSFERABLE SKILLS:

- Communicative skills: observe, explain and give opinions.
- Mathematical skills: can calculate an area and convert units.
- Learning skills: Can apply study skills that include strategic thinking and cooperation and self-evaluation skills.
- Social skills: Can interpret and use the body of knowledge about facts and processes to predict consequences

LEARNING OUTCOMES

TO KNOW

- The river basin and its features: rainfalls, floodplains and mouths.
- What deltas, estuaries, fluvial terraces and floodplains are.
- Types of waterfalls
- Main landscapes in the three parts of a river.
- How a meander is formed and how it evolves.
- Flooding causes and consequences

TO BE ABLE TO

- Calculate the area of the river basin.
- Convert units from imperial to metric system.
- Talk about river uses.
- Understand causes and consequences of flooding.

TO BE AWARE OF

- The importance of rivers for life.
- The potential damage of flooding
- The importance of political decisions on river management.

COMMUNICATION		COGNITION	CULTURE
<p style="text-align: center;"><u>LANGUAGE OF</u></p> <p>VOCABULARY</p> <ul style="list-style-type: none"> Names for geologic forms in the three parts of a river: upper, middle and lower course. Names for sports,, energy sources, heritage,.. Verbs for water movement: running, falling, foaming, swirling, ... Vocabulary to order events: first, after, then, next, again, finally. <p>STRUCTURES</p> <p>Modal verbs to predict</p>	<p style="text-align: center;"><u>LANGUAGE FOR</u></p> <ul style="list-style-type: none"> Locating and collecting information of rainfalls. Comparing types of river mouths Measuring areas Giving reasons for their examples Predicting consequences of Flooding Judging the value of rivers Suggesting actions 	<ul style="list-style-type: none"> Interpreting information Identifying Giving reasons Defining problems Applying imagination Making deductions Anticipating consequences Suggestion actions Hypothesising 	<ul style="list-style-type: none"> Awareness of universal uses of rivers Appreciate different units of measurement between different countries Understand rivers as heaving economic, social and historic value. Understand how rivers have been the main pathway of trade transport throughout history Knowledge of world's water facts.
ASSESSMENT CRITERIA Can students:			
OF THE TOPIC		OF LANGUAGE	
<p>Identify the features of a river?</p> <p>Explain and draw the evolution of a evolution?</p> <p>Understand the uses of a floodplain?</p> <p>Differentiate between a delta and an estuary?</p> <p>Calculate an irregular area?</p> <p>Convert units from metric system to imperial system?</p> <p>List the main causes of flooding?</p> <p>Judge the value or rivers?</p> <p>Predict the consequences of flooding?</p>		<p>Use subject-specific English when participating in class</p> <p>Use functional English when participating in groups</p> <p>Name and spell the topic vocabulary</p> <p>Write simple and complex sentences using the language support</p>	