

LESSON PLANS

Eva M. Zamudio Zamudio

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CHANGES THROUGH LIFE

TOPIC: Human life cycle		SUBJECT: Science	LEVEL: C.S.	TIMING: 1 session
AIM: To understand that we change along our lives				
KEY SKILLS: Pupil will be able to...				
* identify the characteristics in the different stages of growth				
TRANSFERABLE SKILLS:				
Communicative skills:				
*Can relate observations, explanations, thoughts, emotions, give accounts of experiences, opinions and develop argument				
Methodological skills:				
*Can access and communicate using different types of supports including ICT tools to learn				
*Can apply study skills that include strategic thinking and cooperation and self-evaluation skills.				
*Can handle effectively an array of resources to transform information into personal knowledge				
Personal skills:				
*Can interpret and use the body of knowledge about facts and processes to predict consequences and take effective action in order to preserve and improve living conditions of one's own, for the others and for the rest of the living things				
TEACHING OBJECTIVES			LEARNING OUTCOMES	
A.CONTENT			A.CONTENT	
To introduce...			-understand the different stages in the human life cycle	
-the concept of life cycle			-memorise key vocabulary	
-the name of the different stages				
B.COGNITION To offer opportunities for pupils to...			B. COGNITION	
-think about the changes we have through our lives			Pupils will be able to:	
-apply new understood concepts			-identify the stages of life	
			-describe characteristics of each stage	
			-order the stages of life	
C. COMMUNICATION				D. CULTURE
C1. LANGUAGE OF LEARNING		C2. LANGUAGE FOR LEARNING		
<u>Key phrases needed:</u>		Ordering and identifying the stages of life		
*Adults can...				
*Babies can't...				
*Adolescents do not...				
*When I was little ...				
<u>Key vocabulary:</u>				
-babyhood, childhood, adolescence, adulthood, retirement				

CHANGES THROUGH LIFE

TOPIC: Puberty		SUBJECT: Science	LEVEL: C.S.	TIMING: 1 session
AIM: To know what are the main changes they will have at puberty				
KEY SKILLS: Pupils will be able to... *find out information about the changes at puberty				
TRANSFERABLE SKILLS: Communicative skills: *Can relate observations, explanations, thoughts, emotions, give accounts of experiences, opinions and develop argument Methodological skills: *Can access and communicate using different types of supports including ICT tools to learn *Can apply study skills that include strategic thinking and cooperation and self-evaluation skills. *Can handle effectively an array of resources to transform information into personal knowledge Personal skills: *Can interpret and use the body od knwoledge about facts and processes to predict consequences and take effective action in order to preserve and improve living conditions of one’s own, for the others and for the rest of the living things				
TEACHING OBJECTIVES			LEARNING OUTCOMES	
A.CONTENT			A.CONTENT	
-Physical changes in girls and boys at puberty			Pupils will be able to... -know if a change refers to a boy, a girl or both	
B.COGNITION To offer opportunities for pupils to...			B. COGNITION	
-search for information about the changes at puberty			Pupils will be able to: -predict -search for information in a website about changes at puberty -identify if the differences are in boys, girls or both -report information	
C. COMMUNICATION				D. CULTURE
C1. LANGUAGE OF LEARNING	C2. LANGUAGE FOR LEARNING	C3. LANGUAGE THROUGH		
<u>Key vocabulary:</u> parts of the body (testicles, penis, breast), period, acne, erections, sperm <u>Key phrases needed:</u> Boys start to produce sperm Girls have their period	Language needed for description	-Language that comes out when completing tasks		
				Pupils will be able to... -be aware of the changes they are experiencing -to respect the changes experienced by other sex

CHANGES THROUGH LIFE

TOPIC: Male reproductive system	SUBJECT: Science	LEVEL: C.S.	TIMING: 1 session
AIM: To identify the organs of the male reproductive system and know their functions			
KEY SKILLS: Pupil will be able to... Label the male reproductive system organs and know their functions			
TRANSFERABLE SKILLS: Communicative skills: *Can relate observations, explanations, thoughts, emotions, give accounts of experiences, opinions and develop argument Methodological skills: *Can apply study skills that include strategic thinking and cooperation and self-evaluation skills. *Can handle effectively an array of resources to transform information Personal skills: *Can interpret and use the body of knowledge about facts and processes to predict consequences and take effective action in order to preserve and improve living conditions of one's own, for the others and for the rest of the living things			
TEACHING OBJECTIVES		LEARNING OUTCOMES	
A.CONTENT		A.CONTENT	
The male reproductive system and its organs		-Know the organs of the male reproductive system	
B.COGNITION To offer opportunities for pupils to...		B. COGNITION	
-learn the parts of the male reproductive system		Pupils will be able to: -Identify the organs of the male reproductive system -Label the organs of the male reproductive system	
C. COMMUNICATION			D. CULTURE
C1. LANGUAGE OF LEARNING	C2. LANGUAGE FOR LEARNING	C3. LANGUAGE THROUGH	
<u>Key vocabulary:</u> vocabulary related to the male reproductive systems <u>Key phrases needed:</u> It goes to.../It produces.../It is.../They are...	Language needed for description	Language that comes out when completing tasks	
			Pupils will be able to... -accept the differences of a person of the other sex -show interest in learning about others

CHANGES THROUGH LIFE

TOPIC: Female reproductive system		SUBJECT: Science	LEVEL: C.S.	TIMING: 1 session
AIM: To identify the organs of the female reproductive system and know their functions				
KEY SKILLS: Pupil will be able to... Label the male reproductive system organs and know their functions				
TRANSFERABLE SKILLS: Communicative skills: *Can relate observations, explanations, thoughts, emotions, give accounts of experiences, opinions and develop argument Methodological skills: *Can apply study skills that include strategic thinking and cooperation and self-evaluation skills. *Can handle effectively an array of resources to transform information into personal knowledge Personal skills: *Can interpret and use the body od knwoledge about facts and processes to predict consequences and take effective action in order to preserve and improve living conditions of one’s own, for the others and for the rest of the living things				
TEACHING OBJECTIVES			LEARNING OUTCOMES	
A.CONTENT			A.CONTENT	
- The female reproductive system and its organs			Pupils will be able to... - Know the organs of the female reproductive system	
B.COGNITION To offer opportunities for pupils to...			B. COGNITION	
- learn the parts of the male reproductive system			Pupils will be able to: -Identify the organs of the female reproductive system -Label the organs of the female reproductive system	
C. COMMUNICATION				D. CULTURE
C1. LANGUAGE OF LEARNING	C2. LANGUAGE FOR LEARNING	C3. LANGUAGE THROUGH		
Key vocabulary: Vocabulary related to the female reproductive system Key phrases needed: It goes to.../It produces.../It is.../They are...	Language needed for description	Language that comes out when completing tasks		
				Pupils will be able to: -accept the differences of a person of the other sex -show interest in learning about others

CHANGES THROUGH LIFE

TOPIC: Ovulation and menstruation	SUBJECT: Science	LEVEL: C.S.	TIMING: 1 session
AIM: To understand the process of menstruation			
KEY SKILLS: Pupil will be able to... *explain how menstruation occurs			
TRANSFERABLE SKILLS: Communicative skills: *Can relate observations, explanations, thoughts, emotions, give accounts of experiences, opinions and develop argument Methodological skills: *Can access and communicate using different different types of supports including ICT tools to learn *Can apply study skills that include strategic thinking and cooperation and self-evaluation skills. *Can handle effectively an array of resources to transform information into personal knowledge Personal skills: *Can interpret and use the body od knwoledge about facts and processes to predict consequences and take effective action in order to preserve and improve living conditions of one’s own, for the others and for the rest of the living things			
TEACHING OBJECTIVES		LEARNING OUTCOMES	
A.CONTENT		A.CONTENT	
*Ovulation *Menstruation		-know what is ovulation and menstruation	
B.COGNITION To offer opportunities for pupils to...		B. COGNITION	
-find out how ovulation and menstruation occur -understand the menstruation cycle -learn about changes during the 28 days the cycle lasts -search information		Pupils will be able to ... -explain how menstruation occurs -order the stages of menstruation -identify true statements -search for information	
C. COMMUNICATION			D. CULTURE
C1. LANGUAGE OF LEARNING	C2. LANGUAGE FOR LEARNING	C3. LANGUAGE THROUGH	
* <u>Key vocabulary:</u> ovulation, menstruation, parts of the female reproductive system, ovum. First, then, finally * <u>Key phrases needed:</u> ...is released/...travels through.../...arrives to.../...get outside....	Language needed for sequencing and description	Language that comes out when completing tasks	
			Pupils will be able to... -show interest about how menstruation occurs

CHANGES THROUGH LIFE

TOPIC: Fertilization		SUBJECT: Science	LEVEL: C.S.	TIMING: 1 session
AIM: To understand how and when fertilization occurs				
KEY SKILLS: Pupil will be able to... *Explain how fertilization takes place				
TRANSFERABLE SKILLS: Communicative skills: *Can relate observations, explanations, thoughts, emotions, give accounts of experiences, opinions and develop argument Methodological skills: *Can access and communicate using different types of supports including ICT tools to learn *Can apply study skills that include strategic thinking and cooperation and self-evaluation skills. *Can handle effectively an array of resources to transform information into personal knowledge Personal skills: *Can interpret and use the body of knowledge about facts and processes to predict consequences and take effective action in order to preserve and improve living conditions of one's own, for the others and for the rest of the living things				
TEACHING OBJECTIVES			LEARNING OUTCOMES	
A.CONTENT			A.CONTENT	
*Fertilization			-understand how and when fertilization occurs	
B.COGNITION To offer opportunities for pupils to...			B. COGNITION	
-elicit information about fertilization -find out how and when fertilization occurs			Pupils will be able to: -understand how fertilization occurs -predict how the sperm gets to the ovum -explain the journey the sperm makes until it gets the ovum	
C. COMMUNICATION				
C1. LANGUAGE OF LEARNING		C2. LANGUAGE FOR LEARNING	C3. LANGUAGE THROUGH	D. CULTURE
Key vocabulary: sperm, ovum, vocabulary related to the male/female reproductive organs Key phrases needed: The sperm passes to.../travels through.../gets to...		Language needed to describe	Language that comes out when completing tasks	

CHANGES THROUGH LIFE

TOPIC: Pregnancy	SUBJECT: Science	LEVEL: C.S.	TIMING: 2 sessions
AIM: To learn the characteristics of an embryo/a foetus and the different stages of pregnancy			
KEY SKILLS: Pupil will be able to... Identify the different stages of pregnancy and their characteristics			
TRANSFERABLE SKILLS: Communicative skills: *Can relate observations, explanations, thoughts, emotions, give accounts of experiences, opinions and develop argument Methodological skills: *Can access and communicate using different types of supports including ICT tools to learn *Can apply study skills that include strategic thinking and cooperation and self-evaluation skills. *Can handle effectively an array of resources to transform information into personal knowledge Personal skills: *Can create, initiate, develop and assess individual or collective activities or projects with creativity, confidence, responsibility and critical thinking *Can interpret and use the body of knowledge about facts and processes to predict consequences and take effective action in order to preserve and improve living conditions of one's own, for the others and for the rest of the living things			
TEACHING OBJECTIVES		LEARNING OUTCOMES	
A.CONTENT		A.CONTENT	
-Pregnancy -Stages of pregnancy -Characteristics of the different stages		-Know about the different stages of pregnancy and their characteristics	
B.COGNITION To offer opportunities for pupils to...		B. COGNITION	
-learn about the early stages of pregnancy -research information about the concepts embryo, foetus, placenta, umbilical cord, amniotic sac - identify similarities and differences between an embryo and a foetus -analyse the characteristics of the new being during pregnancy		Pupils will be able to: -Find out information about pregnancy -Complete a chart with definitions and functions -Label a diagram of an embryo and a foetus -Analyse the differences between an embryo and a foetus -Investigate the characteristics of a new being at the different stages -Relate the real size of a foetus to real objects -Discuss about the characteristics of the different stages	
C. COMMUNICATION			
C1. LANGUAGE OF LEARNING	C2. LANGUAGE FOR LEARNING	C3. LANGUAGE THROUGH	D. CULTURE
Key phrases needed: Vocabulary of the female reproductive system, embryo, foetus, placenta, amniotic sac, umbilical cord <u>Key vocabulary:</u> It is..../It has..../It can/It can't...	Language needed for description, ordering, comparing	Language that comes out when completing tasks	Pupils will be able to... -appreciate the importance of the development of a new human

CHANGES THROUGH LIFE

TOPIC: We are parents now!		SUBJECT: Science	LEVEL: C.S.	TIMING: 1 session
AIM: To be aware of the responsibility of being parents				
KEY SKILLS: Pupil will be able to...				
* realise how hard it is to be responsible of a child				
TRANSFERABLE SKILLS:				
Communicative skills:				
*Can relate observations, explanations, thoughts, emotions, give accounts of experiences, opinions and develop argument				
Methodological skills:				
*Can apply study skills that include strategic thinking and cooperation and self-evaluation skills.				
*Can handle effectively an array of resources to transform information into personal knowledge				
Personal skills:				
*Can interpret and use the body of knowledge about facts and processes to predict consequences and take effective action in order to preserve and improve living conditions of one’s own, for the others and for the rest of the living things				
*Can understand the social context where he/she lives, cooperate, exercise and share democratic values in a plural society and engage effectively with others in its improvement				
TEACHING OBJECTIVES			LEARNING OUTCOMES	
A.CONTENT			A.CONTENT	
The responsibility of being parents			-realise that taking care of another person is not always easy	
B.COGNITION To offer opportunities for pupils to...			B. COGNITION	
-Apply knowledge in order to be responsible for others			Pupils will be able to: -plan what is necessary for a new person coming -describe how they feel after the experiment	
C. COMMUNICATION				D. CULTURE
C1. LANGUAGE OF LEARNING		C2. LANGUAGE FOR LEARNING		
Key vocabulary: Vocabulary related to objects they may need in order to assist their “baby”		Language needed for planning and describing		
		C3. LANGUAGE THROUGH		
		Language that comes out when completing tasks		
				Pupils will be able to... -be aware of how important is to take care of someone else -realise the responsibility of being parents

CHANGES THROUGH LIFE

TOPIC: LET’S PLAY		SUBJECT: Science	LEVEL: C.S.	TIMING: 1 session
AIM: To revise the concepts learnt during the unit				
KEY SKILLS: Pupil will be able to... To practise what they have learnt				
TRANSFERABLE SKILLS: Communicative skills: *Can relate observations, explanations, thoughts, emotions, give accounts of experiences, opinions and develop argument Methodological skills: *Can access and communicate using different types of supports including ICT tools to learn *Can apply study skills that include strategic thinking and cooperation and self-evaluation skills. *Can handle effectively an array of resources to transform information into personal knowledge Personal skills: Can understand the social context where he/she lives, cooperate, exercise and share democratic values in a plural society and engage effectively with others in its improvement				
TEACHING OBJECTIVES			LEARNING OUTCOMES	
A.CONTENT			A.CONTENT	
Human life cycle Puberty Male/Female reproductive systems Ovulation/menstruation Fertilization Pregnancy			-to be aware of what they have learnt and what they have to revise	
B.COGNITION			B. COGNITION	
To offer opportunities for pupils to... -realise what they have learnt -find out where they have problems			Pupils will be able to: -practise what they have learnt -assess themselves	
C. COMMUNICATION				D. CULTURE
C1. LANGUAGE OF LEARNING		C2. LANGUAGE FOR LEARNING		
<u>Key phrases</u> and <u>key vocabulary</u> : Words and phrases of the unit		Language needed to play in groups		
		C3. LANGUAGE THROUGH		
		Language that comes out when completing tasks		Pupils will be able to... -realise what they have learnt and what they need to revise