**LESSON PLAN**

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| **school*:*** |  |  |  |
| **level*:*** |  |  |
| **subject:** | SCIENCE: energy ( renewable sources) |
| **Other subjects** | English |
| **skills** | Looking for information, using reading strategies according to a task, making diagrams using information, writing in a foreign language following a model, sharinginformation, expressing own ideas in a foreign language, applying knowledge according to needs, designing devices.  |
| **teachers***:* |  |  |  |

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| **Transversal skills** |
| 1. Language skills: communication in a foreign language,
2. Thinking skills: strategies to face a task, choosing relevant information, summarizing, making diagrams, organizing information in text.
3. Social skills: working in a group, sharing information through different techniques
4. Critical thinking skills: analyzing information, giving opinions, expressing positive and negative facts about a certain situation, applying previous knowledge.
5. Reasoning: Expressing good and bad points; understanding how things work
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| **Objectives** | **Assessment criteria** |
| * To research into the different possibilities to get energy from renewable sources ( water/ wind/ solar..)

-To analyze in a critical way the different renewable sources to produce energy.* To be able to explain the different types of renewable sources
* To learn vocabulary and simple structures to develop the activities and to communicate results in English.

-To make diagrams | -Students are able to identify different ways to produce energy and electricity from renewable sources-Students are able to realize about the different possibilities of obtaining renewable energy in each area.* Students can make simple sentences in English to communicate their knowledge on the topic.
* Students can make a diagram to organize knowledge
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***Content***

* Renewable sources
* Possibilities of using renewable sources in each partner country.
* Water power/ wind farms/ solar energy
* Making diagrams
* English structures and vocabulary to complete our tasks: present simple/ past simple/ instructions/

Vocb; renewable, non- renewable, solar panels, wind farms, hydroelectric, turbine, generator,light, bulb, rotor, waves, dam, tides, saline…

**Activities and Procedure:**

- **Activity 1 : work on a renewable source of your choice**

* To learn about a renewable source and to see the possibilities of using it in our area
* Procedure:\*

-Visit a plant where renewable energy is produced and learn how it works.

* Make a diagram to summarize how energy is produced in the plant
* Research about the use of that renewable source in your area

# - Activity 2:

Objectives:

* To explain through a model how the renewable source of your choice works.

Procedure: \*

* Design a model using the source of your choice

- **\*These are just some ideas to face the activities. Each school can find the way that is closer to your teaching method, only that way it will make sense for you. Diversity enriches the project as far as we share methods with partners.**

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| **Assessment tools: [**oral and written productions, surveys, rubrics, ….), |
| * Students´productions
* Rubrics and checking lists
* Students´participation
* Students´ opinions about own work
 |

Possible check list. The items can change depending on the way you develop the activity. Checking list

**Activity 1**

* Student takes part in the activity
* Student can make a diagram to organize his/ her knowledge
* Student knows about the most common renewable source in his/ her area

**Activity 2**

* Student can understand how energy is produced from a renewable source
* Student can apply his/ her knowledge to a model
* Student can explain his/her ideas about the topic in simple oral and written English
	+ Student can use simple structures in English to share information with his/ her mates.