

Unit: SCIENCE AND SOCIETY

Area: PHYSICS AND CHEMISTRY

Lessons: 10

Ed.Level: 3rd ESO

## Teaching Objectives

Know the impact caused in the environment by social activities.  
Know how certain human activities affect the environment: landscape transformation, pollution and exhaustion of natural resources.  
Know the importance of regulating certain social activities  
Know the role of science in the contribution of solutions to try to reach a *sustainable development* in the future.  
Know the importance of sorting waste in order to manage an adequate recycling of certain materials.  
Know that in the world there are big differences in technological development and resources exploitation systems, and be aware of their possible consequences.

## Final Task

Design a project of selective waste collection, or analyze the actual town project, following the reduction, reuse and recycle criteria studied in the didactic unit.

## Assessment Criteria

We believe that this didactic unit doesn't need activities for formal assessment, since the behavior and attitude of the students towards the environment will be indicators of achievement of the targeted objectives. We will assess their progress through observation.

There will be many opportunities and plenty of class time during the school year to observe if the students are developing an appropriate attitude towards the environment.

Assessment criteria are:

- Direct observation of the students' attitude towards the environment.
- Grading of the daily class work (activities).
- Grading of the final product.
- Continuous assessment is the assessment system predominantly used in this didactic unit.

## Key Competences

- Linguistic communication competence.
- Knowledge of and interaction with the physical world.
- Competence to manage digital information.
- Social and civic competence.
- Cultural and artistic competence.
- Learning how to learn competence.
- Independence and personal initiative.

## Materials Resources

- Laptop
- Projector
- Urban solid waste (paper, cardboard, containers, glass, organic waste)
- Waste sorting containers
- Chalkboard and chalk
- Cards, crayons, markers
- Copies of the unit activities
- Newspapers and magazines in English
- Information derived from official organisms

-Environmental Education  
-Education for the Equality of Opportunities for both sexes  
-Consumer Education  
-Health Education

## Culture

## Student Learning Outcomes

## Cognition

## Content

## Communication

Natural Science (Biology)  
Mathematics  
Physics and Chemistry  
Social Studies  
Drawing  
Economy

- C-Environmental impact of science and society.  
-solid waste pollution.  
-Sustainable development  
P-Drawing and interpretation of Graphs and file data referring to waste collection  
-Research different media about solid waste.  
A-Keenness to know about the impact of technological activities on the environment.  
-Value the importance of avoiding environmental damage.  
-Development of attitudes that protect the environment, such as solid waste sorting.

## Language for the topic

## Language for interaction

## Vocabulary

## Structures

- ◆ URBAN WASTE SOIL
- ◆ REDUCTION
- ◆ REUSE
- ◆ RECYCLING
- ◆ TECHNOLOGICAL DEVELOPMENT
- ◆ DETERIORATION OF THE ENVIRONMENT
- ◆ SCIENCE TECHNOLOGY, AND SOCIETY (STS STUDIES)
- ◆ NEW SOURCES OF ENERGY
- ◆ POLLUTANT
- ◆ WASTE
- ◆ NATURAL RESOURCES

Be and Have got: affirmative, negative and interrogative forms.  
Present Simple - Present Continuous  
Past Simple - Past Continuous  
Future Tense  
Have to  
Some / Any  
Much / Many / A lot of  
Frequency Adverbs  
Basic Usage Expressions

Reading  
Listening  
Writing  
Speaking