

COURSE PLANS

UNIT 6.

1. BASIS

In this unit we will introduce pupils to the characteristics of fish and amphibians. These groups of animals are not as close to the child and it is particularly important that students participate actively. The contents covered in this unit are the characteristics of fish, differentiating between salt water and fresh water fish. Additionally, we will look at marine animals that are not fish and the characteristics of amphibians.

March

2. METHODOLOGY

As they work through this unit, pupils will learn about know about the main characteristics of fish; salt water and fresh water fish; marine animals that are not fish; know the main characteristics of amphibians.

CONTENTS	EVALUATION CRITERIA	LEARNING STANDARDS
<ul style="list-style-type: none"> • Knowledge of the characteristics of fish, according to how they reproduce and physical peculiarities. • Classification of fish by lifestyle, differentiating between salt water and fresh water fish. • Differentiation of fish compared to other groups of animals. • Knowledge and discrimination of marine animals that are not fish. • Knowledge of the characteristics of amphibians, according to their form of reproduction and physical peculiarities. • Discrimination of amphibians from other groups of animals. • Knowledge of the process of evolution of a frog and understanding of the various ways in which it lives according to its stage of development. • Development of analytical skills through observing fish and amphibians. • Understanding information and acquiring vocabulary about animals and showing interest in reading and oral information about fish and amphibians. • Habits of respect and care for fish and amphibians. • Understanding about care of the environment in relation to the media in which animals live. 	1. Knowledge of the characteristics of fish, according to how they reproduce and physical peculiarities.	1.1. Recognise the physical characteristics of fish and how they reproduce. 1.2. Name different fish and discriminate them from other animal groups.
	2. Differentiate between salt water and fresh water fish.	2.1. Name and discriminate between salt water and fresh water fish.
	3. Know some marine animals that are not fish.	3.1. Name different marine animals. 3.2. Differentiate marine animals from fish.
	4. Know the characteristics of amphibians, according to their form of reproduction and physical peculiarities.	4.1. Recognise the physical characteristics of amphibians and how they reproduce. 4.2. Name different amphibians and discriminate them from other animal groups.
	5. Know the process of evolution of a frog and understand the various ways in which it lives according to its stage of development.	5.1. Order the stages of evolution of a frog. 5.2. Differentiate and learn about the environment in which a frog lives at each stage of its development.
	6. Understand information and acquire vocabulary about fish and amphibians and show interest in the reading of texts and oral information about fish and amphibians.	6.1. Understand information and acquire vocabulary about animals and show interest in the reading of texts and oral information about fish and amphibians. 6.2. Draw a picture to show comprehension of a written text.
	7. Promote respect towards animals and develop an attitude of protecting the environment.	7.1. Respect animals and care for and appreciate the need to care for the environment.

3. COMPETENCIES

COMPETENCIES	CONTENTS AND ACTIVITIES BY COMPETENCY
Linguistic competency.	Expressing information orally, in a clear and orderly manner. Using terms related to fish and amphibians correctly Understanding the meaning of written texts. Understanding the rubrics and texts of the unit
Mathematical competency and basic competencies in Science and Technology.	Respecting and preserving the life of living beings in their environment. Use knowledge from the unit to develop habits of responsible behaviour towards animals.
Digital competency.	Using digital tools to build knowledge. Using digital tools to carry out the activities.
Learning to learn.	<i>Multiple Intelligences:</i> Developing the different multiple intelligences Drawing a picture to show comprehension of a written text.
Social and Civic competencies.	Recognising richness in the diversity of opinions and ideas. Respecting the opinions of others <i>Values:</i> Learning to behave correctly according to different values. Using knowledge from the unit to develop habits of responsible behaviour towards animals.
Sense of initiative and entrepreneurial spirit.	Assuming the responsibilities entrusted to them and giving an account of them. Being responsible with individual work and group work.
Cultural awareness and expression	Developing work and presentations with aesthetic sense. Being careful with presentation and neatness in their work.