

## COURSE PLANS

### UNIT 2.

#### 1. BASIS

The second unit on animals covers the general characteristics of vertebrates and invertebrates. Pupils will be able to abstract features to describe animals from their environment in an orderly manner: external morphology, facts about nutrition, reproduction type ... using precise and varied vocabulary. Pupils will examine the general characteristics of the five groups of vertebrates and then describe the features of a few groups of invertebrates.

October        November

#### 2. METHODOLOGY

As they work through this unit, pupils will learn the five groups of vertebrates and identify the major groups of invertebrate animals; acquire a basic idea of methods to record and organise observations of the immediate environment for a project on looking for vertebrates and invertebrates; find out about vertebrates around the world.

CONTENTS	EVALUATION CRITERIA	LEARNING STANDARDS
<ul style="list-style-type: none"> <li>• Groups and general characteristics of vertebrates.</li> <li>• Groups of vertebrates and some specific characteristics of each group.</li> <li>• Groups and general characteristics of invertebrates.</li> <li>• Groups of invertebrates and some specific characteristics of each group.</li> <li>• The use and interpretation of photos and drawings, and other information to identify animals and their characteristics, and to classify them.</li> <li>• Methods to observe animals and record information made.</li> <li>• Respect for animals and appreciation of the fauna in the immediate surroundings.</li> <li>• Curiosity to broaden their own knowledge.</li> <li>• Understanding information, learning vocabulary, using language as a tool for communication and keeping a positive attitude towards reading.</li> <li>• Knowledge of and use of mathematical operations and mathematical</li> </ul>	<p>1. Knowing the general characteristics of vertebrate animals and some specific characteristics of the five groups of vertebrates.</p>	<p>1.1. Describe and identify the general characteristics of vertebrates and the specific characteristics of groups of fish and amphibians. Identify and name multiple animals in these groups.</p> <p>1.2. Describe the specific characteristics of reptiles, birds and mammals. Identify and name multiple animals in these groups.</p>
	<p>2. Know the general characteristics of invertebrates and some specific characteristics of the five groups of invertebrates.</p>	<p>2.1. Describe and identify the general characteristics of invertebrates and the specific characteristics of groups of molluscs and arthropods. Identify and name multiple animals in these groups.</p> <p>2.2. Identify and describe the specific characteristics of other groups of invertebrates: sponges, jellyfish, worms, echinoderms ...</p>
	<p>3. Develop methods of observation and systematic recording of information related to various animals, applying the knowledge gained in this unit and the previous one.</p>	<p>3.1. Incorporate methods of observation of animals without disturbing them and recording and organising the information found, without disturbing the fauna.</p> <p>3.2. Acquire the basic notions of what a field notebook is.</p>

<p>strategies to resolve problems.</p> <ul style="list-style-type: none"> <li>• Understanding social reality and showing respect towards society and nature.</li> <li>• Knowledge and responsible use of ICT to investigate matter.</li> <li>• Using strategies to process information, assimilate knowledge and apply it to different contexts, participating actively in their own learning process.</li> <li>• Initiative and perseverance when tackling problems and defending opinions, developing attitudes of respect and collaboration when working in a group.</li> </ul>	4. Do a project about looking for vertebrates and invertebrates.	4.1. Apply observation methods to find vertebrates and invertebrates in the immediate surroundings.
	5. Do a project about vertebrates around the world.	5.1. Find out about vertebrates on other continents and describe and draw an animal.
	6. Understand information, acquire vocabulary about vertebrates and invertebrates, express knowledge and opinions both orally and in writing and show interest in reading texts about animals.	6.1. Understand information, acquire vocabulary about vertebrates and invertebrates, express knowledge and opinions both orally and in writing and show interest in reading texts about animals.
	7. Know and apply mathematical elements, operations and strategies to solve problems about animals.	7.1. Know and apply mathematical elements, operations and strategies to solve problems about animals.
	8. Know about and use ICT in a responsible way and use strategies to process information and apply it to different contexts, actively participating in their own learning process.	8.1. Obtain and organise information, working with the unit structure, and using digital resources with interest and responsibility.
	9. Show initiative and perseverance when tackling problems and defending opinions, developing attitudes of respect and collaboration when working in a group.	9.1. Show an entrepreneurial spirit, accept mistakes when doing self-evaluation, persevere in reinforcement tasks and actively participate in cooperative learning exercises.

### 3. COMPETENCIES

COMPETENCIES	CONTENTS AND ACTIVITIES BY COMPETENCY
Linguistic competency.	Expressing information orally, in a clear and orderly manner. Reading the initial reading and the recommended texts in the reading plan
Mathematical competency and basic competencies in Science and Technology.	Respecting and preserving the life of living beings in their environment. Developing methods of observation and recording information about animals without endangering or disturbing them.
Digital competency.	Using different sources to look for information. Use the Internet to search for information.
Learning to learn.	Developing strategies that encourage the rigorous understanding of content. Look up the meaning of new words from the unit in a dictionary. <i>Multiple Intelligences:</i> Programming observations of an animal at different times of the year, fostering the development of their natural and scientific intelligence in particular.
Social and Civic competencies.	Recognising richness in the diversity of opinions and ideas. Listening to and understanding the views of other classmates <i>Values:</i> Learning to behave correctly according to different values. Appreciating and respecting wildlife, and recognising the importance of the environment in which it lives.
Sense of initiative and entrepreneurial spirit.	Creating new and divergent possibilities from prior knowledge of the subject. Finding out about animals in other parts of the world..
Cultural awareness and expression	Appreciating the cultural values of the natural heritage and the evolution of scientific thought. Take photographs or do drawings of animals in their environment.