

Cross curricular topics

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Abstract

In the present essay and taking into account the general Law of Education known as LOMCE 8/2013 it is established a number of cross-curricular topics which should be developed through the stage of Primary Education in every subject of the curriculum. Keeping the previous information in mind in the following lines it will be described a typology of activities related to the "environmental education" which can be worked in the area of English.

Keywords: Competitor exam, practical case, English, cross curricular topics

Título: Temas transversales.

Resumen

En el presente artículo y teniendo en cuenta la actual ley de Educación, conocida como, la Ley Orgánica para la Mejora de la Calidad Educativa 8/2013 (LOMCE), se establecen un determinado número de temas transversales, los cuales deben ser trabajados a través de la etapa de Educación Primaria en cada una de las áreas del curriculum de dicha etapa. Teniendo en cuenta esta información, a continuación se describen algunas actividades relacionadas con la "educación ambiental" las cuales se trabajaran desde el área de lengua Extranjera Inglés.

Palabras clave: Oposición, caso práctico, Inglés, temas transversales.

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INTRODUCTION

First of all, I would like to explain the main features of this practical case in order to clarify the future actions. As it is said in the headline the general Law of Education known as LOMCE establishes a number of cross-curricular topics which should be developed through the stage of Primary Education in every subject of the curriculum.

Keeping this in mind in the following lines I will describe a typology of activities related to the "environmental education" which can be worked in the area of English.

Legal references

This practical case is going to be framed in the following laws:

Firstly the Law for the Improvement of Quality in Education (LOMCE) from 8/2013 and the Royal Decree 126/2014 which establishes the minimum contents for Primary Education. Besides, the Decree 54/2014 which establishes the curriculum for Primary Education in the Community of Castilla La Mancha as well as the Decree 66/2013 which refers to the measures of attention to diversity in this region. In addition to this, it is also important to name the Order 02/07/2012 which treats about the organization and functioning of schools of Primary and Infant Education, and the Order 05/08/2014 which treats about the evaluation in the region of Castilla La Mancha. Finally, we will take into account the ECD/65/2015 which establishes the relationship among the contents, evaluation criteria and the key competences.

Contextualization

At this point I will describe the main features of the context in which I am going to develop my teaching work. My school is located in a rural area where the socio-economic level is medium-high.

The classroom is composed by twenty four students in the 4th level of Primary Education. At this stage, students have got a high level of autonomy and they possess a wide range of vocabulary as well as a good command of learn to learn skill.

The students of my classroom show interest and motivation towards the foreign language and they use to help each other when they have difficulties. In the group, there are two pupils who can be considered as slow learners and they need more time to do the activities or memorize words, and two pupils who can be considered as “fast finishers” because they use to finish the tasks earlier than the rest of students.

INITIAL EVALUATION

Before starting to develop the activity, it is important to remember that “cross-curricular topics” and, concretely, the environmental education is known for the students since they were in low levels because each subject works on it through the stage of Primary.

As an initial evaluation I will make a brainstorming about things that they think we can do to protect the environment and they will write them on the board.

In addition to this, I will be in **coordination** with the tutor and the rest of the teachers because we are going to celebrate from each area the “World Environmental Day (5th June)” as well as with the families to aware them about the topic.

OBJECTIVES, CONTENTS AND KEY COMPETENCES

Once I have done this initial evaluation I will fix my goals for this case. The first general objective will be to make students be aware of environmental problem and be responsible with their actions.

Besides I will fix specific objectives related to the environmental education but also to the English area:

- To formulate correct imperative sentences
- To learn and use vocabulary related to the environment.

The achievement of these goals will be reached working through the following contents. The contents are going to be framed in the didactic unit number eleven, in the sessions number five and six and one of them is going to be carried out in the digital classroom. These contents are going to be the following:

- The imperative tense
- Verbs and vocabulary related to the environment

Keeping this in mind I cannot forget the key competences which are established in the ECD/65/2015 and the most important of this practical case will be the Social and Civic competence since students are going to collaborate with the environmental problem as well as the Digital competence since they are going to use a program to make a digital poster and, finally, the Learn to learn competence since they will have to organize their ideas and work in a document. Involving all of these, it will be the Linguistic competence which will be present in all the activity.

METHODOLOGY

Regarding to the methodology, apart from using a methodology based on the Communicative approach and some techniques as TPR activities, to develop this case I will follow a methodology based on “work groups” where each member will have a role with the last objective of making a digital poster which can act as an advert to aware about the protection of the environment.

Firstly we will speak about the topic in the classroom so they are going to acquire vocabulary and information about it, then when we reach lesson five we will go to the digital classroom and each group will work on his idea for making a digital poster. When each group will have finished the work in the lesson six they will show to the rest of the class by using the digital board (this lesson will be on the 5th June the World Environmental Day”).

ACTIVITIES

In the development of the didactic unit, the pupils have learnt the use of the imperative in English. So that, they have been familiarized with expression such as “don’t make noise” “read the instructions” etc. Keeping this in mind, from the subject of English and attending to LOMCE we have to work the cross-curricular topic of the environment.

The activity will consist on making an advert where each group use his imagination and the vocabulary and expression learnt in previous lessons to promote environmental protection. In that way students will work in a group of four people to create a digital poster where they combine the imperative sentences with pictures, videos, animations, etc about the environment. For example, “Don’t use the car, Use the public transport” and they will add pictures, sounds and videos related to the slogan.

Finally when the poster will be finished we will project them in our classroom on 5th June and each group will show it to the rest of the partners his own poster. To motivate this activity I will say that there will be a prize for the three best posters. The prizes will be things that they really appreciate like sitting down next to her best friend, five minutes of break time or time to play in the “game corner”.

ATTENTION TO DIVERSITY

Regarding to the measures of attention to diversity I will prepare a reinforcement activity which consists on a worksheet where slow learners will have written the key words to create a poster and some examples of imperative sentences. On the other hand, I will prepare an amplification worksheet which consists on a number of questions in relation to the posters that the y will watch.

EVALUATION

The evaluation will be carry out according to the evaluation criteria and evaluable learning standards established in the Decree 54/ 2014 for the community of Castilla La Mancha. In this case I will use evaluable learning standards such as “students use in a correct way the imperative tense”. This will answer to the first question according to the order 05/08/2014 “What to evaluate? “

Responding to “How to evaluate?” I will use instruments such as “observation” during the process of elaboration in the digital classroom and the final product of each group, taking into account their organization, originality, correct use of the language, etc. Collecting all of this information, I will do a summative evaluation to respond to “When to evaluate?” Moreover, this activity is very suitable to let students make a self evaluation (answering if they liked the activity, if they will change something, etc) as well as a co-evaluation according to LOMCE principles where they valorate the work of their partners in a constructivist way.

CONCLUSION

As a conclusion I would like to say that the work of cross-curricular topics is a good chance to introduce new aspects in our foreign language classroom which can arouse curiosity in the students and more motivation to make special activities where they will be the protagonist. To be more specific the topic of the environment should be treated with the importance that it deserves because it is a real problem that children must know.

Moreover, it is important the coordination with the rest of teachers and families because this is not a problem of only one area of the curriculum so it should be worked through the different areas.



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