

BILINGUAL EDUCATION PROGRAMME

IES ZAPATÓN

SCHOOL YEARS

SUBJECTS

1st ESO

ART

MATHEMATICS

ENGLISH

2nd ESO

MATHEMATICS

SOCIAL SCIENCE

ENGLISH

3rd ESO

ART

BIOLOGY

ENGLISH

4th ESO

SOCIAL SCIENCE

PHYSICAL EDUCATION

ENGLISH

1st BACH

PHYSICAL EDUCATION

1st year ESO

Context Problem

Idea: Trip to Granada

1st Part: Come to Granada.

- 15 children want to go to Granada. The bus costs 2100 euros. How much money does each child pay?
- They leave at 6:00 am. It takes 10h to arrive to Granada, but the bus stops every two hours for 15 minutes. How much time does it take to arrive Granada? What time does it arrive at?
- If the way is 850 km. How fast does it go?

· 1st Solution:

· 2nd Solution:

· 3rd Solution:

2nd Part: Hotel and food.

.They want to stay there for 5 days and 4 nights with all included. Food costs 14 euros per day, and the hotel costs 28 euros per night. What is the total cost of the hotel including the food?

.1st Solution:

3rd Part: Museums visit.

· They are going to visit the Alhambra in a group. These are the prices: Groups: 120 euros.

Individual: 20 euros.

Kids: Free

· To go to the bull museum, which costs $\frac{1}{4}$ of 120 euros, how much money does the Alhambra cost for each child? And the bull museum?

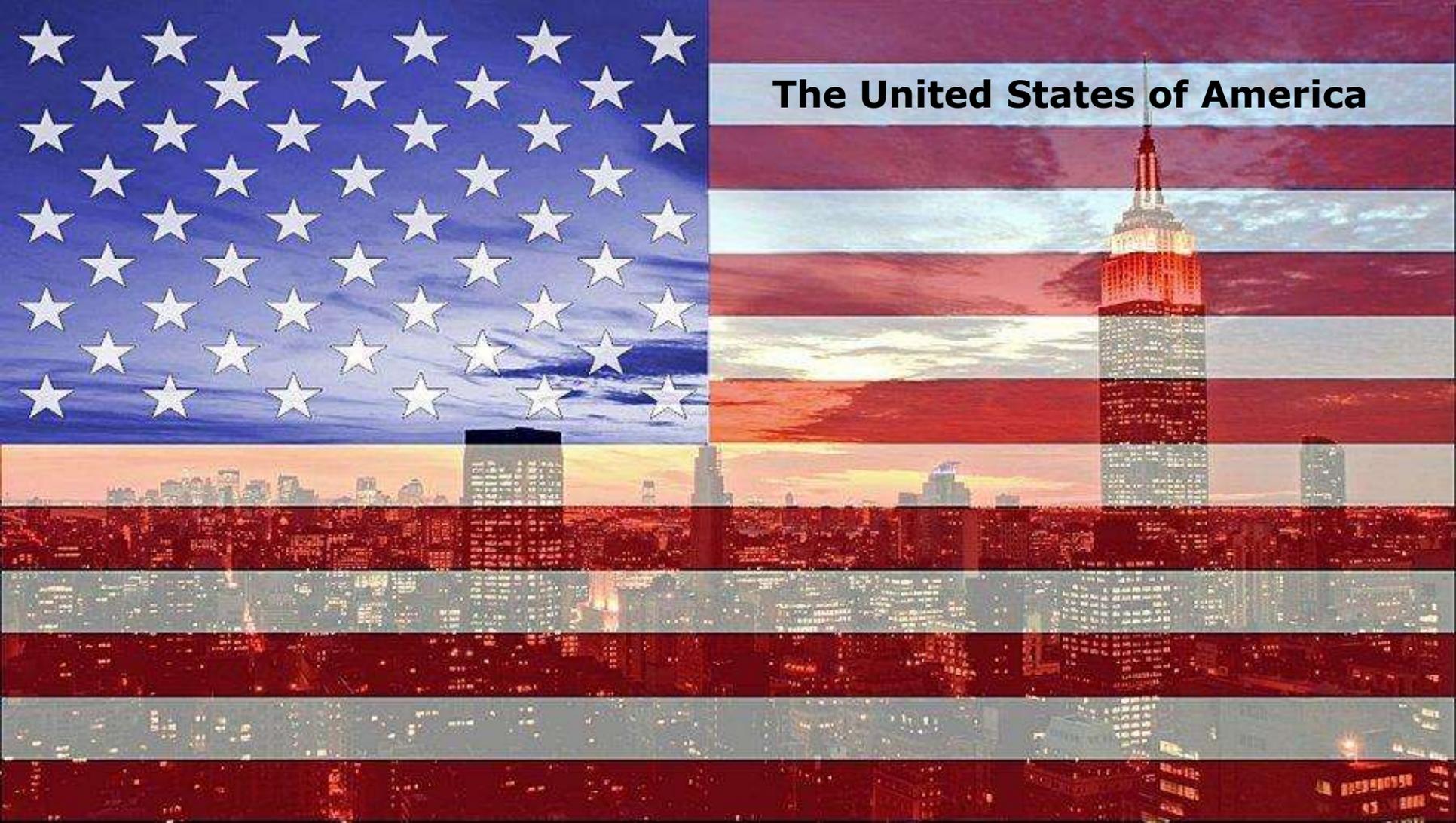
· 1st Solution:

· 2nd Solution:

4th Part: Solve the problem.

- What's the total cost of the trip per child?
- Final Solution:

2nd year ESO

The image is a vertical composition of three distinct scenes. The top section shows the stars and stripes of the United States flag. The middle section depicts a city skyline at sunset, with the sky transitioning from orange to blue. The bottom section shows a night cityscape with numerous lit-up buildings. The Empire State Building is the most prominent structure in the night scene, illuminated with its characteristic red and white lights. The text 'The United States of America' is overlaid on the top right of the image.

The United States of America

How big is the U.S.?

The US is 9,826,675 km²

Spain is 504,645 km²

The entire country of Spain could fit inside
the United States more than ____ times!!!

More than **19** times!!!

How long do you think this drive would take?



It would take **41** hours to drive from New York, NY to Los Angeles, CA

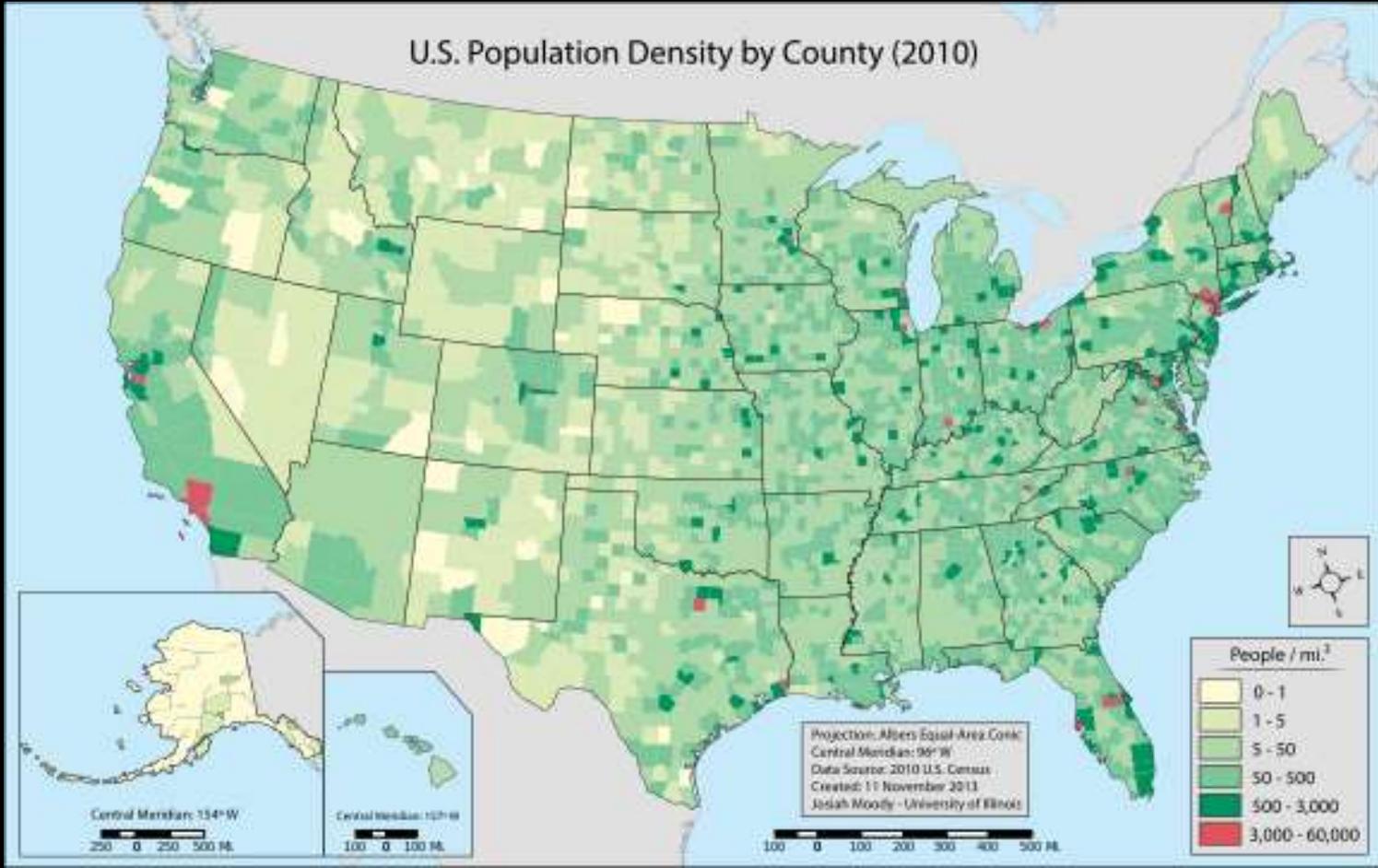
... without stopping!

That's about how long it takes to drive from
Torrelavega to Moscow, Russia

Or, you could drive from here to Sevilla, and
back, 2.5 times

Demographics

Where do *most* people live?



What kind of people live in the U.S.?

Most over-represented race/ethnicity, 2000

- Same as USA
- Hispanic
- White, non-Hisp.
- Black, non-Hisp.
- Am. Ind., non-Hisp.
- Asian, non-Hisp.
- Pacific Is., non-Hisp.
- Other race, non-Hisp.

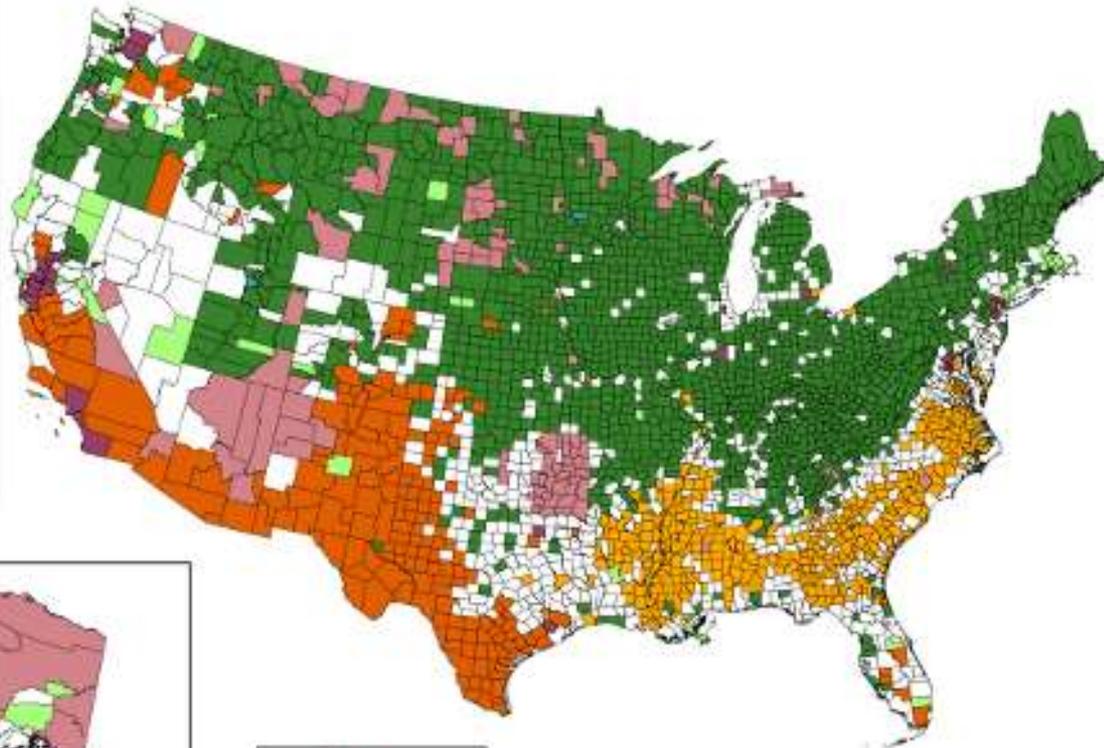
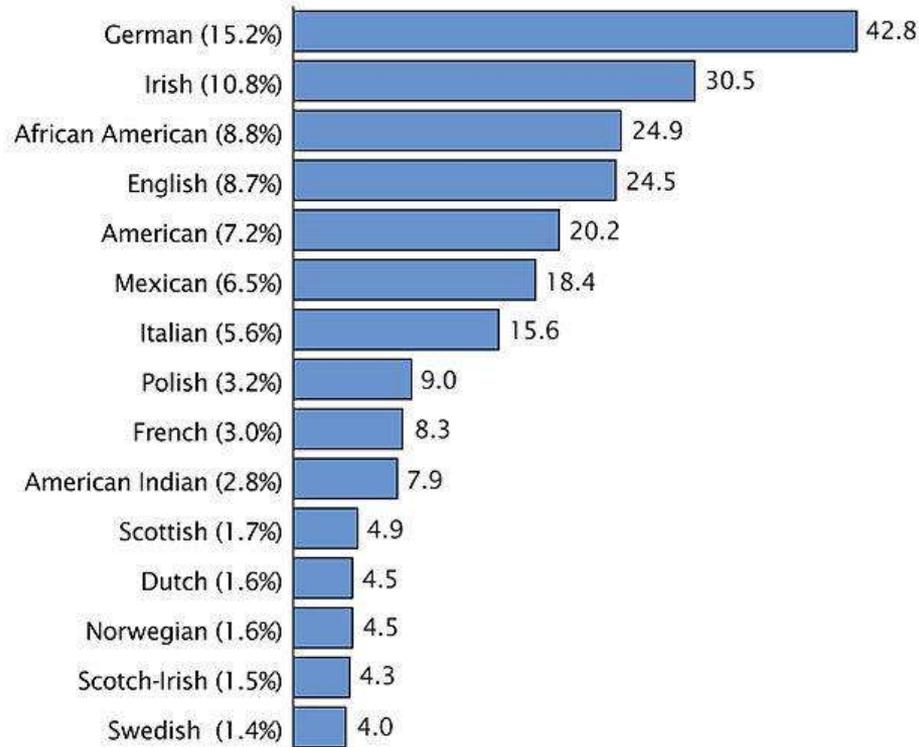


Figure 2.

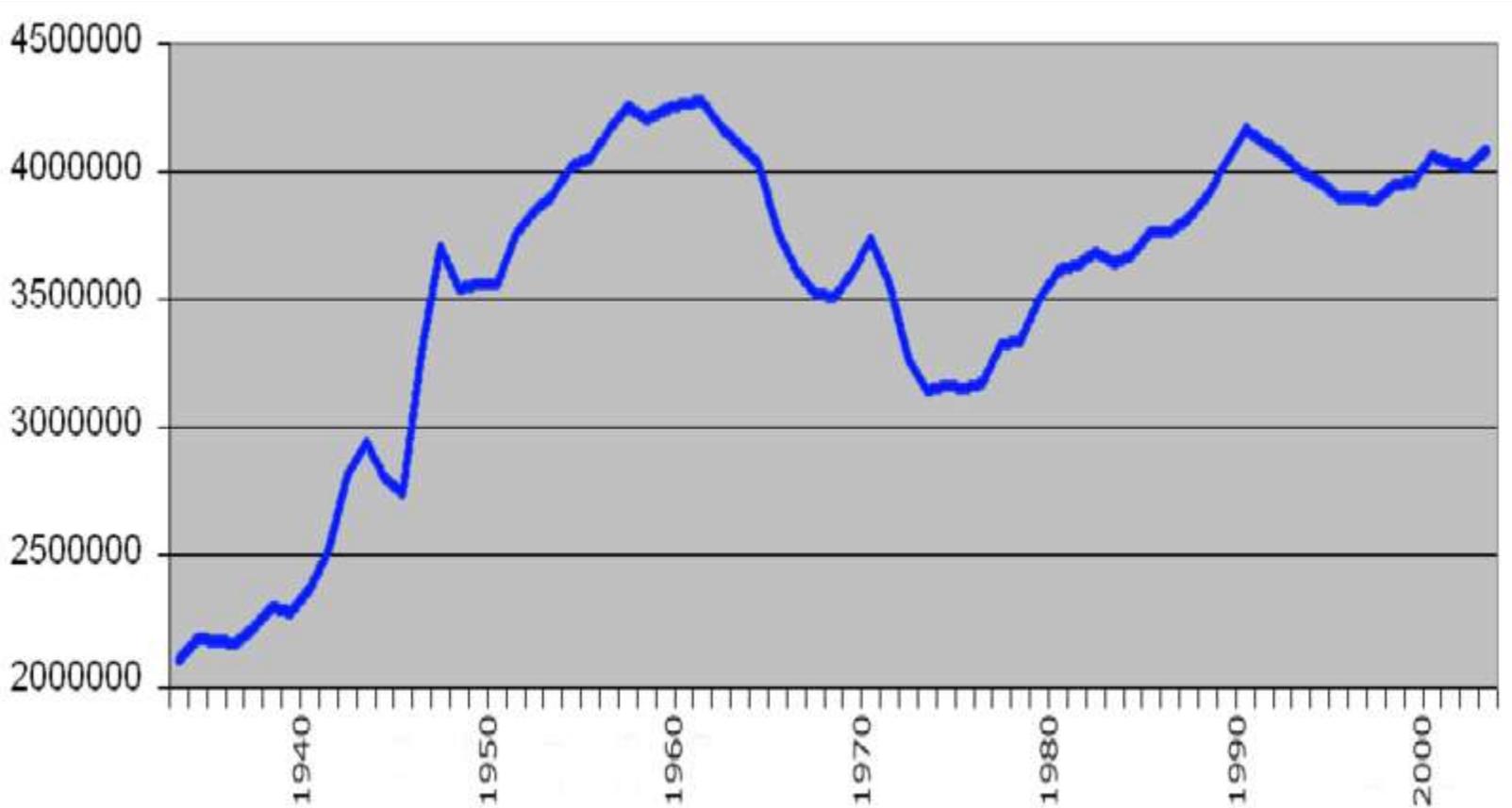
Fifteen Largest Ancestries: 2000

(In millions. Percent of total population in parentheses.
Data based on sample. For information on confidentiality protection,
sampling error, nonsampling error, and definitions, see
www.census.gov/prod/cen2000/doc/sf3.pdf)

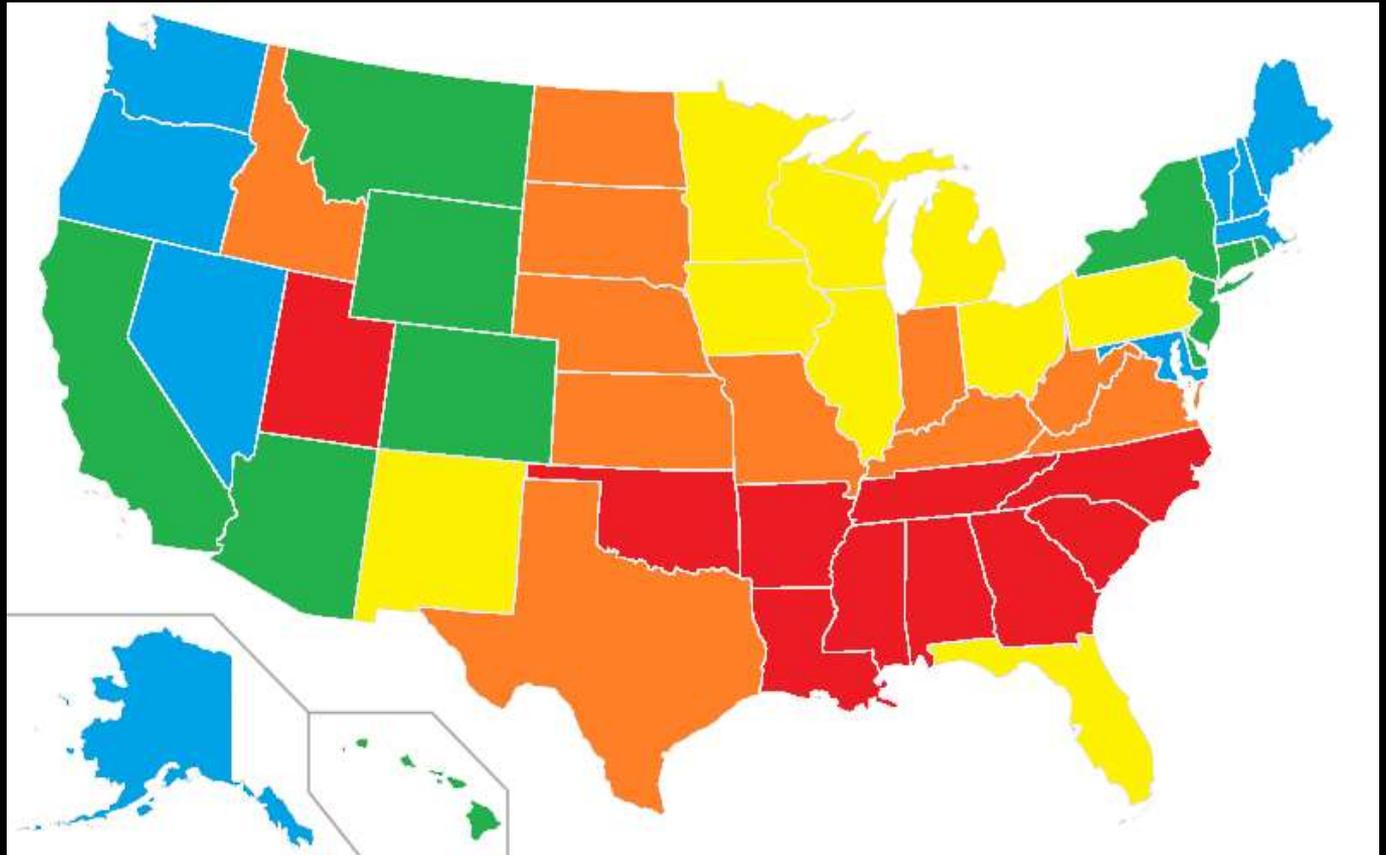


Source: U.S. Census Bureau, Census 2000 special tabulation.

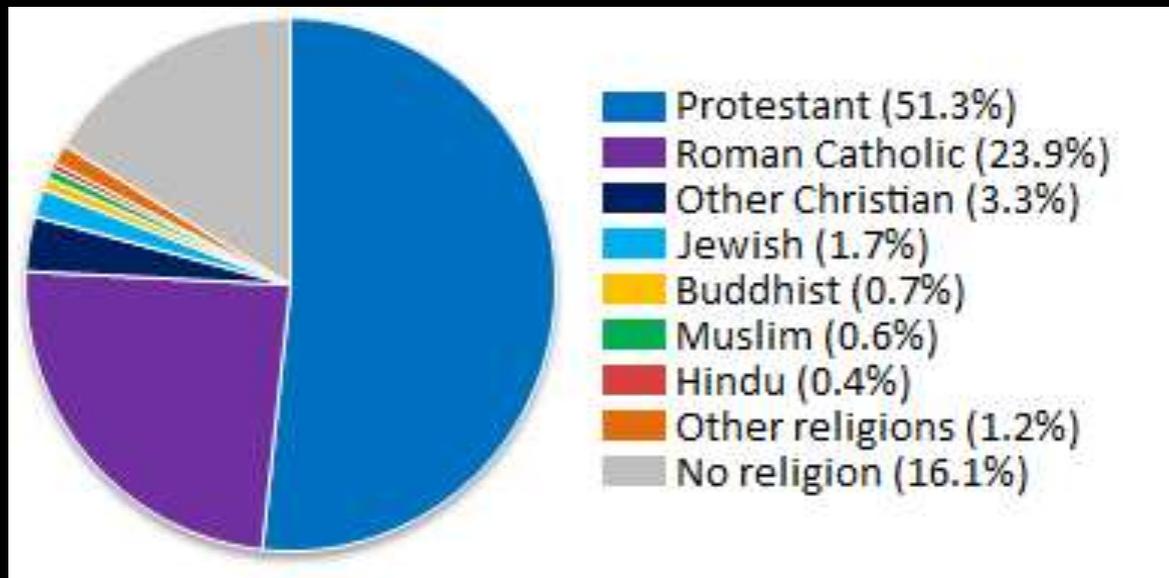
Birth Rate



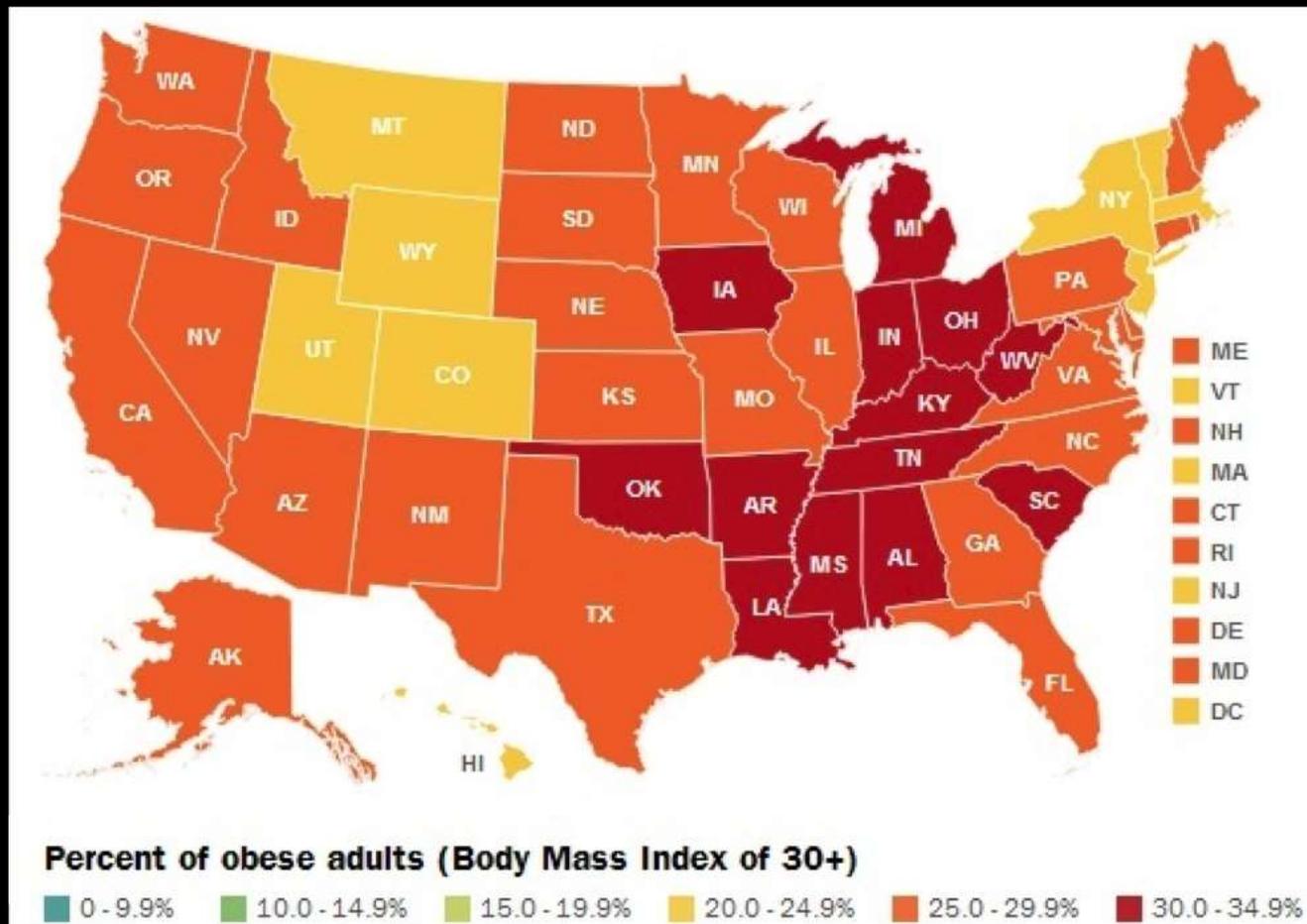
Religion

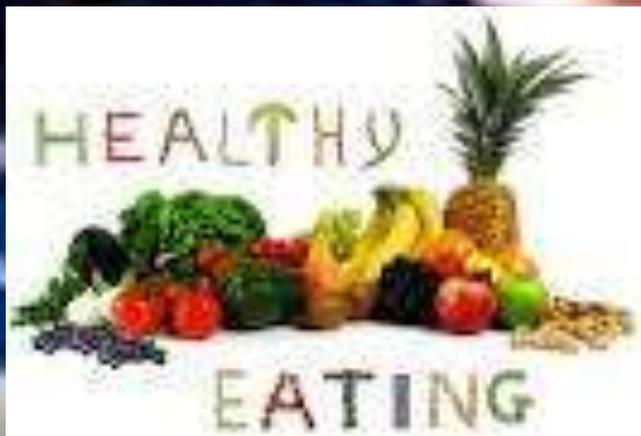


Red states are the most religious **Orange states are highly religious** **Yellow states are average** **Green states are below average** **Blue states are the least religious**



Health





+



HEALTHY LIFE



+



OBESITY

Stereotypes





THE END



3rd year ESO



Play to Apply:
The use of games in the classroom

ART 3rd Year E.S.O. I.E.S. ZAPATÓN

Students: Ana Yuan Montes Marcos

José David Vargas Gómez

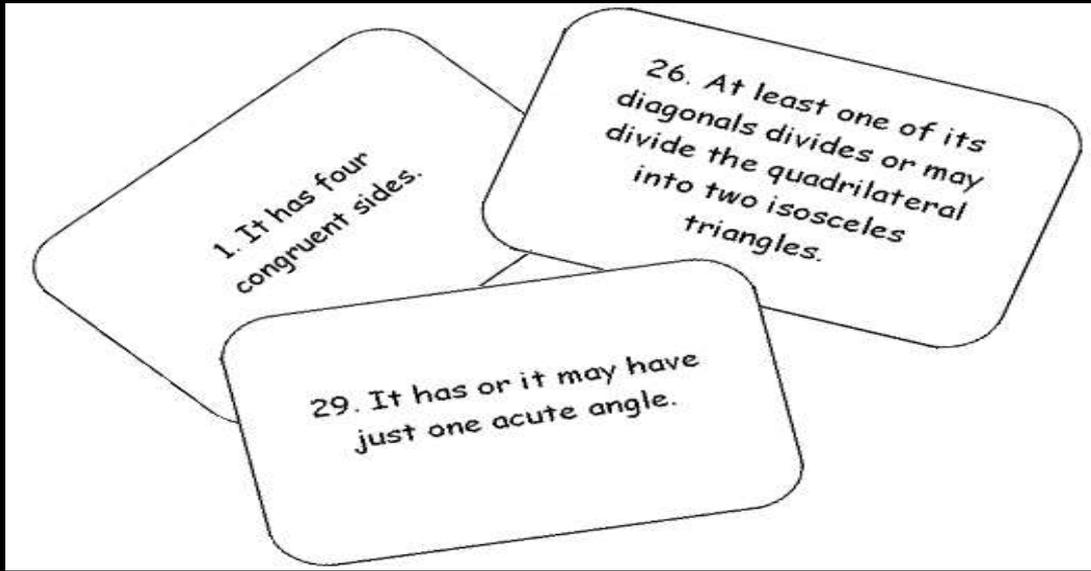
Teacher: Susana Tamayo Revuelta

Language assistant: Edward Jurgielewicz

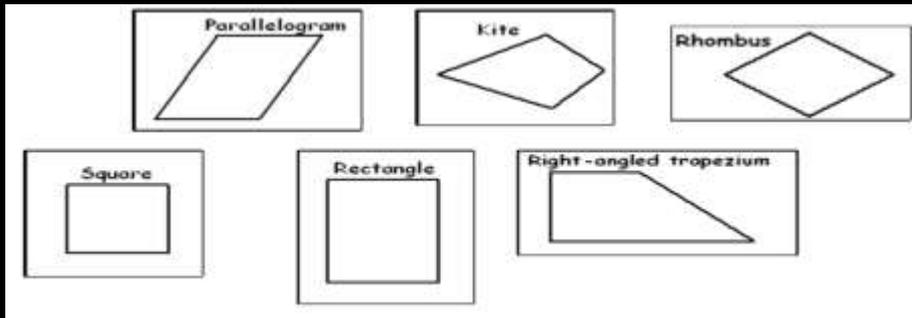
'QUADRILATERALS RACE'



**A card game to apply
the properties of
quadrilaterals**

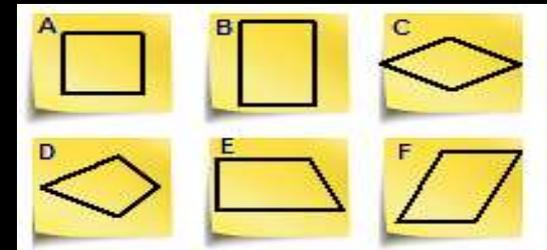


6 CARDBOARD CUT-OUTS
with pictures of quadrilaterals



36 CARDS
(with sentences about sides, angles and diagonals)

6 POST-IT NOTES
with the pictures of the quadrilaterals and the names of the corresponding groups (A, B, C, D, E, F)
(to be moved forwards / backwards along the game board)

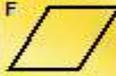
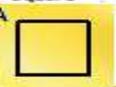
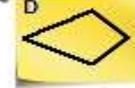
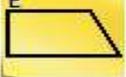


GAME BOARD (projected on a whiteboard):



QUADRILATERALS RACE



START	Lap 1	Lap 2	Lap 3	Lap 4	Lap 5	Lap 6	Lap 7	Lap 8	Lap 9	Lap 10	Lap 11	Lap 12	FINISH LINE
Parallelogram F 													
Rectangle B 													
Square A 													
Rhombus C 													
Kite D 													
Right-angled trapezium E 													

HOW TO PLAY

1st – A MEMBER OF ONE THE GROUPS WILL GO TO THE TEACHER'S DESK , TURN OVER A CARD AND GIVE IT TO THE LANGUAGE ASSISTANT.

THE LANGUAGE ASSISTANT WILL READ THE PROPERTY ALOUD AND THE STUDENT WILL WRITE IT ON THE BLAKBOARD.

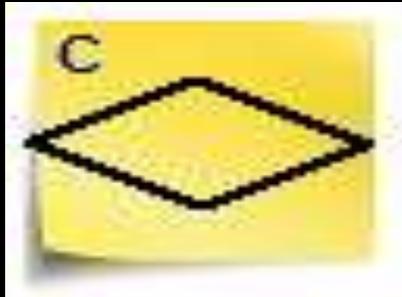
THE LANGUAGE ASSISTANT WILL CORRECT THE STUDENT'S MISTAKES.

2nd – THE STUDENT WILL HAVE TO SAY WHETHER THE QUADRILATERAL OF THEIR GROUP MATCHES THE PROPERTY OR NOT. THEY CAN DRAW A PICTURE ON THE BLACKBOARD TO CHECK IT.

THE TEACHER WILL EVALUATE THE STUDENT'S PERFORMANCE.

E.G.:

QUADRILATERAL



10. It has or it may have at least one right angle.

3rd -

QUADRILATERALS RACE													
START	Lap 1	Lap 2	Lap 3	Lap 4	Lap 5	Lap 6	Lap 7	Lap 8	Lap 9	Lap 10	Lap 11	Lap 12	FINISH LINE
Parallelogram F													
Rectangle B													
Square A													
Rhombus C													
Kite D													
Right-angled trapezium													

IF THEY ANSWER THAT THEIR QUADRILATERAL MATCHES THE PROPERTY, THEY WILL MOVE IT ONE SQUARE FORWARDS ALONG THE GAMEBOARD.

QUADRILATERALS RACE													
START	Lap 1	Lap 2	Lap 3	Lap 4	Lap 5	Lap 6	Lap 7	Lap 8	Lap 9	Lap 10	Lap 11	Lap 12	FINISH LINE
Parallelogram F													
Rectangle B													
Square A													
Rhombus C													
Kite D													
Right-angled trapezium													

IF THEY ANSWER THAT THEIR QUADRILATERAL DOESN'T MATCH THE PROPERTY, IT WILL REMAIN ON THE SAME SQUARE.

IF THEY MOVE THE QUADRILATERAL BUT IT DOESN'T MATCH THE PROPERTY, IT WILL BE MOVED TWO SQUARES BACKWARDS.

E.g.:

-Answer: 'Yes, our quadrilateral matches the property (a rhombus has or may have at least one right angle)'

QUADRILATERALS RACE													
START	Lap 1	Lap 2	Lap 3	Lap 4	Lap 5	Lap 6	Lap 7	Lap 8	Lap 9	Lap 10	Lap 11	Lap 12	FINISH ONE
F  Parallelogram													
B  Rectangle													
A  Square													
Rhombus													
D  Kite													
E  Right-angled trapezium													

Note: A yellow rhombus labeled 'C' is positioned in the 'Rhombus' row under 'Lap 4'. An arrow points from it to the left, indicating a move of two squares back to the 'Lap 2' column.

GROUP PENALISATIONS:

- THE QUADRILATERAL WILL BE MOVED ONE SQUARE BACKWARDS IF THE GROUP MATES OF THE STUDENT WHO IS THINKING OF THE ANSWER TRY TO HELP HIM OR HER.

- IF OTHER GROUPS MAKE NOISE WHILE THE STUDENT IS THINKING OF THE ANSWER, THEIR QUADRILATERAL WILL BE MOVED ONE SQUARE BACKWARDS

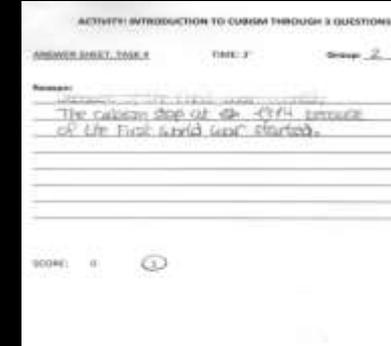
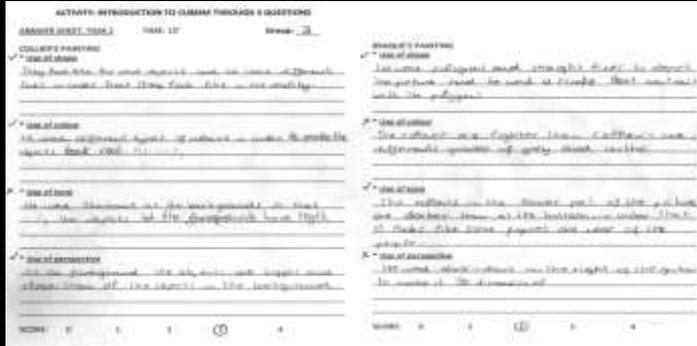
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Parallelogram F 													
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Kite D 													
Right-angled trapezium E 													



'INTRODUCTION TO CUBISM THROUGH 3 QUESTIONS'

**A competition to develop
English writing
and speaking skills**

ANSWER SHEETS (one per task for each group)



POWER PRESENTATION INCLUDING:

- The 3 questions
- The 4 tasks related to them
- The suggested answers
- The score table

ONLINE COUNT-DOWN TIMER

12.4. CUBISM.

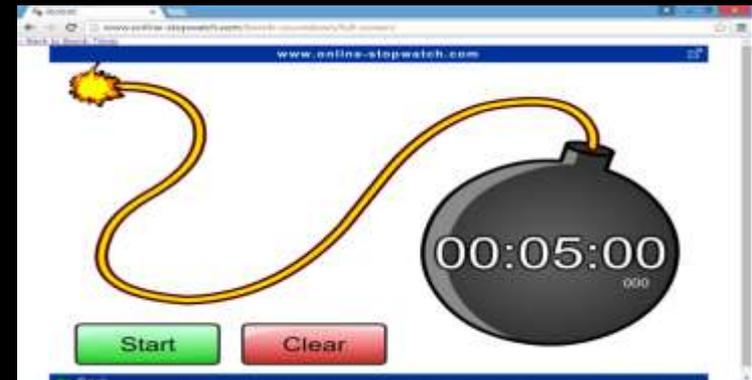
INTRODUCTION TO CUBISM THROUGH 3 QUESTIONS

WORD CUT-OUTS

REPRESENTED

CUBISM

WAS



SCORE

1 point will be awarded for each correct answer.

Maximum score per task:

Task 1 → 1

Task 2 → 8

Task 3 → 1

Task 4 → 1

Therefore, the highest score is 11 points.

The groups will be awarded with a bonus mark depending on their final score:

Score	Bonus mark (in addition to the final mark for the term)
6	+ 0.1
7	+ 0.15
8 - 9	+ 0.2
10	+ 0.25
11	+ 0.3

HOW TO PLAY

THE STUDENTS WILL HAVE TO COMPLETE 4 TASKS RELATED TO THE 3 QUESTIONS USED TO INTRODUCE CUBISM.

THE TIME WILL BE LIMITED.

THE LANGUAGE ASSISTANT WILL EXPLAIN THE TASKS TO THE STUDENTS AND CORRECT THE STUDENTS' WRITING AND SPEAKING MISTAKES.

THE TEACHER WILL SAY WHETHER THE ANSWERS ARE CORRECT OR NOT AND THE REASONS WHY.

THE ACTIVITY WILL BE DEVELOPED OVER 2 SESSIONS:

SESSION 1	SESSION 2
EXPLANATION OF THE GAME	TASK 2 CHECKING
TASK 1	TASK 3
TASK 1 CHECKING	TASK 3 CHECKING
TASK 2	TASK 4
TASK 2 CHECKING	TASK 4 CHECKING

QUESTION 1. WHAT IS CUBISM?

Task 1 (Time: 3 minutes)

The teacher will give 26 cut-out words to each group.

The students will have to put the words in the right order to make a meaningful sentence that explains what Cubism was.

Sentence:

‘Cubism was a radical art movement in the early twentieth century that revolutionised the way artists represented reality and inspired related movements in music and literature’

Task review:

- The time (3 minutes) was not enough.
- None of the groups made a correct sentence.

The sentence should have been shorter and they should have been given more time.

QUESTION 2. WHY WAS CUBISM SO RADICAL?

Task 2 (Time: 20 minutes)

The students will have to talk about the use of shape, colour, tone and perspective in these two paintings:

*Still Life with a Volume
of Wither's 'Emblemes'.*
Edward Collier. 1696.



Mandora.
Georges Braque.
1909-10

Task review:

- All of the groups tried to do their best.
- Although the students made some writing mistakes, their ideas made sense.
- The students were so interested that they even gave their opinion about the other groups' answers when checking them.

The students' performance was better than expected.

ACTIVITY: INTRODUCTION TO CUBISM THROUGH 3 QUESTIONS

ANSWER SHEET. TASK 3

TIME: 5'

Group: 1

Explanation:

Cubism was considered so radical because it represented reality in a different way. The objects didn't look as they were in the real world. It also wanted to convey the feelings of the artist. It was difficult to know the aim of the artist. Another reason was that cubist paintings didn't have traditional perspective. The objects were seen from different angles.

SCORE: 0

1

Task 3 (Time: 5 minutes)

The students will have to explain why Cubism was so radical.

Task review:

- 3 groups gave a very good answer.

The game was a very useful tool for making the students understand why Cubism was such a radical art movement.

QUESTION 3. HOW LONG DID CUBISM LAST?

Task 4 (Time: 3 minutes):

The students will have to guess the reason why the most innovative period of Cubism finished in 1914.

Task review:

- We had worked on Expressionism before doing this activity, so it was easy for the students to guess the reason (the beginning of World War I).

It is important to know the context of art movements in order to better understand them.

- There are several versions of the 'Quadrilaterals Race' game on the Internet, all of them in Spanish. All the materials of the game (cards, game board, rules...) have been created by the teacher.

- 'Introduction to Cubism through 3 questions' is an activity designed by the teacher with the help of the Tate UK online resources:

<http://www.tate.org.uk/learn/online-resources/glossary/c/cubism?entryId=80>

4th year ESO

1st year BACH

SPORTS IN CANTABRIA



CYCLING

- ❑-Cyclism is very important in Torrelavega because there are two very relevant cyclists in the history of Spain.
- ❑-Their names are Vicente Trueba and Óscar Freire.
- ❑-There are two sports centers with their name in their honour.



VICENTE TRUEBA



- ⦿ He was a professional during the 30's.
- ⦿ His nickname was "*La pulga de Torrelavega*".
- ⦿ He was the first king of the mountain of the Tour de France.
- ⦿ The Royal Spanish Cycling Federation gives him the gold medal.



ÓSCAR FREIRE



- ⦿ He is considered one of the best sprinters of the decade, focusing mainly on stages and classic.
- ⦿ He had to emigrate, more specialized in this type of racing to foreign teams.
- ⦿ He has been three times world champion in 1999, 2001 and 2004.



BASKETBALL



MejoresPortadas.com

HISTORY AND ASCENT



In 1975 SAB



In 1992 SAB



In 1995 Alerta Los Lobos



NOWADAYS



INDIAN TRIBES

Verónica Gómez & Anna
Dobrinkina

NAVAJO



Navajo Tribe is the largest Indian Tribe of the United States.

Its population is around 300,000 people.

The Navajo Nation constitutes an independent governmental body and they have their own language.

The name "Navajo" comes from the Spanish who called them the Apaches of Navajo. They called themselves "Dine".

The first Navajo People lived in Canada, but then they began to travel to the south until they settled in the Southwest of America in areas that are today Arizona, New Mexico, Colorado, and Utah.



They met another Indian Tribe, the Pueblo Tribe. Navajo people learned a lot of things from the Pueblo people, such as weaving. They started to make their own clothes. The Navajo were farmers who grew the three main crops that many Native Americans grew: corn, beans, and squash. After the Spanish arrived in the 1600s, the Navajo began to farm sheep and goats as well.



The Navajos used to make their houses, called **hogans**, of wooden poles, tree bark and mud.

Most hogans were houses where kids lived with their mother and father. People called these houses "women's hogans". Men also built smaller hogans, called "men's hogans", which men used for religious ceremonies.

The door of the hogan always faced east so they could see the sunrise.



WOMEN'S HOGAN



MEN'S HOGAN

CHEROKEE

The Cherokee were the indigenous natives that were living in the south east of America when the Europeans first got in touch with them.

At that moment, they were living in what today would be the states of Alabama, Georgia, Kentucky, Virginia, Tennessee and North & South Carolina.

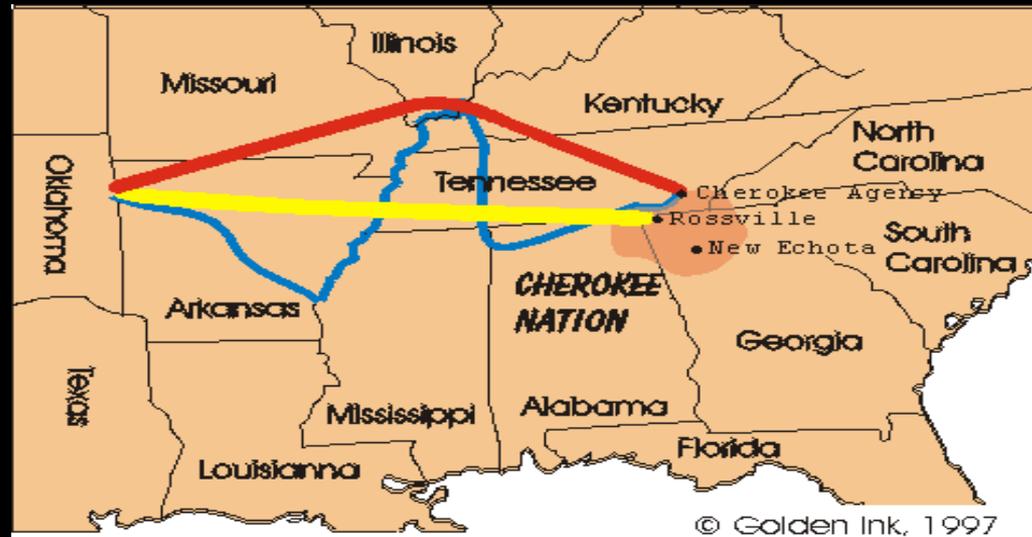


Nobody is exactly sure of the origins of this tribe. Some people say they emigrated from the north of America and others say that they had been living where they had been found for thousands of years already.

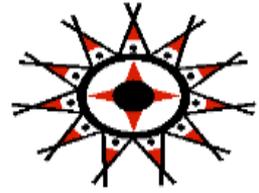




Despite the fact that they were one of the "Five Civilised Tribes", they were eventually forced to move away. They were seen as inferior people ever since the white settlers found out about them in the late 17th century.



SIoux



UNITED SIOUX TRIBES

The Sioux Nation is a large group of Native American tribes that traditionally lived in the Great Plains.

The population is around 170,000 people.

They mainly speak Sioux language.

The name Sioux means “little snake”

The Sioux lived in lands that are today the states of North Dakota, South Dakota, Wisconsin, and Minnesota. They were nomadic, meaning that they never really stayed in one place for a very long amount of time. They moved from place to place following buffalo herds. The Spanish introduced horses to the Sioux in the 1500's. Once they began to use horses life became much easier.



The tribe had chiefs designated for various aspects of life, including war, civil rules, medicine men. The men of the tribe could become chiefs eventually if they demonstrated strong warrior skills.

Like Sitting Bull, who is a famous chief of the Hunkpapa Lakota tribe, and he was considered a holy man.



One of the most important aspects of the Sioux Indian life was the buffalo. They used all of the buffalo, not just its meat for food. They used the skin and fur for blankets and cloths.



The Sioux lived in teepees made from long wooden poles and covered with buffalo hides.



In the 1860s, the fight over land got intense. The Sioux Indians battled the white man in order to keep their land. Eventually, the United States government signed a treaty allowing them to keep a portion of the land, known as a reservation.



CHIPPEWA

The Chippewa were, along with the Cherokee, one of the oldest native American tribes.

They settled in Ontario (Canada) as well as in Minnesota and Wisconsin.

They are also known as the Ojibwa.



As most of the native American tribes, the Chippewa were also forced to move away from where they had been found.

They currently can still be found in places such as Michigan and Montana.



There's not much information about this tribe, but they were specially popular because of their canoes and traditions. They were also easy to recognise by their clothes. They were also the first native try to ever try to talk to Canadians in order to ask for permission to settle down.



THANK YOU FOR COMING