



**LET'S KNOW MY TOWN  
AND  
ITS NATURAL  
SORROUNDINGS**

SECUENCIA AICLE ELABORADA POR LOS DEPARTAMENTOS NO LINGÜÍSTICOS  
Y EL DEPARTAMENTO DE INGLÉS DENTRO DEL PROGRAMA BILINGÜE.

TÍTULO	Let's know my town and its natural surroundings
NIVEL INTERLINGÜÍSTICO	A2
ÁREAS	Matemáticas, Ciencias Sociales, Ciencias Naturales, Educación Física, Tecnología e Inglés
NÚCLEO TEMÁTICO	Aznalcóllar: marco geográfico, su entorno natural y la repercusión de la minería en el entorno natural.
GUIÓN TEMÁTICO	Acercamiento al entorno natural de Aznalcóllar a partir de una actividad de senderismo de Educación Física para estudiar la flora, la fauna de la zona así como la impacto de la actividad minera en el paisaje.
FORMATO	Material didáctico en PDF y proyecto final elaborado por el alumnado en vídeo o póster.
TEMPORALIZACIÓN	Se ha estructurado en 10 sesiones y un proyecto final

**MODELOS  
DISCURSIVOS**

- Describir la flora y fauna de la ruta.
- Analizar la influencia de la actividad minera en el paisaje.
- Explicar la importancia de las unidades de medida para el diseño de una ruta de senderismo

OBJETIVOS	CRITERIOS EVALUACIÓN	ESTÁNDARES APRENDIZAJE
<p><b>EDUCACIÓN FÍSICA</b></p> <p>9. Valorar la riqueza de los entornos naturales y urbanos de Andalucía así como la necesidad de su cuidado y conservación a través del uso y disfrute de los mismos mediante la práctica en ellos de distintas actividades físicas</p>	<p><b>EDUCACIÓN FÍSICA</b></p> <p>8. Reconocer las posibilidades que ofrecen las actividades físico-deportivas como formas de ocio activo y de utilización responsable del entorno, facilitando conocer y utilizar espacios urbanos y naturales del entorno próximo para la práctica de actividades físico-deportivas. CMCT, CAA, CSC.</p>	<p><b>EDUCACIÓN FÍSICA</b></p> <p>8.1 Conoce las posibilidades que ofrece el entorno para la realización de actividades físico-deportivas.</p> <p>8.2 Respeta el entorno y lo valora como un lugar común para la realización de actividades físico-deportivas</p> <p>8.3. Analiza críticamente las actitudes y estilos de vida relacionados con el tratamiento del cuerpo, las actividades de ocio, la actividad física y el deporte en el contexto social actual.</p>
<p><b>MATEMÁTICAS</b></p> <p>- Conocer el concepto de magnitud y cuáles son las principales unidades de longitud, capacidad, masa, superficie y volumen y las relaciones que existen entre ellas. Debe saber transformar medidas expresadas en forma compleja a incompleja y viceversa. Todo ello para resolver situaciones problemáticas relacionadas con la vida cotidiana para que sea consciente del uso que las matemáticas tienen en su día a día.</p>	<p><b>MATEMÁTICAS</b></p> <p>5. Utilizar diferentes estrategias (empleo de tablas, obtención y uso de la constante de proporcionalidad, reducción a la unidad, etc.) para obtener elementos desconocidos en un problema a partir de otros conocidos en situaciones de la vida real en las que existan variaciones porcentuales y magnitudes directa o inversamente proporcionales.</p>	<p><b>MATEMÁTICAS</b></p> <p>5.2. Analiza situaciones sencillas y reconoce que intervienen magnitudes que no son directa ni inversamente proporcionales.</p>
<p><b>TECNOLOGÍA</b></p> <p>- Analizar las propiedades de los metales como material utilizado en los objetos tecnológicos, relacionando dichas propiedades con las aplicaciones más comunes de cada uno de ellos.</p> <p>-Valorar la importancia de los metales en el desarrollo tecnológico, así como el impacto</p>	<p><b>TECNOLOGÍA</b></p> <p>- Conocer la obtención y las propiedades características de los metales como materiales de uso técnico.</p> <p>- Valorar la importancia de los metales en el desarrollo tecnológico.</p> <p>-Valorar el impacto</p>	<p><b>TECNOLOGÍA</b></p> <p>-Identifica procesos de obtención de los metales.</p> <p>-Describe y valora el impacto medioambiental producido por la explotación, transformación y desecho de los metales, así como los beneficios de su reciclado.</p>

<p>medioambiental producido por la explotación, transformación y desecho de estos materiales.</p>	<p>medioambiental producido por la explotación, transformación y desecho de estos materiales</p>	<p>-Conoce las características y comprende el funcionamiento de un horno metalúrgico, y describe el proceso de obtención del acero.</p>
<p><b>BIOLOGÍA</b></p> <p>-Conocer y apreciar los elementos específicos del patrimonio natural de Andalucía para que sea valorado y respetado como patrimonio propio y a escala española y universal.</p>	<p><b>BIOLOGÍA</b></p> <p>- Conocer la obtención y las propiedades características de los metales como materiales de uso técnico.</p> <p>-Valorar la importancia de los metales en el desarrollo tecnológico.</p> <p>-Valorar el impacto medioambiental producido por la explotación, transformación y desecho de estos materiales.</p>	<p><b>BIOLOGÍA</b></p> <p>-Identifica procesos de obtención de los metales.</p> <p>-Describe y valora el impacto medioambiental producido por la explotación, transformación y desecho de los metales, así como los beneficios de su reciclado.</p> <p>-Conoce las características y comprende el funcionamiento de un horno metalúrgico, y describe el proceso de obtención del acero.</p>
<p><b>INGLÉS</b></p> <p>-Apreciar la lengua extranjera como instrumento de acceso a la información y herramienta de aprendizaje de contenidos diversos, como medio de expresión artística y para el desarrollo de la capacidad de aprender a aprender</p>	<p><b>INGLÉS</b></p> <p>1. Reconocer léxico oral de uso común relativo a asuntos cotidianos y a temas generales o relacionados con los propios intereses, estudios y ocupaciones, e inferir del contexto y del cotexto, con apoyo visual, los significados de palabras y expresiones de uso menos</p> <p>2. Conocer y utilizar un repertorio léxico oral suficiente para comunicar información, opiniones y puntos de vista breves, simples y directos en situaciones habituales y cotidianas, aunque en situaciones menos corrientes haya que adaptar el mensaje.</p> <p>3. Pronunciar y entonar de manera clara e inteligible, aunque a veces resulte evidente el acento extranjero, o se cometan errores de pronunciación esporádicos siempre</p>	<p><b>INGLÉS</b></p> <p>1. Hace presentaciones breves y ensayadas, bien estructuradas y con apoyo visual (p. e. transparencias o PowerPoint), sobre aspectos concretos de temas de su interés o relacionados con sus estudios u ocupación, y responde a preguntas breves y sencillas de los oyentes sobre el contenido de las mismas</p>
<p><b>GEOGRAFÍA E HISTORIA</b></p> <p>-Comprender la historia de la mina de Aznalcóllar.</p> <p>-Diferenciar los acontecimientos más importantes</p> <p>-Conocer las principales compañías y sus proyectos</p> <p>-Manejar el vocabulario y las técnicas de la historia</p> <p>-Desarrollar interés por la historia</p>	<p><b>GEOGRAFÍA E HISTORIA</b></p> <p>-Conocer los principales acontecimientos historia de la mina.</p> <p>-Diferenciar las empresas.</p> <p>-Localizar los yacimientos más importantes.</p> <p>-Mostrar curiosidad por la historia local.</p>	<p><b>GEOGRAFÍA E HISTORIA</b></p> <p>-El alumno escribe los sucesos más importantes y los ordena según las fechas</p> <p>-Se hace una relación de empresas con sus proyectos</p> <p>-El alumno sitúa en el pueblo los principales yacimientos</p> <p>-Se realizan las actividades con interés y curiosidad</p>

WARM UP: WHO KNOWS MOST OF THIS TOWN?

1. WOULD YOU BE ABLE TO GUESS WHAT THEY MEAN?



Name of the town	AZNALCÓLLAR
Main economic sources	
Names of metals extracted from the mine	
Unique architectonic fortress	
Name of a typical dish	
Name of an event in the Feast of a patron Saint	

2. Complete the following text with some words from above.

..... is a town in the north of the capital, Seville. It has got a population of around 6.000 people. Its origins are on ..... with the ..... as a good example of that, although Romans inhabited the area too. Its mountain range is one of the most popular attractions for hikers or trekkers. Its economy depends on .....and in the past on the ..... The 2 most important metals extracted from it were ..... and ..... It was closed in the year 1998 due to the breakage of one of its settling tanks. Of its gastronomy, we could say that the ..... are the most delicious dish you can ever taste. But if you want to enjoy incredibly, don't forget to visit us in September for the Feast of Saint Patron " La Virgen de Fuente Clara " . It is when you can know one of our oldest traditions, the ..... of .....where children can have a lot of fun.

DISCUSSION

- 1. What do you like most of your town?
  
- 2. Which festivities would you really recommend?





## 1. THE MINING ACTIVITY IN AZNALCÓLLAR

### Contemporary History about the Mines of AZNALCÓLLAR

In 1853 the concession of the mines was given to *Seville Sulphur and Copper Company Ltd*, a company originally from *Glasgow*. Its most important mine seam are those of *Cuchichón*, with its supply of *Pañoleta and Santiago*, and of *Silillos and Hiquereta*. Between 1872 and 1881 the production rises and draws immigrants to work in the mines.

It is because of the increasing ore production that a railroad was built from Aznalcóllar to the Guadalquivir with its own dock in San Juan de Aznalfarache. Also a mineral deposit in Camas to promote the rapid loading of the vessels. Therefore, leading to the construction of the Camas-Aznalcóllar highway.

Due to the First World War the facilities were abandoned and suffered natural and continuous deterioration. In the mid-1940s, the *Peñarroya Mining and Metallurgical Society* started having talks with the *Seville Sulphur and Copper Company Ltd*. to restart the mining works. As a result, by April 1952 the mines were ready to start production under the control of this company.

The mine was passed in 1960 to *Andaluza de Piritas SA*, a company of the Central Bank group. Between 1960 and 1970 they continued to take advantage of the deposit at a rate of 100,000 tons annually. They focused their work in the eastern area.

The existence of a large mass of compound *pyrite* was discovered, at the ceiling, where another mass of *copper pyroclate* was found. Some reserves of 43 million Tm were calculated. This included those of *copper, lead, zinc, silver and gold*. Also, 300 million tons of *pyroclate*, with *copper, zinc and silver*. Later, a large experimental floor was built that displays the technical and economic mobility of the project. So in 1975 the clearing began and the production started in 1979. The construction of a marsh and a cut of 1400m were undertaken for 700m.

*Andaluza de Piritas* was taken up by the Swedish group *BOLIDEN* in 1987. The Aznalcóllar mine is the 50th of those managed by the Swedish multinational. The mine was closed between 1998 and 1999.

## 2. QUESTIONS

1. True or False: In 1853 the concession of the mines was given to Andaluza de Piritas SA?
2. True or False : A railroad was built from Aznalcóllar to the Gerena?
3. True or False: Due to the Civil War the facilities suffered deterioration in the mid-1940s?
4. True or False : Andaluza de Piritas was taken up by the Swedish group BOLIDEN in 1987.
5. True or False : The Aznalcóllar mine is the 50th of those managed by the Swedish multinational.
6. When were the mines given to Seville Sulphur and Copper Company Ltd?
7. Where are they from?
8. How many tons of *Prylocate* were calculated?
9. How long did the mine close for?
10. What country is BOLIDEN group from?

- DISCUSSION QUESTIONS

1. Was there anyone in your family who worked in the mine?
2. How long has he/ she worked there?
3. What did he/ she do?





WHAT SHOULD I KNOW  
MORE ABOUT THE MINE?

1. FIRST, WATCH THE VIDEO MADE BY THE FUTURE COMPANY OF THE MINE

<https://youtu.be/J2oda-AYLol>

Open pit mine



Dam



Mineral



Industry plant



Dump



1. Guess the words these symbols stand for:

1. /dam/ :

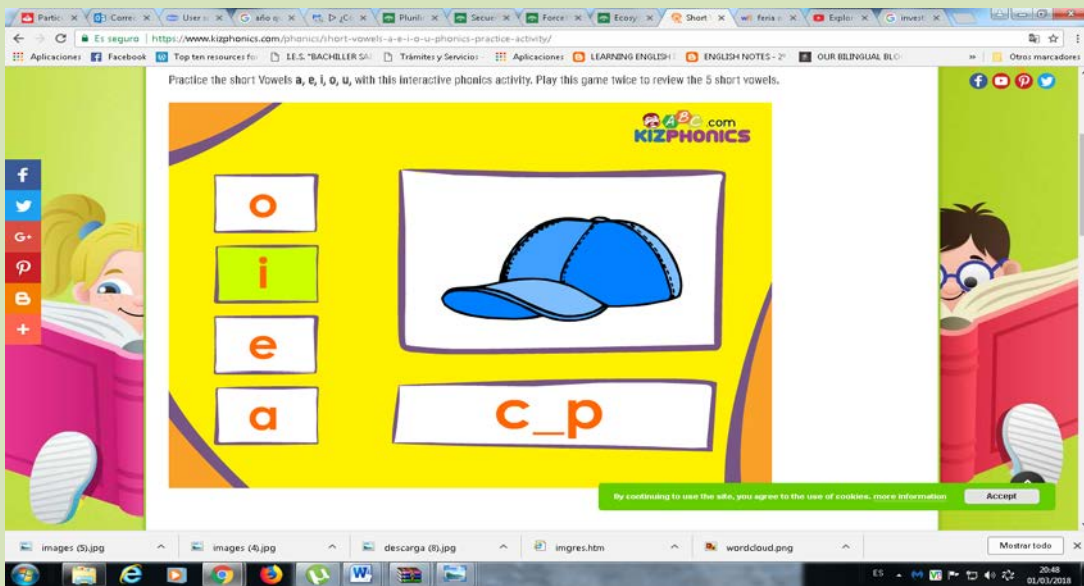
2. /maɪn/:

3. /dʌmp/:



2. Practice the vowel sound with this game

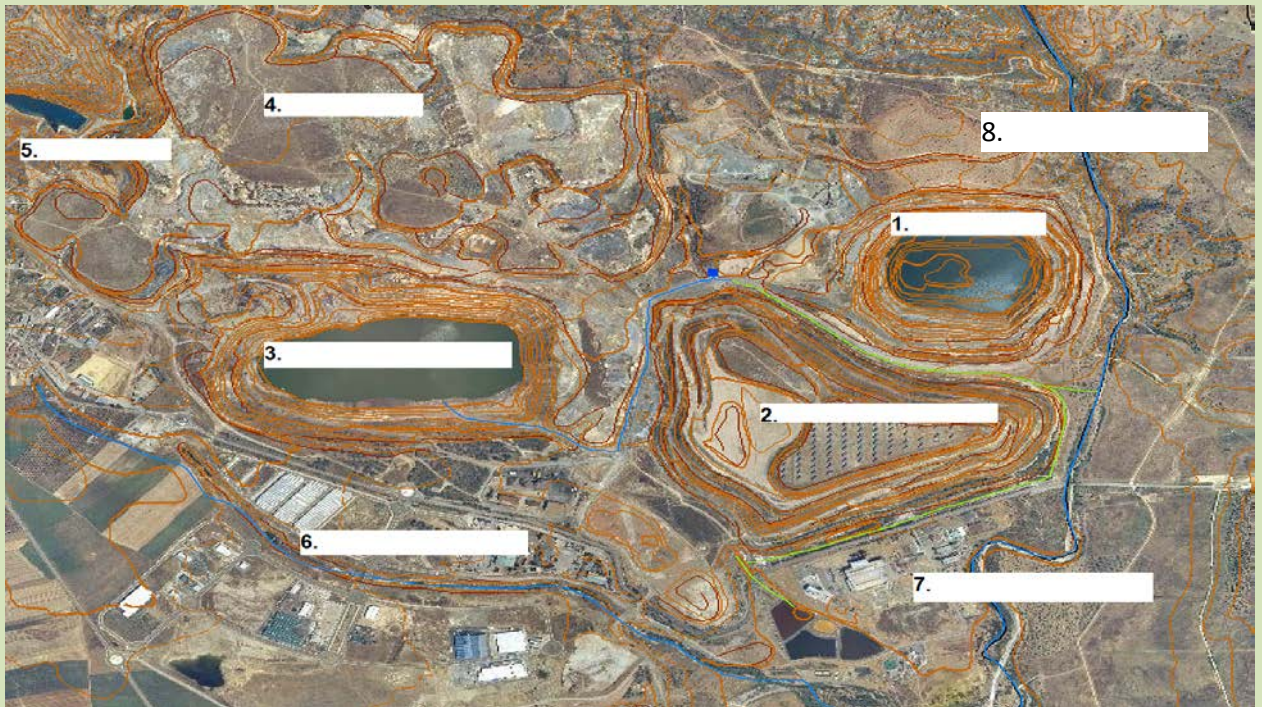
<https://www.kizphonics.com/phonics/short-vowels-a-e-i-o-u-phonics-practice-activity/>



3. Match the names on the map.

*Aznalcóllar open-pit mine / Los Frailes open-pit mine / Agrio river /*

*Los Frailes river / East tip / West tip / Water reservoir / Industry plant*





LISTEN

Fill in the blanks from the audio with the words from the text box below

- Two	- Open-pit mines	- Dump
- Exploitation	- Copper	- Gold
- Minerals	- Environment	- Supply
- Mines	- Decrease	- Dam

1. At just \_\_\_\_\_ kilometers away from the town of Aznalcóllar we can find its mines.
2. The \_\_\_\_\_ began to operate since ancient times.
3. The minerals found were: \_\_\_\_\_, lead, zinc, as well as \_\_\_\_\_ and silver.
4. The Aznalcóllar \_\_\_\_\_ were exploited from October 1975 until June 1996.
5. After the \_\_\_\_\_ of minerals was completed, it was used as a \_\_\_\_\_ by the nearby *Los Frailes*.
6. Today, it is partially filled with water.
7. The open-pit mine *Los Frailes* began to work in September of 1995, after the \_\_\_\_\_ of minerals was finished in the Aznalcóllar open-pit mine.
8. The mine of *Los Frailes* stopped working in the year 2001 due to the \_\_\_\_\_ of the prices of metals.
9. The *Agrio* river \_\_\_\_\_ was used to \_\_\_\_\_ fresh water and to treat these minerals.
10. In 1998 there was an \_\_\_\_\_ disaster where many toxic waste was discharged, \_\_\_\_\_ the surrounding \_\_\_\_\_.

# AUTOCHTHONOUS FLORA AND FAUNA

- FAUNA

Listening: Introduction of the unit with two videos related to the topic

Invertebrates: [https://youtu.be/Sr\\_T4skBYNo](https://youtu.be/Sr_T4skBYNo)

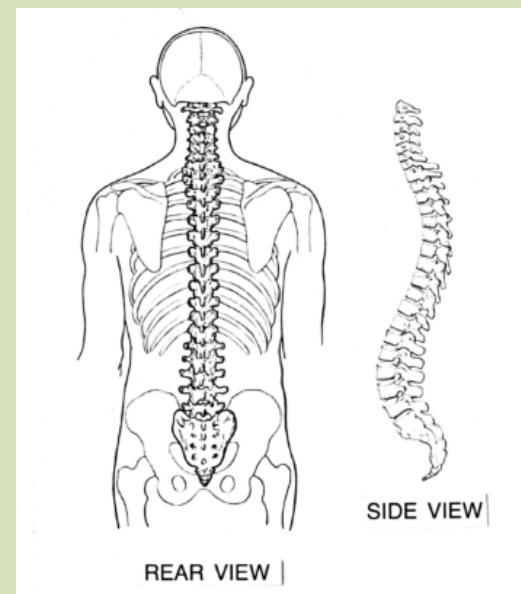
Vertebrates: <https://youtu.be/R50Xc1EUHwg>

## Reading

An animal that has an internal skeleton made of vertebrae is known as a **vertebrate**, which makes a lot of sense! So you, as a human, are an example of a vertebrate animal. What other types of animals are vertebrates?

There are five animal classes that are vertebrates:

1. **amphibians**, such as frogs and newts
2. **fishes**, such as tuna and sharks
3. **reptils**, such as snakes and alligators
4. **birds**, such as parrots and penguins
5. **mammals**, such as monkeys and dolphins





Not all vertebrates have the same number of vertebrae. Remember, a human has 33 vertebrae, but an alligator has about 66 vertebrae, and a snake can have as many as 500 vertebrae! Now, it's time to explore some animals that don't

have any vertebrae at all.

### Animals without a spine

**Invertebrates** are animals without a spine, meaning they have no vertebrae. This type of animal may sound fancy, but most likely you've already seen hundreds in your lifetime. Anytime you've played outside and seen an insect, you've observed an invertebrate animal!

There are many different types of invertebrates. Each type of invertebrate has its own unique features, but none of these animals has a backbone. Some examples of invertebrates include:

- insects
- spiders
- worms
- sponges and jellyfish
- sea stars and sea urchins
- squids and octopus
- crabs, shrimps and lobsters

### ANSWER THE FOLLOWING QUESTION:

- What is a vertebrate?

---

---



MATCH THE ANIMAL CATEGORY TO AN EXAMPLE OF IT:

Amphibians

Parrots

Fish

Monkeys

Reptiles

Frogs

Birds

Tuna

Mammals

Snakes

FIND THE FOLLOWING WORDS IN THIS WORDSEARCH:



VERTEBRATE WORDS

NEWT  
REPTILE  
MAMMAL  
BIRD  
FISH

FROG  
AMPHIBIAN  
EGGS  
LUNGS  
GILLS

INVERTEBRATE WORDS

ECHINODERM  
MOLLUSKS  
EXOSKELETON  
INSECT  
WORM

ARTHROPOD  
CRAB  
OCTOPUS  
SNAIL  
SLUG



WHAT DO YOU THINK ARE THE AUTOCHTHONOUS ANIMALS IN AZNALCÓLLAR?

CLASSIFY THE ANIMALS IN ITS CATEGORY

MAMMALS	FISH	AMPHIBIANS	REPTILES	BIRDS	ARACHNIDS	INSECTS

lizards, newts, barbell, owl, carp, wild pig, turtles, stork, rabbit, swallow, viper, hare

SPEAKING: PLAY THE BORAD GAME AND WE WILL DISCOVER THE WINNER

*Alpha animals* (board game)

Glossary

Skeleton\_ esqueleto

Worm\_ gusano

Vertebrae\_ vértebras

Sea urchins\_ erizos de mar

Frogs\_ ranas

Squids\_ calamares

Alligators\_ cocodrilos

Jellyfish\_ medusa

Parrots\_ loros

Octopus\_ pulpo

Mammals\_ mamíferos

Crabs\_ cangrejos

Sharks\_ tiburones

Shrimp\_ camarón

Spine\_ columna vertebral/ espina dorsal

Lobster\_ langosta

Features\_ características

Gills\_ agallas

Backbone\_ columna vertebral

Slug\_ babosa

Lungs\_ pulmones

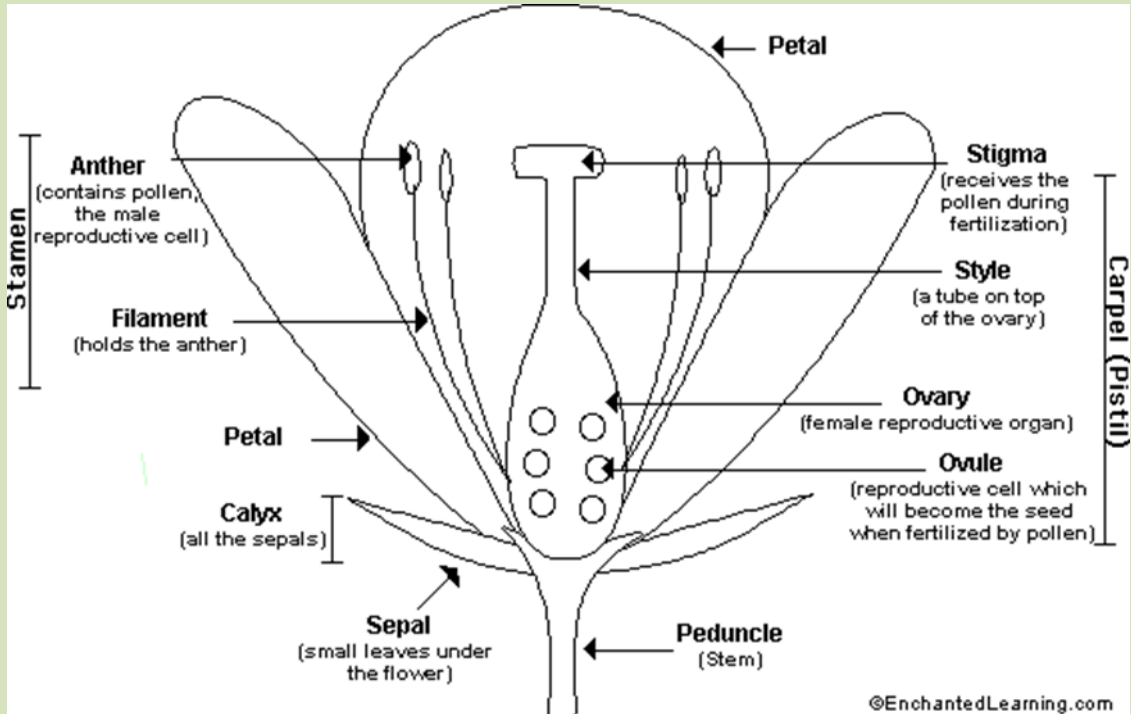
Snail\_ caracol



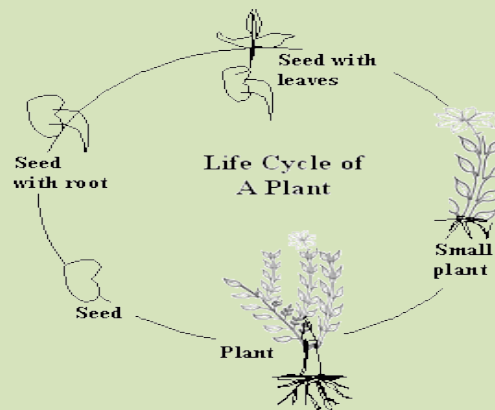
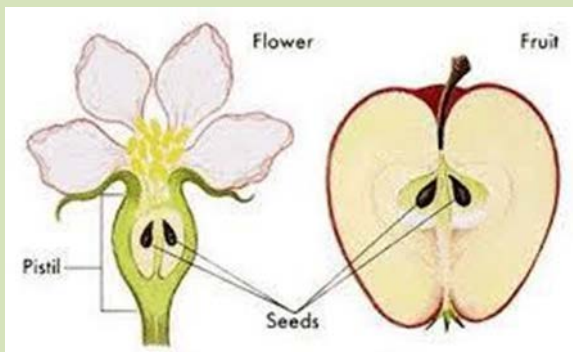
- FLORA

## PARTS OF A FLOWER

- LET'S LEARN EVERYTHING ABOUT A FLOWER.



The adult plants grow flowers. The flowers of many plants make fruit. The fruit has seeds inside it so more new plants can grow.



### VOCABULARY

Male- masculine

Fertilized- fecundada

Brightly- brillante

To hold- sostener

Female- femenina

Job- trabajo, función

Leaves- hojas

On top- encima

To grow- crecer

Stem- tallo

Recives- recibe

Seed- semilla

Which- la cual

During- durante

Inside- dentro

## LISTENING OF THE PARTS OF A FLOWER

[https://youtu.be/djPVgip\\_bdU](https://youtu.be/djPVgip_bdU)

PLANT PARTS FLASHCARDS GAME: <https://quizlet.com/76109637/plants-flash-cards/>

## AUTOCHTHONOUS PLANTS IN AZNALCÓLLAR

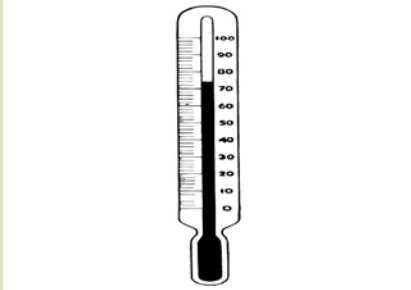
1. Abulaga - aulaga - Genista ánglica - petty whin
2. Aerfa - adelfa - Nerium oleander - rosebay, oleander
3. Alcornoque - Quercus suber - cork oak
4. Encina - Quercus ilex - evergreen oak, holm oak, holly oak
5. Jara - Cistus ladanifer - gum rockrose, laudanum, Brown-eyed rockrose
6. Jaramago - Diplotaxis- wall-rocket
7. Madroño - Arbutus unedo-evergreen shrub
8. Romero - Rosmarinum officinalis
9. Tomillo - Thymus vulgaris
10. Torvisco - Daphne gnidium
11. Roble - Quercus robur
12. Pino piñonero - Pinus pinea
13. Palmito - Chamaerops humilis
14. Ocalisto - eucalipto - Eucaliptus globulus
15. Menta - poleo - Mentha pulegium

# PLANNING A TREKKING ROUTE NEAR THE MINE



## 1. MATCH THE WORDS AND PICTURES





TEMPERATURE - RATE - TREKKING - MILE - KILOMETERMILE - BEATS - DEGREE - TRAIL - SPEED

## 2. FILL IN THE GAPS WITH WORDS FROM ABOVE.

### Across:

- I walked along the \_\_\_\_\_ to the top of the mountain.
- One of the most popular activities is \_\_\_\_\_
- The street was more than a \_\_\_\_\_ long.
- A unit for measuring distance in England is the \_\_\_\_\_

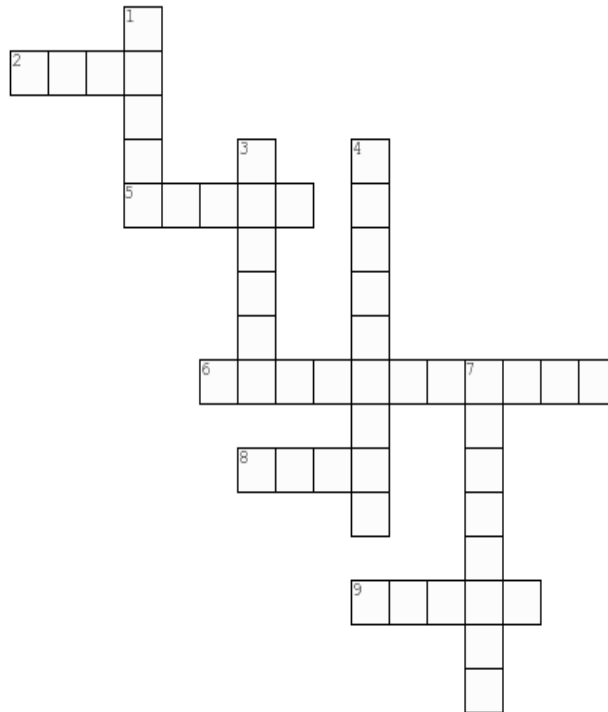
### Down:

- The car goes at a \_\_\_\_\_ of 120Km/h.
- It is really hot outside. The \_\_\_\_\_ is 37 °C.
- A unit for measuring temperature is the Celsius \_\_\_\_\_
- A teenager's rest heart \_\_\_\_\_ is 70 \_\_\_\_\_/minute.

Name: \_\_\_\_\_

# CROSSWORD

Complete this crossword



Created with [TheTeachersCorner.net](http://TheTeachersCorner.net) [Crossword Puzzle Generator](#)

## **Horizontal**

2. An unit for measuring distance in England is the \_\_\_\_\_
5. The car goes at a \_\_\_\_\_ of 120Km/h.
6. It is really hot outside. The \_\_\_\_\_ is 37 °C.
8. A teenager's rest heart \_\_\_\_\_ is 70 beats/minute.
9. I walked along the \_\_\_\_\_ to the top of the mountain.

## **Vertical**

1. A teenager's rest heart rate is 70 \_\_\_\_\_/minute.
3. An unit for measuring temperature is the Celsius \_\_\_\_\_
4. The street was more than a \_\_\_\_\_ long.
7. One of the most popular activities is \_\_\_\_\_

# WRITING TASK

## 1. INTRODUCTION: GIVE THE NAME OF THE PLACE AND SAY WHERE IT IS

Example: Ten minutes from my town is the most beautiful area near the old mine. It is a trail very well known for hikers and people from different parts of Seville and many hikers often come here to spend the day.

- Useful expressions:

-

## 2. BODY: IN THE NEXT PARAGRAPH(S), DESCRIBE THE FLORA AND FAUNA TYPICAL OF THE AREA.

- Useful expressions:

- The views are...
- You can see...
- It is possible to...
- The atmosphere is ....

## 3. CONCLUSION: IN THE FINAL PARAGRAPH, SAY AGAIN WHY IT'S A GOOD PLACE TO GO TO. MENTION THE BENEFITS OF OUTDOOR ACTIVITY LIKE TREKKING

- Useful expressions:

- What I like about ... is / I love ... because ...
- The main reason
- I think everyone should visit...

## 1. COMPLETE THE FOLLOWING CHART WITH ADJECTIVES USEFUL TO DESCRIBE A LANDSCAPE.

ADJECTIVES TO DESCRIBE PLACES	OTHER ADJECTIVES

- PEACEFUL/QUIET
- ANCIENT:

- BIG
- MODERN

- CHARMING
- BEAUTIFUL
- BUSTLING
- NEW
- PRETTY
- NOISY

- UNSPOILT
- SMALL
- STUNNING
- ESAY
- EXPENSIVE

4. MATCH THE FOLLOWING LINKERS OF CONTRAST WITH THE APPROPRIATE MEANING.

- |                                       |                                      |
|---------------------------------------|--------------------------------------|
| 1. BUT                                | A. POR UNA PARTE.. POR OTRA PARTE... |
| 2. ALTHOUGH                           | B. SIN EMBARGO                       |
| 3. ON THE ONE HAND/ ON THE OTHER HAND | C. PERO                              |
| 4. HOWEVER                            | D. AUNQUE                            |

5. LOOK AT THE TABLE BELOW AND CONTRAST THE FOLLOWING SENTENCES WITH THE WORD BETWEEN PARENTHESES.

<i>HOWEVER AND BUT</i>
<ul style="list-style-type: none"> <li>• <i>She likes weddings, but she doesn't want to marry.</i></li> <li>• <i>I don't like petrol cars. However, I don't think that we should ban them.</i></li> </ul>
<i>ALTHOUGH</i>
<ul style="list-style-type: none"> <li>• <i>I'm still hungry although I ate a lot.</i></li> </ul>
<i>ON THE ONE HAND... / ON THE OTHER HAND...</i>
<ul style="list-style-type: none"> <li>• <i>On the one hand, many people think bullfighting is a cruel tradition. On the other hand, other people love this tradition.</i></li> </ul>

1. Hunting is a cruel outdoor activity. A lot of people love it. (but)
2. Mining is a dangerous and polluting industry. It is necessary for our modern society and giving us a lot of employs. (on the one hand / on the other hand).

3. John never goes cycling across the country. His girlfriend Amy uses to do in the summer. **(however)**.

4. I have never participated in a hiking activity in the Green Corridor of Guadiamar. I would love to go there one day. **(although)**.



## IT'S YOUR TURN!

### Step 1

TAKE PICTURES WHILE YOU ARE GOING ON A HIKE

### Step 2

WRITE A SHORT TEXT DESCRIBING THE ROUTE, FOLLOWING THE STRUCTURE FROM ABOVE.

### Step 3

- MAKE A POSTER WITH THE PICTURES YOU TOOK AND THE COMPOSITION YOU WROTE.
- CREATE A VIDEO WITH ALL THE INFORMATION YOU GATHERED.



CATEGORÍA	EXCELENTE (3)	SATISFACTORIO (2)	EN PROCESO (1)	NO LOGRADO (0)	PUNTUACIÓN
<b>Contenido</b>	Cubre los temas en profundidad con detalles y ejemplos. El conocimiento del tema es excelente	Incluye conocimiento básico sobre el tema. El contenido es bueno	Incluye información esencial sobre el tema, pero tiene 1-2 errores en los hechos	El contenido es mínimo y tiene varios errores en los hechos	
<b>Originalidad</b>	El producto demuestra gran originalidad. Las ideas son creativas e ingeniosas.	El producto demuestra cierta originalidad. El trabajo demuestra el uso de nuevas ideas.	No hay casi evidencia de ideas originales.	El trabajo no es original.	
<b>Uso del lenguaje</b>	El mensaje es claro. No hay faltas de ortografía ni errores gramaticales	El mensaje es claro pero contiene algunos errores gramaticales.	El mensaje es claro pero contiene bastantes errores gramaticales y de ortografía.	El mensaje es poco claro pero contiene muchísimos errores gramaticales y de ortografía.	
<b>Grabación y edición del vídeo. Interés</b>  <b>Elaboración del póster</b>	Las imágenes y el contenido fueron excelentes en todas sus partes. El resultado es interesante Las imágenes y la redacción en el póster fueron excelentes. El resultado es interesante.	Las imágenes y el contenido fueron aceptable. El resultado es aceptable.	Las imágenes y el contenido están incompletos.	Las imágenes y el contenido no se ajusta a lo que se requiere.	
<b>Temporalización</b>	Entregado en plazo, completo y con versiones previas para corregir	Entregado en plazo y completo.	Entregado en plazo, pero incompleto	Entregado fuera de plazo.	