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| **Title** | **La Pedriza: example of a protected ecosystem in the Community of Madrid.** |
| **Subject** | Active learning class about:  A protected area of ​​the Community of Madrid: The ecosystem of La Pedriza:   1. Creation of a web page  https://sites.google.com/s/0B6zT7hTu1YZXYlJUZDdKeFZFcUU/p/0B6zT7hTu1YZXYTJJc1B6b0tkUTg/edit?authuser=1  2. Creation of a dossier in the form of a book on the same argument.  Included in Number 3.6 of our Compulsory History and Geography Curriculum |
| **Teacher** | Leandro Sánchez Garre, History Teacher |
| **Teacher(s) involved** | Elisa Álvarez, Biology Teacher |
| **Class** | ESO 1º C |
| **Age** | 12-13 years old |
| **Time** | Student groups hasfour weeks to prepare the web and book presentation |
| **Materials** | Internet  Book and computer, tablet, digital blackboard, maps, mobile phones |
| **Contents** | - Situation, physical environment, climate, vegetation and landscapes of your region: Ecosystem in La Pedriza.  - The ecosystem of the Manzanares river in the high mountains.  - History and cultural traditions of the surroundings of La Pedriza  - Geomorphology of the Pedriza  - Fauna and Flora |
| **Prerequisites** | - To know about Google sites  - To know the school library and the municipal library in town. |
| **Aims A. (Criterios de evaluación)** | 1. To know the limits, the situation and the main geographical features of La Pedriza ecosystem  2. To learn about the main climatic, vegetal and landscape characteristics of La Pedriza  3. To comment images. The geographical landscape.  4. To create and upload the information to a web page using only the information obtained in the network.  5. To edit a book with information obtained by traditional means without looking up in the Internet |
| **Aims B.(Learning standards:**  **3.3 National Curriculum)** | 1. Students know about the situation and the geographical extension of theur autonomous community, and its main geographical features.   2.Students can learn about the plants and landscapes climate variants of their region.   3. Students can explain images of geographic landscapes properly.   4. Students can upload information to a web page   5.Students can make a dossier in the form of a book. |
| **Strategy and active work forms** | Work in pairs; Oral explanation, Debate, Comments.  The Active Learning Class methodology is followed.  The teacher presents and introduces the activity as two differentiated tasks. The objective to achieve is the same but the means to reach it will be very different depending on the information used by each of the two large groups.  Within the groups the tasks will be distributed in smaller groups  The students prepare in class a previous presentation of the objectives to reach and the means with which they will count to realize it.  At all times the teacher schedules and communicates in advance the duration of each activity, the sources to be used and the time available.  The Internet search is done in the center's laptop room and the exhibition on the digital board of the class.  The students elaborate in another space with the necessary material with the bibliography, the maps and the necessary materials the files that will compose the dossier / book  The student must be the creator of the product and the learning that has led him to achieve it.  The evaluation will be of the final product and not comparative. |
| **Activities** | School trip to visit the ecosystem of La Pedriza and prepare the photographs.  A first group will create a web page using google sites  On the template created by the teacher students will upload the materials prepared by them in the sections of:  Home / Who we are  Location / Accesses / Maps  History and Culture / Monuments  Biotope /  Biocenosis /  Crossword  A second group will elaborate a booklet or brochure with the same information with original images by the students that participate in it.  Discussion with the group about the value of what was done compared to what was shown by the other group.  Conducting a joint test to the two groups on the degree of satisfaction and weak and strong points of the experience carried out comparing both products and sources of information (digital and analogical) |
| **Bibliography and websources** | Website of parque Nacional Sierra de Guadarrama:  <https://www.parquesierradeguadarrama.es/geologia-y-geomorfologia-de-la-sierra-de-guadarrama/>  Blog about La Pedriza to gather information:  <http://lapedrizaalnatural.blogspot.com.es/p/la-pedriza-al-natural.html>  An example of a blog made by a 2nd ESO student: <http://silviaubd.blogspot.com.es/2012/03/im-alive-but-im-losing-all-my-drive.html>  An example of blog for tourist purposes. The information you can get is more limited and the scientific quality much lower.  <http://www.turispain.com/blog/la-pedriza-del-manzanares/>  The most popular website and we learn that not all in it is quality information. We learn they bibliography on the page and links are very useful.  <https://es.wikipedia.org/wiki/La_Pedriza>  - Martinez de Pisón, Eduardo et alii. En torno al Guadarrama. Comunidad de Madrid/ Ediciones La Libreria.  Saavedra, Juan José. [Historia y secretos de Manzanares el Real y la Pedriza. Ed Vicent Gabrielle. 2011](https://www.amazon.es/Historia-secretos-Manzanares-Real-Pedriza/dp/8492987081/ref=sr_1_12/261-1076252-4249336?s=books&ie=UTF8&qid=1526646115&sr=1-12&keywords=LA+PEDRIZA" \o "Historia y secretos de Manzanares el Real y la Pedriza) |