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**PRÁCTICA 12**

07/03/2009

Teresa Cuesta de la Cal

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#### 11. [The Mystery Box and More.](#) (EJ473502)

**Author(s):** [Simpson, Patty](#); [Wise, Kevin](#)      **Pub Date:** 1993-00-00  
**Source:** Science Activities, v29 n4 p22-26 Win 1992-93      **Pub Type(s):** Guides - Classroom - Teacher; Journal Articles  
**Peer-Reviewed:** N/A

#### Descriptors:

[Discovery Learning](#); [Grade 5](#); [Integrated Activities](#); [Intermediate Grades](#); [Junior High Schools](#); [Language Arts](#); [Middle Schools](#); [Observation](#); [Perceptual Motor Learning](#); [Problem Solving](#); [Science Activities](#); [Science Curriculum](#); [Science Education](#); [Science Instruction](#); [Sensory Integration](#); [Small Group Instruction](#)

#### Abstract:

Presents an activity in which students develop science process skills by making inferences as to the contents of a "mystery" box from observations based on their sensory perceptions. Provides instructions for implementing and extending the activity. (MDH)

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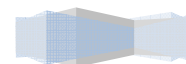
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#### 12. [The Tapestry of Language Learning: The Individual in the Communicative Classroom.](#) (ED397665)

**Author(s):** [Scarcella, Robin C.](#); [Oxford, Rebecca I](#)      **Pub Date:** 1992-00-00



**Source:** N/A

Teacher; Books

**Peer-Reviewed:** N/A

**Descriptors:**

[Class Activities](#); [Classroom Techniques](#); [Communicative Competence \(Languages\)](#); [Cultural Awareness](#); [Educational Strategies](#); [English \(Second Language\)](#); [Grammar](#); [Individual Differences](#); [Instructional Materials](#); [Integrated Activities](#); [Language Skills](#); [Listening Skills](#); [Reading Skills](#); [Second Language Instruction](#); [Skill Development](#); [Speech Skills](#); [Writing Skills](#)

**Abstract:**

The analogy of a tapestry is used to provide instructional techniques and practices to help teachers of English as a Second Language (ESL) "weave" together environmental factors (classroom interaction, input) and learner cognitive, affective, and social characteristics (learning styles, strategies, motivation) according to the [Show Full Abstract](#)

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**13. [Comprehensive Study of Educational Technology Programs Authorized from 1989-1992. Volume III: Level II Model Technology School Projects.](#)**  
(ED406973)



**Author(s):** N/A

**Pub Date:** 1991-12-20

**Source:** N/A

**Pub Type(s):** Reports - Descriptive; Reports - Research; Tests/Questionnaires

**Peer-Reviewed:** N/A

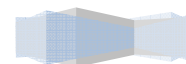
**Descriptors:**

[Case Studies](#); [Curriculum Development](#); [Educational Technology](#); [Elementary Secondary Education](#); [Evaluation Methods](#); [Formative Evaluation](#); [History](#); [Instructional Improvement](#); [Language Arts](#); [Measurement Techniques](#); [Program Evaluation](#); [Questionnaires](#); [School Surveys](#); [Science Instruction](#); [Social Studies](#); [State Programs](#); [Student Reaction](#); [Summative Evaluation](#); [Teacher Attitudes](#); [Technology Integration](#)

**Abstract:**

This report, the third in a series of six, evaluates the 10 school districts that received grants from the California Department of Education to develop Level II Model Technology School (MTS) Projects intended to enhance instruction and student learning through a combination of curriculum improvement and integration of technology within a single comprehensive cu [Show Full Abstract](#)

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**14. [Junior High Language Arts Curriculum Guide.](#) (ED286198)**



**Author(s):** N/A

**Pub Date:** 1987-00-00

**Source:** N/A

**Pub Type(s):** Guides - Classroom - Teacher

**Peer-Reviewed:** N/A

**Descriptors:**


[Assignments](#); [Class Activities](#); [Communication Skills](#); [Critical Thinking](#); [Curriculum Development](#); [Curriculum Guides](#); [Educational Philosophy](#); [Foreign Countries](#); [Group Dynamics](#); [Integrated Curriculum](#); [Junior High Schools](#); [Language Arts](#); [Language Usage](#); [Learning Activities](#); [Listening Skills](#); [Literature Appreciation](#); [Motivation Techniques](#); [Reader Response](#); [Reading Instruction](#); [Reading Skills](#); [Speech Curriculum](#); [Teacher Role](#); [Teaching Methods](#); [Writing Instruction](#); [Writing Processes](#)

**Abstract:**

Based on the philosophy, goals, and objectives of the Alberta (Canada) Education 1978 curriculum, this revised curriculum guide stresses the importance of students' active involvement in using language. The guide regroups the 1978 skills and concepts for junior high school into the following five language strands: speaking, lis [Show Full Abstract](#)

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**15. [Into the Curriculum.](#) (EJ341667)**



**Author(s):** N/A

**Pub Date:** 1986-00-00

**Source:** School Library Media Activities Monthly, v2 n9 p14-25 May 1986

**Pub Type(s):** Journal Articles; Guides - Classroom - Teacher

**Peer-Reviewed:** N/A

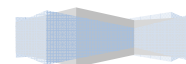
**Descriptors:**

[Card Catalogs](#); [Encyclopedias](#); [Indexes](#); [Intermediate Grades](#); [Language Arts](#); [Learning Modules](#); [Lesson Plans](#); [Library Instruction](#); [Library Skills](#); [Media Specialists](#); [Primary Education](#); [School Libraries](#); [Science Instruction](#); [Social Studies](#)

**Abstract:**

Presents seven library media activities to be used with specific curriculum areas: "Into the Past with Historical Fiction" and "Critical Reading to Figure It Out" (Reading and Language Arts); "Electricity Experiments," "Classifying Insects," and "Fish" (Science); and "Citizenship and the Law" and "Transporting Goods" (Social Studies). (EM)

**Related Items:** [Show Related Items](#)



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**16. [Into the Curriculum.](#) (EJ342833)**



<b>Author(s):</b> <a href="#">Thomas, Sharon</a> ; And Others	<b>Pub Date:</b> 1986-00-00
<b>Source:</b> School Library Media Activities Monthly, v2 n10 p21-24 Jun 1986	<b>Pub Type(s):</b> Journal Articles; Guides - Classroom - Teacher; Tests/Questionnaires

**Peer-Reviewed:** N/A

**Descriptors:**

[American Indians](#); [Card Catalogs](#); [Elementary Education](#); [Encyclopedias](#); [Greek Civilization](#); [Indexes](#); [Learning Activities](#); [Learning Resources Centers](#); [Lesson Plans](#); [Library Instruction](#); [Media Specialists](#); [School Libraries](#); [Worksheets](#)

**Abstract:**

Describes three library activities designed to be used with specific curriculum units on reading and language arts and social studies. Using the parts of a book is taught with the Guinness Book of World Records, and use of encyclopedias and the card catalog with projects on the ancient Greeks and Indians. (EM)

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**17. [Spanish Language Arts and Reading Materials for the Intermediate Grades.](#)**



(ED212139)

<b>Author(s):</b> <a href="#">Gonzalez, Juan</a>	<b>Pub Date:</b> 1981-00-00
<b>Source:</b> N/A	<b>Pub Type(s):</b> Reports - Research; Guides - Non-Classroom

**Peer-Reviewed:** N/A

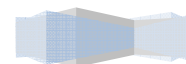
**Descriptors:**

[Elementary Education](#); [Grade 6](#); [Grade 7](#); [Grade 8](#); [Integrated Activities](#); [Language Skills](#); [Learning Activities](#); [Material Development](#); [Multilingual Materials](#); [Native Language Instruction](#); [Reading Materials](#); [Spanish](#); [Spanish Speaking](#)

**Abstract:**

This article describes a set of Spanish language materials which were designed to meet the needs of Spanish-speaking children in the intermediate grades who had never been exposed to formal instruction in language arts and reading. The materials were developed by the author in collaboration with the Bilingual Materials Developm [Show Full Abstract](#)

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**18. [GERMAN FOR SECONDARY SCHOOLS \(A GUIDE TO MINIMUM ESSENTIALS\)](#). (ED013582)**



**Author(s):** [LEAMON, M. PHILLIP](#); AND OTHERS

**Pub Date:** 1963-00-00

**Pub Type(s):** N/A

**Source:** N/A

**Peer-Reviewed:** N/A

**Descriptors:**

[Audiolingual Methods](#); [Bibliographies](#); [Course Content](#); [Course Objectives](#); [German](#); [Instructional Materials](#); [Language Instruction](#); [Language Laboratories](#); [Language Learning Levels](#); [Language Skills](#); [Modern Language Curriculum](#); [Resource Materials](#); [Secondary Schools](#); [State Curriculum Guides](#); [Textbooks](#)

**Abstract:**

THIS CURRICULUM OUTLINE PROVIDES A SET OF MINIMUM ESSENTIALS, BASED ON A MODIFIED AUDIOLINGUAL APPROACH, FOR SECONDARY SCHOOL PROGRAMS IN GERMAN. FOLLOWING A BRIEF DISCUSSION OF THE NEED FOR LONGER STUDY SEQUENCE AND UPDATED INSTRUCTIONAL PHILOSOPHY, THE GUIDE DESCRIBES THE BASIC OBJECTIVES, CONTENTS, AND SUGGESTED TEACHING PROCEDURES FOR EACH LEVEL OF A 4-LEVEL [Show Full Abstract](#)

**Related Items:** [Show Related Items](#)

**Full-Text Availability Options:**

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**19. [A Comprehensive Vocational Education Program for Career Development in Leon County. Final Report. Volume 4. Career Guide for Foreign Languages. Spanish 1-4](#). (ED117394)**



**Author(s):** N/A

**Pub Date:** 1975-06-00

**Source:** N/A

**Pub Type(s):** Guides - General

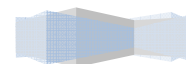
**Peer-Reviewed:** N/A

**Descriptors:**

[Career Education](#); [Health Occupations](#); [Integrated Curriculum](#); [Language Instruction](#); [Language Programs](#); [Language Skills](#); [Marketing](#); [Mass Media](#); [Occupational Clusters](#); [Occupational Information](#); [Office Occupations](#); [Recreation](#); [Secondary Education](#); [Spanish](#); [Study Guides](#); [Teaching Guides](#); [Unit Plan](#)

**Abstract:**


A module is presented for delivering basic language skills in Spanish at the secondary level in combination with elements of career education, including career awareness/exploration, self-awareness, decision making, employability skills, and job preparation. The module includes a teacher's guide and five student career units (business and office, communications [Show Full Abstract](#)



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**Full-Text Availability Options:**

 [ERIC Full Text](#) (3160K)

**20. [A Comprehensive Vocational Education Program for Career Development in Leon County. Final Report. Volume 3. Career Guide for Foreign Languages. German 1-4.](#)** (ED117393)  [Add](#)

**Author(s):** N/A

**Pub Date:** 1975-06-00

**Source:** N/A

**Pub Type(s):** Guides - General

**Peer-Reviewed:** N/A

**Descriptors:**


[Career Education](#); [German](#); [Health Occupations](#); [Integrated Curriculum](#); [Language Instruction](#); [Language Programs](#); [Language Skills](#); [Marketing](#); [Mass Media](#); [Occupational Clusters](#); [Occupational Information](#); [Office Occupations](#); [Recreation](#); [Secondary Education](#); [Study Guides](#); [Teaching Guides](#); [Unit Plan](#)

**Abstract:**

A module is presented for delivering basic language skills in German at the secondary level in combination with elements of career education, including career awareness/exploration, self-awareness, decision making, employability skills, and job preparation. The module includes a teacher's guide and five student career units (business and office, communications a [Show Full Abstract](#)

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Realicé distintas búsquedas cambiando los criterios de búsqueda y después de varios intentos infructuosos, decidí utilizar como palabras clave CONTENTS LEARNING INTEGRATED LANGUAGE (CLIL) que son las etiquetas que representan a los profesores bilingües. Y ciertamente, fue una buena idea, porque todos los documentos obtenidos son muy interesantes y después de una primera lectura, creo que todos ellos me pueden servir, de una forma u otra en mi posterior investigación.

