Uérakua anapu uantakua

TELEsecundaria

THIRD GRADE

Projects and Readings

Iara Wanda Gjinovich, ESTADO DE MÉXICO

EDUCACIÓN
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Institutional Introduction

Paulo Freire (2022, pp. 101-102) aseguraba que hay distintas formas de comunicación:

> […] una relación horizontal de A más B […] [que nace] de una matriz crítica y genera crítica (Jaspers). Se nutre del amor, de la humildad, de la esperanza, de la fe, de la confianza. Por eso sólo el diálogo comunica. Y cuando los polos del diálogo se ligan así, con amor, esperanza y fe uno en el otro, se hacen críticos en la búsqueda de algo. Se crea, entonces, una relación de simpatía entre ambos. Sólo ahí hay comunicación.
>
> […] El antidiálogo, que implica una relación vertical de A sobre B, se opone a todo eso. Es desamoroso. Es acrítico y no genera crítica, exactamente porque es desamoroso. No es humilde. Es desesperante. Es arrogante. Es autosuficiente. En el antidiálogo se quiebra aquella relación de "simpatía" entre sus polos, que caracteriza al diálogo. Por todo eso, el antidiálogo no comunica. Hace comunicados.

Años antes, Mijaíl Bajtín teorizó sobre el fenómeno, enmarcándolo como el estudio de la translingüística sobre el discurso monológico y el dialógico. Si pensamos en una visión de la escucha, en consonancia con las reflexiones de Bajtín (2000, p. 159), escuchar supondría no fundirse o confundirse con el otro, sino el diálogo de dos culturas que "no se funden ni se mezclan, sino que cada una conserva su unidad e integridad *abierta,* pero las dos se enriquecen mutuamente". Desde esta visión dialógica de la escucha, se puede afirmar que se trata, fundamentalmente, de un vínculo de dos conciencias que se reconocen.

Sin embargo, en un mundo cada vez más interconectado, donde el idioma inglés se ha convertido en la lengua franca, monológica, institucional, es difícil que las conciencias de las voces marginadas sobrevivan a tal imposición. A menudo, las prácticas participativas que involucran a colectivos oprimidos se desarrollan en el marco de una "cultura del silencio" (Freire, 1990). Las personas oprimidas son silenciadas, enmudecidas. Vituperadas ante una aparente forma correcta de hablar y de interpretar el mundo, se menosprecian sus lenguas y culturas. Las mismas herramientas utilizadas para reconocer las situaciones que les afectan, las monopolizan las instituciones y los grupos dominantes. Esta cultura del silencio no solamente enmudece a las personas oprimidas, sino que les impone esquemas de pensamiento, emociones y prácticas que las alienan.

El libro que tienes en las manos nos invita a cuestionar la imposición hegemónica del idioma, y a comprender la importancia de aprenderlo desde una postura de libertad y emancipación, en lugar de sumisión. *Uérakua anapu uantakua. Projects and Readings. Third grade. Secondary* destaca la riqueza y el dinamismo de nuestro español, y enfatiza que el aprendizaje del inglés debe ser una elección consciente para participar en la aldea global, sin renunciar a nuestra identidad cultural. Así, este material, como los demás Libros de Texto Gratuitos (LTG) de la Familia de la Nueva Escuela Mexicana (NEM), se enmarca en una reflexión intercultural, centrada en la demodiversidad, y no en un multiculturalismo que interprete, desde el folclor, a los colectivos marginados.

Este libro contiene proyectos educativos emancipadores, con elementos críticos y problematizadores de la realidad desde un enfoque didáctico. Percibe al estudiante como un sujeto corresponsable en la transformación de sus comunidades, promueve el desarrollo de capacidades humanas, incorpora las habilidades de habla, escucha, lectura y escritura desde los diversos territorios, y fomenta la interacción en comunidad en el marco de la NEM.

Uérakua anapu uantakua. Projects and Readings. Third grade. Secondary nos invita a reflexionar sobre los efectos del capitalismo en la educación y la cultura de América Latina, y brinda herramientas para cuestionar y resistir la imposición de hegemonías externas. A través de sus páginas, descubriremos cómo el aprendizaje del inglés puede ser un acto de empoderamiento y emancipación, permitiéndonos participar en el diálogo global sin perder nuestra esencia.

Este libro es un recurso valioso para los docentes, estudiantes y cualquier persona interesada en explorar la intersección entre el lenguaje, la cultura y el poder. Nos desafía a repensar nuestra relación con el inglés y a construir un futuro donde el aprendizaje de idiomas sea un puente hacia la comprensión mutua y la liberación, en lugar de una estrategia en el proceso de enseñanza y aprendizaje de una cultura del silencio.

Te invitamos a sumergirte en las páginas de *Uérakua anapu uantakua. Projects and Readings. Third grade. Secondary* y a unirte a esta conversación crucial sobre la descolonización lingüística y la emancipación educativa. Juntos, podemos forjar un camino hacia un mundo donde la diversidad de lenguas y culturas sea celebrada y respetada.

Know Your Book

This book is organized into various projects.
Each one contains:

Title: Provides a general idea of the topic and the work you will undertake.

Introductory Paragraph: Here you will find information about the learnings you will acquire and the final product of each project.

Phases or Stages: These are designed to guide you and organize your projects.

Community Work: The project will suggest finding information or materials with the support of an adult from your family or community to continue the work done in class.

Images: These will help you better understand the topic and expand your perspectives of the world.

Support Sections: These contain brief texts with diverse information related to the theme of the project. They offer explanations of certain words and recommendations for consulting audiovisual resources and electronic texts.

Enjoy this journey! Remember to pack doses of creativity, joy, and experiences to share in your backpack.

Grammar

Individually, but considering everyone else, pay attention to grammar: Use of *will* and *going to* to talk about future events. These are some examples to start using and thinking about during your project.

Will	Going to
It expresses future actions decided at the moment of speaking (immediate decisions). Example: I *will* have the salad and fish.	It expresses future plans decided before the moment of speaking (prior plans). Example: I am *going to* visit my aunt on Friday.
It expresses a prediction based on what people expect to happen (prediction without evidence). Example: I think Barcelona *will* win the game.	It expresses a prediction based on present evidence (prediction with evidence). Example: Look at those black clouds! It is *going to* rain.
It expresses a future fact. Example: The sun *will* rise tomorrow.	It expresses something that is about to happen. Example: The concert is *going to* start any minute now.

Both *will* and *going to* can be used to make predictions about the future without having a real difference in meaning.

Speaking

In communities, make some predictions about the future using *will* and *going to* based on the information you previously gathered about blood and blood donation. Propose new ideas about donation and ways of helping the people who need it! You can use the QR/link on the right as a source of information.

Example:

When I turn 18 years old, I am *going to* participate in a blood donation campaign.

https://bit.ly/45BacBw

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English Sections: Dedicated to studying and practicing various aspects and skills of the English language. The Grammar, Spelling, Vocabulary, Reading, Listening, Speaking, and Writing sections offer a wide range of information and activities designed to help you learn English.

Folio number

Embark on a journey of learning where every page is a step towards fluency and academic success.

INVEDECORG 2.0

Compañera o compañero, ¿cuál podría ser la estrategia política, cultural y administrativa para el desarrollo de la Nueva Escuela Mexicana y los proyectos publicados en los Libros de Texto Gratuitos?

1 Reconocimiento de un conflicto

Sin importar su complejidad u origen, es preciso reconocer los conflictos comunitarios e indignarse. Sean producto de las desigualdades, la lucha de clases o el colonialismo, se debe partir de la indignación. Cada persona debe obligar a su cuerpo a sentir algo para escapar de la monotonía y la frialdad provocadas por esta sociedad individualista y de consumo.

2 Lectura de la realidad

Al superar la conciencia ingenua, se percibe la convivencia desde una conciencia crítica que cuestiona el origen del conflicto. Pero, ¿qué es una conciencia ingenua? Basta imaginar una persona deshumanizada, un autómata que no piensa ni siente, o un individuo que no se cuestiona la vida, sino que asume que es así y que, por tanto, resulta inútil intentar cambiarla. Tales pensamientos y acciones derivan de la conciencia ingenua, la cual es resultado del brutal conformismo de esta sociedad que promueve el individualismo y el consumo.

3 Reconocimiento de la otredad

Observar el mundo desde la perspectiva de quien es diferente, del marginado social, del ninguneado o de quien históricamente fue silenciado. Que cada persona se detenga un momento a imaginar en qué quiere convertirse, cómo imagina el día de mañana y cómo concibe su territorio, si las cosas cambiaran; en fin, soñar cómo lograr el bienestar común, si se diseñara una comunidad diferente a esta sociedad de consumo.

4 Reconocimiento de las clases sociales

Una reflexión como la anterior ayuda a las personas a definir quiénes son y qué desean ser. Ahora, deben plantearse preguntas que sirvan para concientizar sobre la relación entre las clases sociales. Por ejemplo: ¿quién está arriba y quién abajo?, ¿quién es un opresor y quién un oprimido?, ¿cuáles son los privilegios y cuáles los castigos?, ¿cómo el sistema económico influye en los conflictos sociales, culturales, medioambientales, emocionales, entre otros?, ¿cómo se ejerce el poder?, ¿cómo se somete al individuo?, ¿cómo se coloniza?, ¿cómo es posible decolonizar, en primer lugar, el cuerpo; luego, la mente; y, por último, el alma?

5 Reconocimiento de la cultura

En teoría, todo individuo es parte de una comunidad; es decir, corresponsable de un aparato ideológico y una cultura. Así, supuestamente, todxs sabemos de dónde venimos y cuál es nuestra herencia cultural. La cultura engloba todas las incongruencias que las personas viven. A grandes rasgos, ésta puede distinguirse en las narraciones, los mitos y las leyendas que un colectivo crea para responder a las incongruencias de la realidad y enfrentarse con tranquilidad a las incertidumbres cotidianas. Por lo tanto, para el desarrollo de esta estrategia, es fundamental reflexionar sobre los relatos, y los mitos globalizantes, ancestrales, que cada colectivo posee como identidad. De tal manera, sensibilizándose ante estos detalles, se reconoce la cultura de uno mismo y las de los demás.

6 Reconocimiento de las desigualdades

Para que la conciencia crítica se convierta en una conciencia ampliada, política, se necesita reconocer las desigualdades estructurales presentes en la sociedad, las cuales no sólo son económicas, sino también culturales, lingüísticas, sexogenéricas, políticas, geográficas y emocionales.

DESARROLLO

COMUNICACIÓN

ORGANIZACIÓN

7
Alineación de voluntades comunitarias

Una vez que la reflexión propia parte de una perspectiva consciente de la complejidad de la realidad, es momento de compartir hallazgos, buscar consensos y generar colectivos; es decir, construir comunidad. Por ello, resulta indispensable alinear la voluntad de los integrantes afines y disidentes en favor de una agenda política cuyo objetivo sea la lucha en beneficio de una comunidad por la cual valga la pena ofrecer tiempo y energía.

8
Organización de colectivos

En este mundo individualista, se castiga la organización colectiva. Comúnmente, se insiste en que cada persona debe preocuparse, únicamente, de sus asuntos. La afrenta más profunda a este sistema consumista es organizar colectivos democráticos y diversos; es decir, demodiversos. Colectivos con una agenda política, acciones, calendario y horizonte de expectativas específicos; colectivos que reconozcan las ventajas del bien común.

9
Comunicación

La comunicación no debe desarrollarse, únicamente, al interior del colectivo, sino que debe trascenderlo para generar contacto con quienes habitan espacios inhóspitos, espacios en resistencia; espacios en donde la esperanza basada en el positivismo aún tiene vigencia; centros escolares tradicionales en donde aún se espera la llegada de nuevas tecnologías educativas sofisticadas que lo resuelvan todo. Es ahí donde la comunicación debe ser efectiva y convencer al disidente sobre cómo una comunidad demodiversa es mejor que un colectivo inhumano.

10
Cooperación comunitaria

Una vez que se ha logrado establecer comunicación con comunidades en otros territorios, es crucial plantearse preguntas como las siguientes: ¿cómo coordinar esfuerzos en una agenda política regional?, ¿cómo hacer de la lucha un patrimonio, un estandarte, en donde otros se puedan ver reflejados?, ¿cómo coordinar esfuerzos?, ¿cómo promover una estrategia dinámica que se adapte a las necesidades de los territorios?, ¿cómo evitar que los procedimientos de cooperación tradicional limiten las acciones de transformación cuando se solicite lealtad y disciplina a los integrantes de los colectivos desde una tradicional verticalidad?, ¿cómo construir nuevas hegemonías sin desarrollar los vicios ni cometer los abusos de las anteriores?, ¿cómo desplazar a los opresores sin caer en la tentación de utilizar sus armas melladas que han dejado, en la huida, regadas por todos lados?

11
Insurgencia magisterial

Las acciones transformadoras, fruto de la reflexión en torno a lo cultural, lo económico y lo social, son actos que violentan al *statu quo*. Los sectores tradicionales, acostumbrados al ejercicio del poder, desde lo alto de la pirámide social, acusarán cualquier acción transformadora como un ejercicio violento. Estos sectores también se encuentran en las instituciones del Estado como hegemonías. No se puede esperar que ellos cambien sus acciones y pensamientos como si fuera un acto de generosidad o de misericordia. Para que la transformación, por todos anhelada, sea una realidad, se necesita la insurgencia magisterial que cuestione a todas las hegemonías.

12
Consolidación del poder

Después de la insurgencia magisterial y sus acciones transformadoras continuas, tarde o temprano, las instituciones y las hegemonías cederán. Tras desplazarlas, se necesitará establecer nuevas formas de ejercicio del poder. Probablemente, ésta sea la etapa más delicada del proceso porque siempre existirá la tentación de disfrutar los privilegios de las élites desplazadas. Por todo ello, se debe imaginar y realizar un ejercicio del poder diferente, desde la humildad, para generar una sociedad demodiversa que no discrimine ni margine; es decir, una sociedad donde todxs tengan voz, no sólo los individuos privilegiados. En última instancia, el propósito de esta estrategia política, cultural y administrativa es construir una sociedad donde las hegemonías, aún vigentes, sean contenidas, de modo que no puedan promover más desigualdades.

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Afro-Mexican Communities: Stories for Inclusion

In this project, you will learn about the history of African people who were brought to the Americas as slaves. You will compare how African enslaved peoples lived in New Spain a long time ago and how Afro-Mexicans live in the country now. Also, you will see how art, like music and dance, was and is used by people who face unfair treatment to express what is right and what is wrong. Additionally, you will use new words to emphasize how unique each person is because, even though we are all different, everyone is important and has equal rights.

En este proyecto, aprenderás sobre la historia de los africanos que fueron traídos a América como esclavos. Compararás cómo vivían los africanos esclavizados en la Nueva España hace mucho tiempo y cómo viven los afromexicanos en el país ahora. También, verás cómo el arte, como la música y la danza, fue y es usado por personas que enfrentan un trato injusto para expresar lo que es correcto y lo que está mal. Además, usarás nuevas palabras para enfatizar que cada persona es única, porque, aunque todos somos diferentes, cada quien es importante y tiene los mismos derechos.

Let's Get Ready!

1. Individually, but keeping in mind that you are part of a community, read the following text.

The word *Afro-Mexican* refers to the Afro-descendant population in Mexico, whose African ancestors were brought to New Spain during the Viceroyalty that began in the 16th century, when the Spanish conquered what today is known as Mexico. They were made to work in mines, sugarcane farms, coffee fields, and homes, doing different jobs. Unfortunately, these people have been treated unfairly and discriminated against since they came here; during that time, they had no rights because of their skin color and how they looked.

Throughout Mexican history, descendants of people from Africa have used poetry to talk about their unique features and share their feelings about being mistreated because of how they look, their customs, and culture. Poetry has helped them express themselves and tell stories about facing challenges in this country. It's a strong way for them to show that everyone deserves respect, regardless of appearance, customs, and culture.

2. In communities, ponder the following. Then write your answers in your notebook.
   a) Have you ever used art to express your feelings about mistreatment or injustice?
   b) Have you used poetry, painting, or dance to celebrate the unique qualities that define you?
   c) How can art help us appreciate our uniqueness and challenge the way our community treats us and others based on those traits?

Let's Recall!

Are you Afro-Mexican? Do you know many Afro-Mexicans? Do you know any?

Create a poll to gather information about the presence of Afro-Mexican people in your community.

Max Jovan Longa Resendiz, ESTADO DE MÉXICO

1. Individually, write the following questions in your notebook:
   a) Are you Afro-Mexican?
   b) Is anyone in your family or community Afro-Mexican?
   c) What do you know about the challenges faced by the Afro-Mexican community in the past or present?
2. Poll at least 10 people from your community; they can be your classmates, or family and community members.
3. Record the responses you receive in your notebook.

4. Listen to personal stories or insights shared during the poll. Write in your notebook any valuable information you gather, so you don't forget it.
5. Create a summary report highlighting key findings from the poll. Remember to include statistics, personal stories, and reflections.
6. After completing the report, share your findings with the classroom community. Also, discuss exciting stories or any surprises you discovered during the poll.

Let's State the Problem!

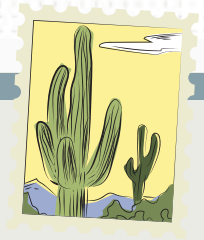
1. In community, read the following questions and write your answers in your notebook:
   a) Was New Spain built with the labor of enslaved people? Why do you think that?
   b) What kind of labor did enslaved people do?
   c) Why did Europeans choose the inhabitants of Africa to subjugate and enslave?
   d) Was there another population susceptible to enslavement in New Spain? Which one? Why do you think that?

According to the Comisión Nacional de los Derechos Humanos (CNDH, 2016), the word *negro* has been replaced by *afromexicano* (Afro-Mexican) or *afrodescendiente* (Afro-descendant) to recognize the significance of this population in Mexico's history and move away from its derogatory meaning, which operated within the slave-based social order.

A *derogatory term* is a word or phrase that shows a strong disapproval, negative opinion, or disrespect toward a person or a group of people. It can be hurtful or offensive and is not polite or respectful. Using derogatory language can be mean and make others feel bad, so it's important to choose kind and considerate words.

2. Think of words used to describe people in a derogatory way.
   a) Create a list of these on the blackboard with the help of your teacher.
   b) Replace these derogatory words with other words that are used nowadays to refer to people's traits in a respectful way.

Grammar



1. In community and with the help of your teacher, read the following table:

	Structure	Example	Use
Simple past tense	subject + *verb in past tense*	African slaves *worked* in mines and on farms.	Used to describe completed actions or events in the past.
Past progressive tense	subject + *was/were* + present participle (*-ing*)	They *were singing* songs to keep their spirits up.	Used to describe actions that were ongoing in the past.
Used to	subject + *used to* + *verb in base form*	Some Afro-Mexicans *used to work* in mines.	Used to describe past habits or states that are no longer true.

2. In communities, fill in the blanks with the verb in the simple past tense.

a) Some Afro-Mexican women _____ (write) powerful poems about their heritage.

b) Last summer, we _____ (visit) an Afro-Mexican community to learn about their history.

c) My grandma _____ (wear) traditional Afro-Mexican clothing in her native town.

d) We _____ (listen) to stories about Afro-Mexican heroes in school last year.

Answers: a) wrote, b) visited, c) wore, d) listened

3. Fill in the blanks with the verb in the past progressive tense.

a) While we _____ (explore) the Afro-Mexican community, we discovered many fascinating traditions.

b) The musicians _____ (play) traditional African instruments during the three days that the festival lasted.

c) She _____ (dance) to the rhythm of the drums at the cultural celebration.

d) As we _____ (learn) about Afro-Mexican history, we realized the richness of their culture.

e) While the older adults _____ (share) their stories, we gained a deeper understanding of their experiences.

Answers: a) were exploring, b) were playing, c) was dancing, d) were learning, e) were sharing

Writing

In community, on a sheet of paper, write a commitment with your classmates where you agree to always refer to other people respectfully.

a) State at least five examples of words that are derogatory and that you will no longer use, as well as the ethically correct term. Whenever possible, use the simple past tense, the past progressive tense, or *used to*. Take a cue from the following example:

In the past, Afro-Mexican people were called *negros*. I will respect them by calling them *Afro-Mexican*.

b) Once written, sign the commitment along with all your classroom community.

Let's Get Organized!

1. In communities, research the problems that the Afro-Mexican population has faced in the past and continue until the present. You can consult books from a library, websites, or experts from your community.

2. Create a comparative table in your notebook. Remember to use the past tense or *used to* to describe things that happened and the present tense to describe things in the present. Use the following table as your guide:

Situation of African People in New Spain	Situation of Afro-Mexican People in the Present
African people in New Spain *were forced* to work in dangerous mines.	According to the Enadis 2022, 37.9% of the Afro-descendant population over 12 stated their rights are not respected in the country.

3. With the help of your teacher, develop proposals for a research project about the way the Afro-descendant population has lived in our country in the past and the present.

   a) Establish a clear objective for the investigation. For example:
      - Explore the daily lives and struggles of Afro-descendant populations during the Viceroyalty period and today.
      - Understand the cultural contributions that Afro-descendants have made to society.

   b) Discuss your thoughts on the historical challenges they faced and continue to face. Consider the emotions and themes you want to capture in your project.

   c) Collaborate with your teacher to plan the research process.
      - Identify reliable sources such as books, documentaries, or interviews with Afro-descendant individuals.
      - Remember to focus on gathering information about one specific aspect that interests you, like living conditions, cultural contributions, or challenges faced historically and in the present.

   d) Create a list of words that describe people and their qualities.

   e) Write a brief report about your initial findings. Use the simple past tense, the past progressive tense, and *used to* whenever possible (at least one sentence with each one).

Let's Create It!

1. Individually, considering everyone else, read the following:

> Music in the American continent and Mexico, like the cha-cha, danzón, merengue, *cumbia*, and tango, carries the vibrant influence of African heritage. The beats of bongoes, maracas, guiro, marimba, and even *charrasca* (made from a donkey jawbone) make these dances come alive with history. Afro-descendants poured their rhythms and emotions into songs, creating a musical diary expressing strength, resilience, and sometimes sorrow. *Los diablos*, *la tortuga*, *el macho mula*, and *el toro de petate* are dances that recreate aspects of the daily life of African enslaved people in the Viceroyalty period. For example, the *son de la artesa* is danced on a wooden platform or box (*artesa*) with carved forms of bulls, cows, or horses. The *zapateado* symbolizes revenge against the white master.

2. In communities, create a presentation about your research project that reflects one aspect of the historical and contemporary experiences of Afro-descendant populations, incorporating the emotions and vocabulary you encountered during your investigation.
   a) Think about the emotions you felt or read other people felt while finding information and facts for your project.
   b) Decide on the structure of your presentation. Remember to include an introduction, development, and conclusion.
   c) Practice your presentation and suggest each other ways of improving it.
   d) With the help of your teacher, decide on a date and place for your presentation.

Let's Present the Results!

1. Invite your classmates, teachers, and family to attend your presentation.
2. Gather everyone around, take a deep breath, and present your research.
3. Ask someone to take pictures or record the presentation.

Let's Evaluate!

1. In assembly, reflect on the aspect you researched, and your findings regarding enslaved Africans in New Spain and Afro-Mexicans in the present.
2. Individually, without forgetting you are part of a community, evaluate your performance and the knowledge acquired. Answer the following questions in your notebook: What did I learn? How did I communicate what I learned to others?
3. Finally, write in your notebooks the assembly agreements reached by the community to continue recovering information and reflecting on the history of Afro-descendant communities in Mexico and their contributions to Mexican culture, both past and present.

The Independence of Latin America During the 19th Century

Problem

Throughout this project, you will identify multiple internal and external factors that influenced different movements for independence in America from the Spanish and Portuguese viceroyalties, and the consequences of these processes. With the information you obtain from the development of this project, you will make a trivia board game in the format of a marathon of questions.

Durante este proyecto, identificarás los múltiples factores internos y externos que influyeron en los diferentes movimientos de independencia de los virreinatos españoles y portugueses en América, y las consecuencias de esos procesos. Con la información que obtengas en el desarrollo del proyecto, harás un juego de mesa de trivia con el formato de un maratón de preguntas.

1. In community, read the following text:

Nowadays, Latin America is made up of free nations, although it was not always like that. Those territories, which were called *viceroyalties*, were part of the Spanish and Portuguese colonies for 300 years. However, the series of events in Europe at the beginning of the 19th century allowed the Latin American colonies to rise in arms and demand justice and liberty; that is how the process of independence began with historical figures, events, timing, and particular situations.

In 1807, Spain and Portugal experienced the French emperor Napoleon Bonaparte's invasion, which worried the Spanish authorities in America. Their concern increased in 1808, when the King of Spain, Fernando VII, was forced to resign the Crown to Bonaparte and was then taken prisoner with his family to France. Meanwhile, Napoleon handed the Spanish Crown to his brother Joseph Bonaparte. These historic events divided the population in the American viceroyalties, as people began to discuss sovereignty since there was no legitimate authority from Spain.

In the light of these events, royalist groups emerged, most of which consisted of Spaniards living in the American kingdoms, who wanted to preserve the political situation until the Crown had been

recovered by Fernando VII. On the other hand, the autonomists wanted a Latin American government without cutting ties with Spain. On the contrary, the independentists (Creoles, mestizos, Indigenous peoples, and Afro-descendants) approved the emancipation and creation of their own government.

One of the reasons why they wished for independence was that their interests were affected since the beginning of the 18th century, when the Crown implemented the Bourbon Reforms that benefited Spaniards at the expense of American natives. Even though some of these reasons were shared across different viceroyalties, each independence process had unique characteristics, as well as important dates, historical figures, internal motivations, and specific regional struggles.

These movements fractured the Spanish Empire and gave birth to different nations, such as Peru, Mexico, Argentina, and Venezuela.

Latin American Independences

José Luis Paniagua Torres, CIUDAD DE MÉXICO

Grammar

Individually, considering everyone else, pay attention to the grammar:

Object Questions

These are the most frequent type of questions in English. We ask them when we want information about the object of the sentence. We need an auxiliary verb to form these questions.

You can use the following question words: *when*, *where*, *why*, *who*, *what*, *which*.

Examples:

When did you move here? I moved here *four years ago*.
Where do you live? I live *in Mexico City*.
Why will they arrive until next week? Because they *have work to do this week*.
What did you do last Friday? I *went to the movies* with my friends.

Subject Questions

We ask them when we want information about the subject of the sentence. We do not use an auxiliary to form these questions.

You can use the following question words: *who*, *what*, *which*.

Examples:

Who lives there? *My best friend* lives there.
Which horse has the best saddle? *The brown horse* has the best saddle.
What makes you happy? *Listening to music* makes me happy.

Identifying the Problem

1. In community, discuss with your teacher the processes of independence in Latin America according to your environment or the place where you live. Consider the following questions:
   a) Who were the leaders of the Latin American wars of independence?
   b) What streets, avenues, or places are named after these historical figures?
   c) Why do you think these people's names were used to identify streets and places?
   d) What day is Mexico's Independence Day and how is it celebrated in your community?

2. Research, in reliable sources, which countries of today's Latin America gained independence from Spain and Portugal during the 19th century.
   a) Write important facts on a sheet of paper.

In Mexico and what is now known as Latin America, the independence movements were led by the Creole elite, who aimed to break away from European control and establish sovereign nations. A common characteristic of the fight for independence was the participation and leadership of the Creole soldiers. In Mexico, the fight for independence was led by Miguel Hidalgo, Ignacio Allende, and José María Morelos y Pavón, while in South America it was led by Simón Bolívar, Bernardo O'Higgins, and José de San Martín.

During these wars, the independent forces consisted of different societal groups besides Creoles, such as some peninsulars, Indigenous people, Afro-descendants, women, and children. All threw themselves into the fig ht for independence, but personal interests and aspirations were also involved.

3. In community, reflect on the following questions and write your opinion in your notebook.
   a) What are some similarities between Mexico's independence process and those of the other Latin American nations?
   b) Do you know the names of other people who participated in these independence movements? Write at least five names and the country to which they belong.
   c) What countries emerged after the triumph of the independence movements in the Americas from the Spanish and Portuguese rules?
   d) Did the social situation in Latin American nations change as a result of their independence? How?

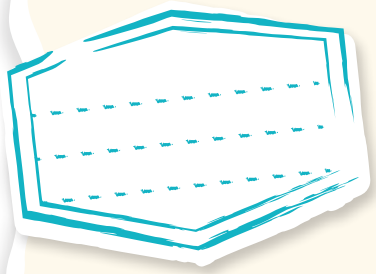
4. Research outside the school, in the community, in the town hall, or cultural houses, if people know a historical figure, family member, or someone from the past who participated in the Independence of Mexico or any other Latin American country.
   a) Answer the following question: What was the role of your community, state, or region during the Mexican War of Independence?

Finding the Cause

1. In communities, talk about the independence of the Spanish colonies in the Americas. For this, each community must do the following:
   a) Choose a Latin American nation.
   b) Look up how it got its independence.
      - Determine the internal and external causes as well as any important dates.
      - Identify the leaders, people, and/or social groups that participated.
      - Search for the main battles, treaties, and ideals.

2. Share this information and discuss the similarities and differences between the independence process of New Spain and those of the other Spanish viceroyalties in Latin America.

Action Proposals

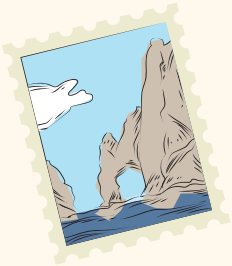


1. Research the consequences, similarities, and differences among the Latin American independence processes.
2. Investigate what nations gained their independence in the 1820s. Are they still the same, or have they undergone any changes over the past two centuries?
3. Organize the information you gather in a table like the one on the next page. Draw it in your notebook.

Nation	Similarities	Changes

4. Recognize the similarities and differences between the nation projects of the Latin American countries after their independence.

Plan the Steps



1. In community, create a board game with object and subject questions about Latin American processes of independence. Design a dashboard, two dice, a figure per player, and make a list of questions with a series of multiple-choice answers for each player to choose when it is their turn.

2. To make the board game, follow these steps:
   a) Cut rectangular cards and write an object or subject question on each one about the Latin American independence movements. Include the multiple-choice answers on the cards.
   b) Use the information from your research on the similarities and differences among the independence processes of the Spanish viceroyalties.

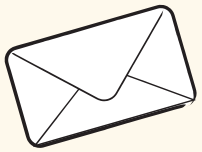
3. Decide if you will work in communities and who will represent each Latin American country. It is necessary to cover all the countries that emerged from the old Spanish viceroyalties.

4. Agree on how to organize and distribute all the activities to design the board game. To assign tasks, consider the capacities, abilities, and interests of every student. For example, making and illustrating the cards or writing the questions and answers.

5. Set the dates for each activity and the deadline to turn in your work progress.
   a) Write them in a work schedule.

6. Respect the diversity of thoughts when sharing your ideas, doubts, and questions.

Following Through



1. Write object and subject questions about the Latin American independence process. In community, search different sources for information, such as:
   a) The book *Colección Nanahuatzin. Ética, naturaleza y sociedades. Tercer grado* or books from other Formative Fields
   b) The Classroom Library
   c) History books about Latin American countries' independence during the 19th century

2. Use a strategic tool to organize your information, for example a summary table. This will allow you to see essential information at any time.

3. Use markers, pens, and scissors to design your cards for the board game.
   a) Divide the cards equally into topics such as politics, economy, society, countries, and historical figures.
   b) Write the information you gathered as short multiple-choice questions on the cards.

Recording the Experience

1. To ensure that you have mastered the topic of Latin American independences, you can organize a presentation addressed to the school community. In this presentation, you will explain the information used to create the board games.

2. Show your board game to students from other grades, so that the community can learn more about the process of Latin American countries' independences.
   a) Reflect on the factors that started the movement for independence in this region.

3. If you wish, invite the community to play the board game.
   a) Ask the following questions:
      - What do you know about Latin American countries' independence?
      - What everyday elements such as streets and avenues were named after the people involved in the independence processes?
   b) Afterward, share with them your region's role in the Mexican War of Independence.

Appreciating My Path

You will evaluate your knowledge and attitude as well as identify the achievements you completed during this project, in addition to your areas of opportunity.

1. In community, discuss respectfully the following questions:
   a) What difficulties did you face while researching? Why?
   b) How do you think you can improve your participation in future projects?
   c) What was the easiest part of the process? Why?
   d) What abilities helped you complete the activity?
   e) What did you learn in the academic field and the school life field?

2. Identify other activities you can perform to increase your understanding of the past and be able to recognize its effects on the present-day social and political organization in Mexico and the rest of Latin America.

3. Invite the community to reflect on how you can document what you found about your community's role in the Mexican War of Independence as a whole.
   a) Why is it important to highlight the participation of your own community, or a nearby community, in the independence process?
   b) How can you inform the whole community about its participation in this historical movement?
   c) What can you do to make nearby communities identify and appreciate this participation?

4. Finally, write in your notebooks the assembly agreements reached by the community to recognize the causes, consequences, differences, and similarities among independence processes of today's Latin America.

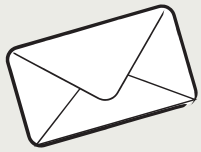
Traditions

Present Perfect

When talking about traditions, a very useful grammar structure is the present perfect with the prepositions *for* and *since*, and the question words *how long*, because it is used to talk about situations or activities that started at a specific time in the past and continue in the present.

Form	Structure	Example	Use
Affirmative	subject + *have/has* + *past participle of main verb* + complement or object	The *danza del venado has been practiced* in Sonora *since* the pre-Hispanic era.	Describe situations or activities that started in the past and continue in the present or activities that happened in the past with an important consequence in the present.
Negative	subject + *haven't/hasn't* + *past participle of main verb* + complement or object	Foreign folk dances *haven't been* common in Mexico.	
Interrogative	*have/has* + subject + *past participle of main verb* + complement or object + ?	*Have* you *met* someone who practices Mexican folk dances?	

When we want to know about the origin in time of an activity or situation that continues in the present, we normally use the question words *how long*:



How long have piñatas existed in Mexico?

To answer those questions, we have two main options:

We use present perfect with *since* to emphasize when the situation or activity started:

Piñatas have existed in Mexico *since* the 16th century.

Or we use *for* to describe the length of time an activity or situation has existed:

Piñatas have existed in Mexico *for* about 500 years.

Complete the sentences in present perfect with the correct form of the verb and *for*, *since*, or *how long*, depending on the case.

a) I _____ (live) in this city _____ 2010.

b) She _____ (work) at that company _____ five years.

c) They _____ (know) each other _____ they were children.

d) _____ you _____ (study) French?

e) We _____ (wait) for the bus _____ half an hour.

f) He _____ (be) a teacher _____ more than twenty years.

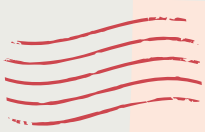
g) _____ they _____ (be) married?

h) I _____ (not see) my best friend _____ last summer.

i) She _____ (play) the piano _____ she was six.

j) _____ your brother _____ (have) that car?

Answers: a) have lived / since, b) has worked / for, c) have known / since, d) how long have / studied, e) have waited / for, f) has been / for, g) how long have / been, h) haven't seen / since, i) has played / since, j) how long has / had



Speaking

1. In communities, choose one of the cultural traditions depicted in the photographs to make a presentation for your classroom community. If your community has any local traditions or dances, you can also pick one of them. Copy in your notebook a table like the one below to list the cultural traditions and to write reasons for and against choosing each tradition.
   a) Here are some phrases that can be useful for your discussion:
      - I think / I believe / In my opinion...
      - We should ask/read/research...
      - Why don't we...?

Cultural Tradition	Reasons in Favor	Reasons Against

2. When you decide the cultural tradition you will present, discuss how will you organize your presentation to the community. Keep in mind the following aspects:
   a) What else do you need to research about the cultural tradition?
   b) Will you use music?
   c) Will you wear costumes?
   d) Will you make photo collages on cardboard sheets?
   e) Will you make a timeline?
   f) Will you make a multimedia presentation?

3. Distribute the tasks to prepare the presentation and, on the day assigned, present the cultural tradition you selected to your classroom community.
   a) Remember to be prepared to answer the questions from your community and to ask them questions about the traditions the other communities present.

4. After the presentations, in community, discuss the following aspects:
   a) What interested you the most.
   b) What was the most surprising tradition.
   c) What you learned from this project.
   d) What other topics, dances or traditions you would like to learn more about.

5. Finally, in communities, write a short text, between one and two pages, about the cultural tradition you presented. You can include photos or illustrations, of course!
   a) Your text will be published in the class blog or bulletin board.
   b) Don't forget to have a look at the other communities' texts!

Is the Desert Tortoise... Endangered?

José de la O Holguín

The puma, the Mexican wolf, and the bear are endangered; they are the most emblematic animals of Durango's wildlife. However, hundreds of animals also find themselves in this unfortunate situation, such as the desert tortoise.

This tortoise (*Gopherus berlandieri*) is a primitive species from the Mapimí territory, located in the Silent Zone, and is also one of the most iconic animals in the northern part of the country.

It has faced countless dangers, including surviving natural predators, lack of food and water, and in particular, curious tourists who come from various parts of the world attracted by myths about unexplained phenomena in the Silent Zone.

Paola Stefani La Madrid, CIUDAD DE MÉXICO

Paola Stefani La Madrid, CIUDAD DE MÉXICO

It is pertinent to note that, despite the work carried out for several years by specialized biologists from Durango, as well as government agencies and residents of the communities surrounding the Mapimí Biosphere Reserve, their preservation efforts for both flora and fauna are insufficient. Additionally, they face the challenge of conserving marine and terrestrial fossils also located in this area.

To prevent the extinction of various animals, we must create a collective consciousness and collaborate in activities such as recovering and cleaning up the garbage left behind by both visitors and residents inside the protected area. Furthermore, we must ensure that the desert tortoise or any other species from the area are not taken from their habitat, whether dead or alive.

There are commendable conservation efforts ranging from the publication of books and brochures to film projects that address the issue promptly. These activities contribute to the preservation of the species.

Paola Stefani La Madrid, CIUDAD DE MÉXICO

If we do not take corrective and preventive actions soon, we will inevitably be condemned to find the desert tortoise only in a thematic museum.

Grammar

Present Perfect With *Just*, *Yet*, and *Already*

	Structure	Use	Examples
Just	subject + *have/has* + *just* + *past participle of the main verb* + object	Indicates an action that happened very recently.	The students *have just published* their research on desert animals.
Yet	subject + *have/has* + *not* + *past participle of the main verb* + object + *yet*	Used in negative sentences. Indicates something not done or not finished in the present time but expected to happen.	They *have not cleaned up* the garbage *yet*.
Already	subject + *have/has* + *already* + *past participle of the main verb* + object	Indicates an action that happened sooner than expected or before a certain time.	She *has already worked* on the project.

Fill in the blanks with the correct form of the verb in the present perfect and *just*, *yet*, or *already*.

a) Students _____ (start) promoting the cause, they're really enthusiastic about it.

b) Sarah _____ (finish) making the posters not five minutes ago.

c) I _____ (not see) any posters up _____

d) He _____ (visit) the Mapimí region to see the animals, he's familiar with the preservation efforts.

e) We _____ (launch) a campaign to promote awareness quite recently.

Answers: a) have already started, b) has just finished, c) have not seen / yet, d) has already visited, e) have just launched

Writing

Help raise awareness about endangered species!

1. Form communities. Choose one of the endangered species mentioned in the lesson or another species you know is endangered in the country.

2. Design and create a poster that raises awareness about the species you chose and also emphasizes the importance of conservation efforts. Make sure to use the words *just*, *yet*, and *already* in your poster, and write your sentences in the present perfect. For example:

   We have *just* started protecting these animals.
   We have not made enough progress *yet*.
   Conservation efforts have *already* started.

   a) Work together closely as a community, listening to each other's ideas and suggestions to ensure that everyone contributes to the posters.
   b) Be imaginative in your poster design to make it visually appealing and attention-grabbing.

3. Once your posters are complete, display them around the school or in the local community to inform others about endangered species and conservation efforts.
   a) Be prepared to discuss your posters with others, explaining the key messages and facts included to promote awareness and action.

Matter, Everywhere and Everywhen

AWARENESS
What Are We Doing?

In this project, you will recognize and identify the chemical properties of everyday substances with various experimental tests that will reveal the types of bonds they present. Afterward, you will share the results you obtained through any means you decide.

En este proyecto, reconocerás e identificarás las propiedades químicas de sustancias de uso diario con varias pruebas experimentales que revelarán los tipos de enlaces que presentan. Después, difundirás los resultados que obtuviste por el medio que tú decidas.

Beginning and Observation

Everything that exists in the Universe is made up of atoms, these make up elements or chemical compounds, which have unique characteristics depending on various factors, such as the type of bond that holds them together. From experimental tests, some properties of the elements and compounds can be determined, and thus demonstrate the type of bond in them, as well as their internal structure.

1. Collectively, read the following statement:

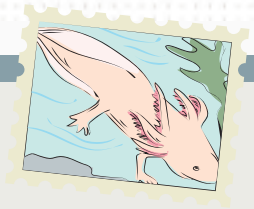
A group of people decided to go camping near a virgin beach, so they took water, coffee, sugar, table salt, and some food. A heat wave surprised them on the beach, so, after a while, one of the members showed symptoms of dehydration. Water did not improve their condition and, furthermore, there was little left. Someone proposed preparing a hydrating drink based on electrolytes, like those sold in stores or pharmacies. However, no one knew what electrolytes were, nor did they have a signal to communicate and ask someone about them or look for them on the internet. They only remembered that those drinks had a sweet taste and were called *electrolytes* in the TV ads. So, they immediately proceeded to put some sugar in the water bottle and made the dehydrated person drink from it. To everyone's surprise, the person did not feel better, so they cancelled their tour to take this person to the hospital.

2. With the help of your teacher, discuss the following:
   a) Why is it important to go to the medical service in a health-related situation?
   b) What would you do if you were in a similar circumstance to the characters in the story?
   c) Was it a good idea to make a rehydrating drink? Why?
   d) How would you classify the substances they brought to the camp?

3. In communities, look for information on the health sector websites about the measures that should be taken in a situation like the one presented.

4. In community, discuss the reasons why the solution that was provided did not have an optimal result.

5. Finally, answer: What are the differences between the substances the characters in the story brought to the camp?



Present Perfect and Simple Past

1. In communities, read the brief grammar explanation about the difference between the present perfect and simple past tenses.

Present Perfect

Affirmative

subject + *auxiliary verb have/has* + *verb in past participle* + object or complement

I *have studied* all the lessons for the exam.

Negative

subject + *auxiliary verb have/has* + *not* + *verb in past participle* + object or complement

She *has not taken* chemistry this period.

Interrogative

auxiliary verb have/has + subject + *verb in past participle* + object or complement + ?

Have you ever *performed* an experiment at the new lab?

The present perfect is often used with time expressions which indicate time up to now, for example, *today*, *this year*, *in the last six months*.

Simple Past

Affirmative

subject + *verb in the past form* + object or complement

I *completed* all my homework yesterday.

Negative

subject + *auxiliary did* + *not* + *verb in the base form* + object or complement

She *did not take* chemistry last semester.

Question

auxiliary verb did + subject + *verb in the base form* + object or complement + ?

Did you *perform* an experiment last period?

It is used with past time expressions such as *yesterday*, *two weeks ago*, *last year*.

Use the simple past when the action started in the past, finished in the past, and doesn't continue in the present. Use the present perfect when the action started in the past and continues in the present.

2. Individually, considering everyone else, write the correct form of the verbs in parentheses to complete the sentences in present perfect tense.

a) The scientists _____ (present) evidence that global warming is increasing every year.

b) In the past few years, wildfires _____ (increase) in scale and frequency in many communities.

c) Researchers _____ (debate) the value of teaching students to interpret phenomena in terms of energy forms.

d) Recent studies _____ (show) that a few students develop an understanding of energy concepts.

e) In my town, the river _____ (decrease) its level.

Answers: a) have presented, b) have increased, c) have debated, d) have shown, e) has decreased

3. Complete the following sentences in present perfect or past simple. Choose the correct option.

a) Have you _____ the ingredients?

mixed maxed mix melt

b) She _____ complete the experiment.

does didn't do did

c) I _____ physics classes.

take took taken taked

d) We _____ the formula to make it rain.

discovered discover discount did

e) _____ she done the experiment?

Have Has Did Haven't

Answers: a) mixed, b) didn't, c) took, d) discovered, e) Has

4. Complete the following sentences with the correct form of the verbs in parentheses.

a) I _____ (learn) in this project that electrolytes _____ (save) people's lives.

b) I _____ (not/do) any experiment last school year, but I _____ (do) a few during this one.

c) Scientists _____ (just/make) many discoveries on behalf of human beings.

d) Scientists _____ (just/tell) us how to solve the climate change crisis but people _____ (not/listen) carefully.

e) My science magazine _____ (arrive) almost every week since I first _____ (subscribe).

f) With the help of technology, doctors and nurses _____ (make) significant steps in treating and preventing diseases.

g) The effects of technology on society _____ (be) both positive and negative.

Answers: a) learned / have saved, b) didn't do / have done, c) have just made, d) have just told / didn't listen, e) has arrived / subscribed, f) have made, g) have been

Reading

Individually, put the following steps to perform an experiment in order by writing the correct number on the line.

_____ Pour the upper liquid into another container until it separates from the lower liquid.

_____ Subsequently, pour the lower liquid into another container to separate it from the sand or earth sediments.

_____ Place a container for liquids, preferably transparent, of 500 ml.

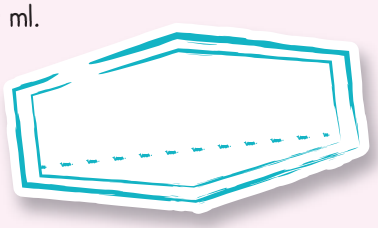
_____ Add the liquids to the transparent container.

_____ Add a tablespoon of sand or soil.

_____ Mix the materials perfectly well.

_____ Measure 250 ml of water and 100 ml of edible oil.

_____ Wait until the elements are separated.



Answers: 7, 8, 1, 3, 4, 5, 2, 6

Vocabulary

When you describe the steps of an experiment, use a sequence of words like these: *first*, *second*, *at the end*, *furthermore*, *finally*, *then*, *next*, and *after that*.

1. Individually, considering everyone else, write on the line one suitable word to give a correct sequence to the instructions. More than one option is possible.

Experiment About Density

a) _____, place two glasses of the same size, with approximately 250 ml of water each.

b) _____, fill $\frac{3}{4}$ of the glasses.

c) _____, label them as glass A and glass B.

d) _____, add two tablespoons of salt to glass A.

e) _____, perfectly dissolve the salt.

f) _____, immerse an egg into each glass.

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Answers: a) First, b) Second, c) Then, d) After that, e) Next, f) Finally/At the end

2. Comment on the following questions:

a) What difference can you observe?
b) Which glass has greater density and why?

There are words and adverbs that can be used to show an action, result, or consequence, like the following: *as a result*, *so*, *because*, *therefore*, *consequently*, *for this reason*, and *cause*.

Examples: *Because* of the rainy weather, we cancelled the project presentation.
The Moon's gravitational pull *causes* the ocean's tides.

3. Complete the sentences with the correct option to show result or consequence.

a) If you mix salt, water, juice, and honey _____ is homemade electrolyte water.

b) Plants grow _____ of the Sun's heat and light.

c) When water is heated, the molecules move quickly, _____ the water boils.

d) _____ of studying hard, you aced your test!

e) Tsunamis happen _____ tectonic plates shift.

Answers: a) the result, b) because, c) therefore, d) As a result, e) because

Inquiry Design and Development

That's the Question!

Substances in general have specific characteristics associated with their internal structure, that is, chemical compounds give them physical and chemical properties that distinguish them, such as the state of aggregation, melting point, boiling point, solubility, and electrical conduction.

As it was stated in the case of the dehydrated person in the reading in "Beginning and Observation," there are various situations in which it is convenient to know the properties of chemical elements or compounds.

1. In community, analyze the following hypotheses:
   a) Hypothesis 1: If the group of campers in the reading had had the knowledge on how to help the dehydrated person, they would have been able to help them adequately without putting their life at risk.
   b) Hypothesis 2: If you don't know the chemical nature of the substances, tests can be done in the classroom to find it out.
   c) Hypothesis 3: If you know the chemical nature of the substances, then you know the use and precautions in handling them.
2. If necessary, propose a hypothesis and write it in your notebook.

Seek and Find

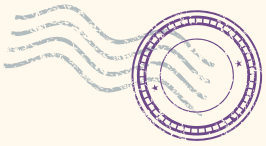
1. In assembly, and with the help of your teacher, design a plan to search for sources of information to support and verify the hypotheses selected as well as the possible solutions. Also keep in mind to arrange an interview.
2. Organize the aspects of your research through the interview.
   a) Decide who to interview and justify your choice. The people interviewed may be from school, your family, or the community in general, and their daily or professional lives may be related to food, medication, tools, cleaning products, or others.
   b) Propose the questions for the interview and mention the sources of information you use as a reference.
   c) Remember, it is important that, based on the questions, you get the answers on the use and classification of the substances with which the interviewees work and how they learned this.

3. If possible, during the interviews record audio or video, if the interviewees authorize it, and ask them whether such material can be disseminated or not.

4. Complement the answers that the person interviewed gives you. Review reliable sources such as the book *Colección Nanahuatzin. Saberes y pensamiento científico. Tercer grado*; also, look in the Classroom Library, the School Library, or a public library; talk to experts on the subject at school or in the community, and you can even look for the information on the internet, if possible.

5. To gather and record the information, create a table with the questions you will ask and the answers you will obtain. In the case of the information you found by means other than the interview, use index cards.

Find and Learn



1. To investigate the properties and connections of substances, gather as a community to do the following:
   a) Evaluate the relevance of your questions or adjust them to find the information you require.
   b) Remember that an adult must accompany you when you do the interview.

   c) Decide if each student will interview different people or if you will do it together.
   d) Keep in mind to record audio or videos during the interview if you are allowed to do it.
   e) Once you have collected the information, identify the elements or compounds that the people interviewed mentioned. Next, conduct a bibliographic search to gather the following:
      - For elements: symbol, atomic number, and mass; position in the periodic table; classification into metal, non-metal, or metalloid; most common physical and chemical characteristics, and common uses of the element.
      - For compounds: the elements they are made of; positions on the periodic table; classification of elements into metals, non-metals, or metalloids; types of bonds that hold them together; common characteristics of compounds with the selected bond and frequent uses of the compound.

   f) Record the information obtained on worksheets.
   g) Write in your notebook the common characteristics of the most frequently used compounds, and make a list which groups those that have similar characteristics.

With the information collected through the interviews, you will confirm some of the concepts, but you will also discover others with which you will obtain more tools or generate new knowledge. By doing this, you will be ready to carry out some experimental tests.

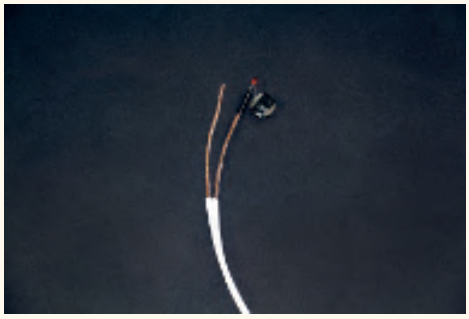
2. In the following guided activity, identify different compounds with the help of a conductivity meter. If you can't get one, you can make it. To do this, in assembly, gather the following materials:

Materials (per classroom)

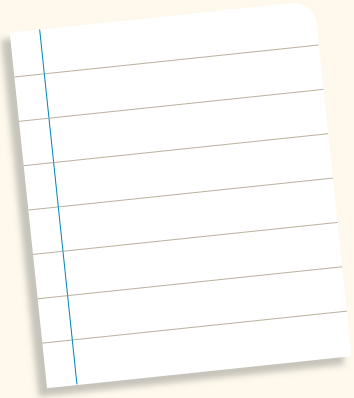
- 20 cm of 12-gauge duplex cable
- A straw
- A pair of cutting pliers
- A watch battery type CR2032 3V
- A led light
- Insulation tape

Procedure

1. Remove, with the help of cutting pliers, the plastic from the ends of both sides of the cable.



2. Place a led terminal on one end of the wire and cover it with insulation tape.



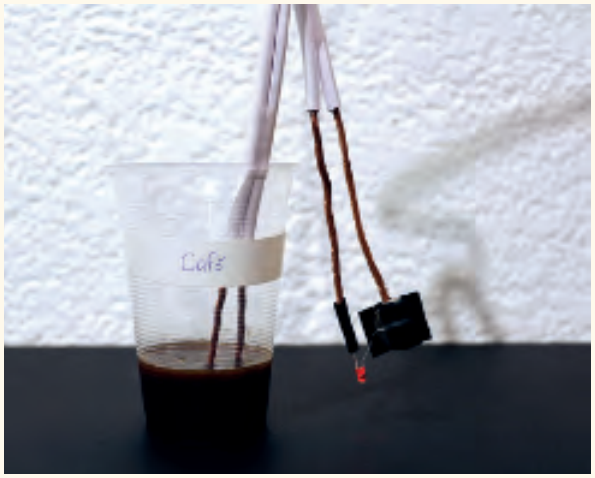
3. Place the other led terminal on one pole of the battery, and the second cable, on the other pole. Tape the led terminal and the cable to the battery with insulation tape.

4. Make the tips of the end of the wire touch to turn on the led.

5. Once you get the conductivity meter, test the solubility of the materials and include those that were mentioned in your interview.

- 10 tablespoons of salt
- 50 ml of vinegar
- 50 ml of alcohol
- 3 tablespoons of talcum powder
- 10 tablespoons of sugar
- 10 tablespoons of baking soda
- 2 powdered acetylsalicylic acid tablets
- Coloring powder
- 1 l of distilled water or ironing water
- 50 g of instant coffee
- Other substances you use daily
- Plastic cups
- A feeding bottle
- Labels and indelible marker

6. Place the glasses as follows:
   a) Glass 1 will be the *control*, which means that it only contains water for the iron (distilled water).
   b) Pour ironing water into glass 2 until it covers a quarter of the container. Add salt until saturation point is reached; that is, until the salt is no longer dissolved. Answer in your notebook how easy it was to dissolve the salt and then saturate the water with salt.



   c) Repeat the previous steps with the other solid substances: talcum powder, sugar, baking soda, instant coffee, and acetylsalicylic acid. Write down whether the substances were soluble or not.
   d) Once the containers are ready, place the tips of the conductivity meter into each mixture and record whether the light turned on or not. Between each measurement, rinse the tips with distilled water.
   e) Place each type of liquid separately in a different glass; immerse the tips of the cable and record if the light turned on or not.

f) Draw a table in your notebook that indicates the substance, whether it is soluble in water and whether it conducts electricity or not. The table can be like the following:

Substance	Is It Soluble in Water?	Does It Conduct Electricity?
Distilled water		
Vinegar		

g) Make a comparative table with the experimental results of the materials evaluated. Include the molecular structure, types of elements or compounds, and possible uses, among others.

Building and/or Proving
The Possible Paths

Now, it is important to compare the hypothesis you chose with the information obtained. As a community, do the following:

1. Review the results of the experimentation and investigation and the annotations made from bibliographic sources.
2. Do a table to compare the elements and compounds that were similar, and the investigated and experimental results obtained.

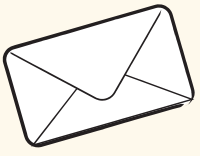
3. Discuss the differences or similarities you identified and answer the following questions:
   a) Which substances share similar characteristics?
   b) Are similar characteristics related to the type of chemical bond?
   c) If they are not related to the type of bond, what is the reason?
   d) Is there a lack of information or experimental evidence to classify elements into metals, non-metals, metalloids, and compounds by their type of bond?
   e) What tests could you propose and how would you do them?
   f) Share some examples of substances that would be difficult to test to determine their composition.
   g) With the information obtained, answer:
      - How is it possible to recognize elements and compounds?
      - How can their properties be identified?
      - Why can you predict their chemical comparison and type of bond?

4. As it's important for science that the results are disseminated, as a community, decide what visual or audiovisual material you will generate for this purpose, such as videos, infographics, or posters, among others.
   a) Select an element or compound from the ones studied.
   b) Develop all the points that you investigated in the classroom:
      - Classification of the substance, type of bond, solubility, conduction of electricity, and uses.
   c) With the support of your teacher, share your results with the school, the town, and on social networks.
   d) Include enough information written in a clear and simple way so that the people who read it can understand it.
   e) Integrate into your material the conclusions you reached from experimentation and the hypothesis or hypotheses you chose at the beginning of your project.

COMMUNICATION
I Got It

It's time to share the results of the project.

1. Before. Get together in communities and decide how to spread your results.
   a) For visual or audiovisual material, it is suggested that you review and read the content before presenting it, to avoid confusion and inaccuracies. Define a date on which to present your work.
   b) Get the necessary materials to create your media. If it's required, set a date to provide feedback before submitting the work.
   c) Remember that the use of scientific language is important, but you and the audience must understand the information shared.
2. During. Take care of the details in the creation of your content, try to have good diction and avoid fillers. If you use a visual material, try to make it pleasant and understandable at sight.
3. At the end. After finishing the community presentation, talk about the areas of opportunity and improvement for each one, so that your future presentations and projects have a greater impact on the audience.



Self-Reflection
Appreciating My Path

Finally, do a self-evaluation that allows you to reflect on the work you carried out on the development of this project: difficulties, achievements, and learning obtained. To do this, each member of the community must answer the questions in the following table.

1. Check the box that reflects the answer to the question about the community's performance.

Question	Poor	Regular	Excellent
How do you evaluate the content of the comparative table made by the community?			
How was your participation in the events?			
How was your participation in the preparation of the dissemination material?			
Did you participate in the exhibition of visual or audiovisual material?			
How appropriate do you consider the strategies in your community for carrying out the work?			
How was the work distributed in the community?			

2. Individually, without forgetting to work as a community, answer these questions in your notebook.

a) What strengths did you find in your community?

b) What weaknesses did you identify in your community?

c) What would you improve in the development of the project?

3. Discuss how to improve future projects based on the last three questions.

4. Finally, write in your notebooks the assembly agreements reached by the community to recognize and identify the chemical properties of everyday substances, with various experimental tests.

Everything We Create Is Art ∴ We Are All Artists

In this project, you will explore some artistic expressions, either written or made up of images, body movements, sounds, and objects. Additionally, you will create a performance and present it at school.

En este proyecto, explorarás algunas manifestaciones artísticas, tanto escritas como conformadas por imágenes, movimientos del cuerpo, sonidos u objetos. Además, crearás un *performance* y lo presentarás en la escuela.

Identification

1. In assembly, in the presence of your teacher, read the following text:

> Over time, art has been a way to interpret the world, with which human beings express their feelings, ideas, desires and concerns. Also, art has permitted the generation and stimulation of dialogues, debates or proposals to understand and influence reality.
>
> In this sense, it is possible to say that the artistic world is an effective alternative for exhibiting the problems of different communities through diverse tools that allow us to analyze, expose, contain, protest, and even find solutions.
>
> Everybody can be an artist. They just need to let go, express their emotions, ideas, opinions, and creativity, and share them to transform their surroundings.

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In math, the symbol ∴ means "therefore" or "because of this." It appeared in the 17th century, and it is still used in the mathematics language nowadays.

2. In communities, answer the questions below in your notebook. Share your answers and come to conclusions.
   a) What is art?
   b) How many types of art do you know?
   c) What artistic expressions have you seen in your community?
   d) In what places of your community can you find an artistic expression? What kind of people practice these expressions?
   e) What is the role or purpose of artistic expression in your community?

3. In assembly, collaborating with your teacher, present the conclusions you reached.

Art manifestations are a language deeply linked to human beings' innate need for expression and communication. Through them, it is possible to interpret and reinterpret a person's vision of the world. Art is a communication channel through which one receives and sends messages.

Regarding this, Jean Franco (1924-2022), a British academic, literature critic, and expert in Latin American studies, has emphasized through multiple publications that different forms of art must play a key role in social matters, mainly in those related to Indigenous communities in struggle, and women, both highly present in Latin America.

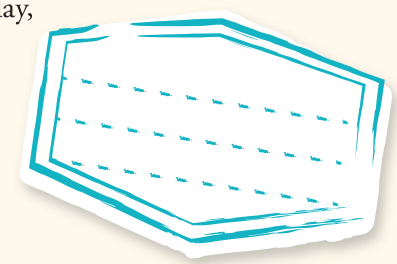
4. Collectively, with the help of your teacher, discuss and write on the board a list of all the problems, conflicts, or social concerns that affect your community. Think about how possible it is to identify, address, and transmit them through art.

Retrieval

In Mexico, despite great difficulties, women have stood out for creating works of art that have survived through time, sometimes even going against the opinions of those who mistakenly consider men superior to women. There are notable examples of women artists, such as portrait painter Lola Álvarez Bravo, dancer Amalia Hernández and painter María Izquierdo, who have helped with their art to give women a position in their respective artistic expressions. Besides, by expressing their feelings, ideals and vision of their environment with authenticity, they demonstrated that this was enough to be part of the social struggles in favor of the rights and freedom of women worldwide.

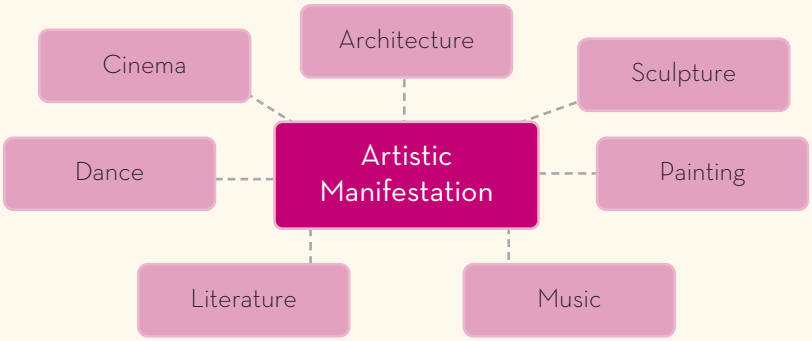
1. Individually, without forgetting that you are part of a community, observe the following pictures and talk about them with your classmates.

2. In assembly, talk about what form of art (music, sculpture, painting, or literature) you like the most, which one you would like to try someday, and explain your reasons.



3. Discuss the following:
   a) What would happen to the world if there were no art?
   b) What does art represent for human beings worldwide, as individuals, and in the social context?

4. In communities, with the help of your teacher, research in different information sources, such as books, magazines, the internet or museums, what artistic manifestations express a problem, a social or political struggle, or disapproval. The information gathered must mention the following:
   a) The author or chosen exponent
   b) Type of artistic manifestation that he/she carried out
   c) Historical context where he/she worked
   d) The situation shown by the artist with his/her work
   e) Description of examples of social or political struggles in his/her works



5. Gather in communities to discuss your findings and write the conclusions in your notebook.

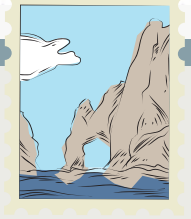
6. In assembly, with the help of your teacher, share your research and conclusions.

Approach

Art, in addition to being an aesthetic medium of community value, is also a conduit to establish a bridge of communication between the creator and the viewers, so that the latter, besides appreciating the work of art, have the opportunity to obtain information, become aware of the emotions, feelings, reactions and thoughts that the work provokes in them and even generate their own point of view.

Think again about the list of problems, conflicts, or social concerns you discussed with your class in "Identification" and relate them to an artistic expression that can be used to express and make society aware of them. Then, get ready to prepare a performance in your community.

Grammar



Sentences With Two Verbs

As your English improves, you will be able to make more complex sentences. In some of these sentences, you will need to use two verbs. Here is a little help for that:

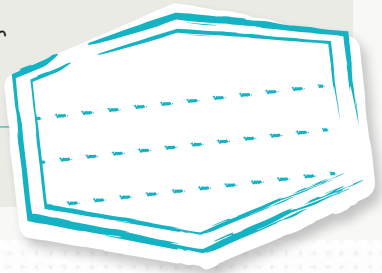
When there are two verbs in a sentence, the *second one* has two possibilities: the infinitive (*to*) or gerund (*-ing*), but the *first verb* determines this. There is no rule or method to establish precisely which one of the two options to use, so the only way is to learn and memorize the most common verbs from each group.

1. In communities, observe the following table with groups or categories of verbs.

Form	Structure	Example
Affirmative	subject or pronoun (I, you, he, she, it, we, you, they) + *verb 1* + *to* + *verb 2 in infinitive form* + object	She *loves to walk* her dog in the park.
	subject or pronoun (I, you, he, she, it, we, you, they) + *verb 1* + *verb 2 ending in -ing* + object	I *finished studying* my math lesson.
Negative	subject or pronoun (I, you, he, she, it, we, you, they) + *auxiliary verb* + *not* + *verb 1* + *to* + *verb 2 in infinitive form* + object	I *didn't forget to buy* you a present.
	subject or pronoun (I, you, he, she, it, we, you, they) + *auxiliary verb* + *not* + *verb 1* + *verb 2 ending in -ing* + object	We *don't mind going* by bus.
Interrogative	*auxiliary verb* + subject or pronoun (I, you, he, she, it, we, you, they) + *verb 1* + to + *verb 2 in infinitive form* + object + ?	*Do* you *agree to invite* her to the party?
	auxiliary verb + subject or pronoun (I, you, he, she, it, we, you, they) + *verb 1* + *verb 2 ending in -ing* + object + ?	*Do* you *prefer eating* pizza tonight?

Remember: There is no rule to establish when to use an *infinitive* or a *gerund* after the verb, so it is necessary to learn it from practice. The easiest way to deal with this is to memorize a list like the following:

Common Verbs Followed by *Verb in Infinitive Form*	Common Verbs Followed by *Verb Ending in -ing*	Common Verbs Followed by *Verb in Infinitive Form* or *Verb Ending in -ing*
agree	avoid	begin
ask	enjoy	bother
decide	finish	continue
forget	imagine	hate
help	mind	like
learn	spend	love
need	suggest	prefer
offer	recommend	start
plan		remember
promise		try
want		stop



2. Individually, without forgetting what you learned collectively, choose the correct form of the second verb and write it on the line.

a) I have decided _____ (moving/to move) to another city next year.

b) Did he promise _____ (to marry/marrying) you after all?

c) May I suggest _____ (visiting/to visit) the new art museum tomorrow morning?

d) If you travel to Yucatán, don't forget _____ (to visit/visiting) Chichén Itzá archaeological zone.

e) Can you imagine _____ (to win/winning) the lottery? What would you do?

f) I don't want _____ (talking/to talk) to him right now. I'm so angry!

g) We finished _____ (to prepare/preparing) the house for the party just in time.

Answers: a) to move, b) to marry, c) visiting, d) to visit, e) winning, f) to talk, g) preparing

3. Complete the following sentences using the verbs in parentheses either in infinitive or gerund.

a) I don't mind _____ (wait) for her a little longer; I'm not in a hurry.

b) You need _____ (complete) this form before you board the plane.

c) We usually avoid _____ (drive) at night on those roads.

d) I've decided _____ (study) my master in Belgium or France.

e) Lucía learned _____ (ride) her bike since she was five years old.

f) I can't imagine _____ (live) in another country, I love Mexico.

Answers: a) waiting, b) to complete, c) driving, d) to study, e) to ride, f) living

4. Select the correct form of the verb and write it on the line:

a) I recommend _____ (watching/to watch) that movie, it is fantastic.

b) She loves _____ (to garden/gardening), it is her passion.

c) May I suggest _____ (trying/to try) this new model? It is the latest technology.

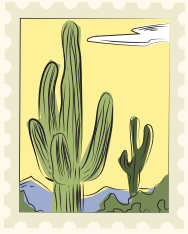
d) Little Eddie asked _____ (to come/coming) with me, so here we are.

e) I hope you don't mind _____ (to pay/paying) in cash, we can't use the credit card terminal.

f) Your dad is looking for you. He wants _____ (talking/to talk) to you right now.

Answers: a) watching, b) gardening/to garden, c) trying, d) to come, e) paying, f) to talk

Planning



1. In assembly, define the content or topic of your performance. As a suggestion, you can take into consideration the social concerns you discussed and promote a non-violence topic.

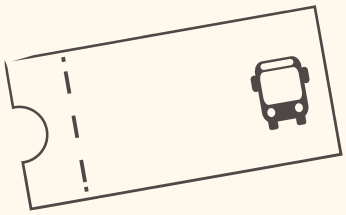
2. In communities make a performance proposal.

3. Once your proposal is ready, share it with your classmates and collectively choose the topic you liked the most. Do not forget that you can take aspects from all your proposals and combine them into one.

4. When you are all done, discuss about how many performances you will make and who is going to be your audience.

A performance may consist of photography, sculpture, dance, music, or a mixture of them. Although planning is fundamental, improvising to deliver a message is also an option.

5. In assembly, with the help of your teacher, discuss and establish the purpose of your performance. Consider using sketches, the materials for the presentation, etc. Use the following example to guide you.



Performance About Equality

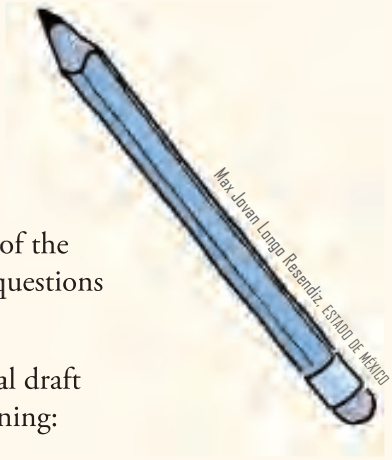
Purpose:
To express and condemn the social inequities suffered in the community through a performance.

Actions	Estimated time	Materials and supplies
Research about artists that have condemned social inequalities.	One week	School Library, public library
Activities (dance, music, photography) that will be included in the performance.	Two weeks	Costumes, music, images, props
Asking experienced students and teachers for help in the creation of the performance.	Three weeks	Arrangements with the help of teachers and principals
Creation and rehearsal of the performance about equality.	Three days	Costumes, music, images, audio player, props

Comprehension and Production

1. Once the actions necessary for your performance have been identified, in community, create a schedule to establish order, and dates to accomplish the activities. Consider the following:
   a) Make any adjustments if needed.
   b) Don't lose sight of your objective.
   c) On a white cardboard sheet create a table to register the activities and the dates to accomplish them. Each column must have the activities to do and each row the corresponding dates to fulfill it.

2. Define a strategy to let people know effectively the content of your performance. This project may give you a different perspective of your life and your community, so make it go further.
   a) Once the strategy is settled, write on the table the necessary activities for the performance's promotion.



3. With the help of your teacher, create the first sketch of the performance. You can support each other by asking questions or investigate in various sources of information.

4. In assembly, share the sketch and prepare the final draft of your document about the performance containing:
   a) Name
   b) Objective
   c) Topic
   d) Form of expression
   e) Participants
   f) Materials
   g) Presentation (length and attendants)
   h) Comments

Exploration

In assembly, present your progress and sketches. Then, with the help of your teacher, make a table in your notebook that includes the following aspects:

What Activities Need to Be Improved?	What Changes Are Necessary in the Project?	What Aspects Are Working Correctly?

Integration

In assembly, with the help of your teacher, consider the necessary aspects to present the performance you are creating. The following points may be helpful:

a) Physical area where the performance will be presented
b) Promotion and publicity
c) Day of the presentation
d) Length of the presentation
e) Order of participants
f) Attendants

Broadcasting

1. In communities, create a pamphlet or brochure explaining the purpose of the performance to the public. Ensure you give a clear context of history, social impact, reasons to act, etc.

2. Carry out the performance you created without forgetting its purpose.

3. At the end of your performance, interact with the public and ask their opinions and comments.

Consideration and Advances

1. In assembly, respecting everybody's opinions, review the public's comments to identify your project's strengths and weaknesses.

2. Evaluate if the purpose was achieved, if there were any difficulties during the process, what the learnings were, what impact the project had on the community, etc.

3. Finally, write in your notebooks the assembly agreements reached by the community to improve your performance.

The Cultural and Historical Legacy of Indigenous Languages

In this project, you will write an argumentative text that will be included in a Compendium of Stories, Sayings, and Proverbs in Spanish and an Indigenous language. This will allow you to value the linguistic legacy of Indigenous languages and promote their use in your community.

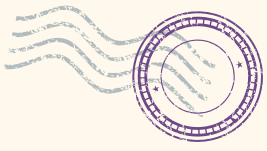
En este proyecto, escribirás un texto argumentativo que incluirá un Compendio de cuentos, dichos y refranes en español y en una lengua originaria. Esto te permitirá valorar el legado lingüístico de las lenguas indígenas y promover su uso en tu comunidad.

Identification

1. In community, read the following text:

The Importance of Our Indigenous Languages

According to the Instituto Nacional de Lenguas Indígenas (Inali), 364 linguistic variants are spoken by 68 Indigenous groups in Mexico. These languages come from 11 different linguistic families. With Indigenous languages, we manifest artistic, cultural, and political expressions of how people interpret and act. These expressions are reflected in Indigenous communities' practices, traditions, and rituals. The above implies that Indigenous languages are alive and part of humanity's legacy. They are preserved and passed down from generation to generation through their ancestors, mothers, and fathers.



2. In communities, discuss the questions below. Then, write the answers in your notebook.
   a) In addition to your mother tongue, what other linguistic variants or Indigenous languages are used in your community?
   b) Why is it important to value and preserve Indigenous languages?

Retrieval

Each language has a unique historical and cultural trajectory that has been shaped over time. Indigenous languages and Spanish have influenced each other, enriching the repertoire of their expressions.

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This influence is more notorious in Spanish, where many words from the Náhuatl, Zapoteca, Purépecha, and Maya languages have been incorporated. These words are present in everyday life and are used to name places, objects, and foods.

Here are some examples of words of Náhuatl origin:

Places	Objects	Foods
Chapultepec: From *chapulli* ("grasshopper") and *tepetl* ("hill or mountain").	*Petate*: From *petatl* ("the palm mat to sleep on").	*Aguacate* ("avocado"): From *ahuacatl* ("testicle").
Chalco: From *challi* ("edge of the lake") and *co* ("place").	*Chocolate*: From *xocoatl* ("the cacao fruit or seed").	*Chicle* ("chewin gum"): From *tzictli* ("the tree from which chewing gum is extracted").

These words have a meaning. Knowing their etymology (the study of the origin of words) allows inhabitants and Indigenous peoples to express themselves and reaffirm their identity.

1. In community, with the help of your teacher, list words in your mother tongue that are used in Spanish, or Spanish words that come from an Indigenous language.

2. Answer the following questions in your notebook:
   a) What similarities do you find between both languages?
   b) What changes has your mother tongue undergone over time?

Approach

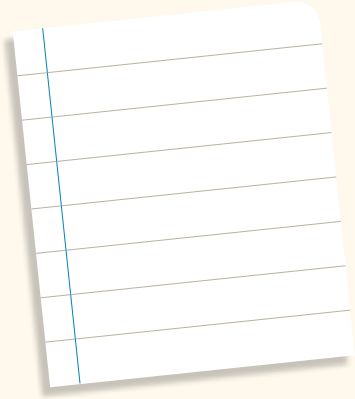
1. In assembly, read the following text:

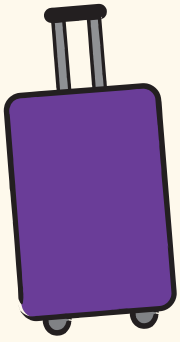
Why Is a Language Lost?

Each language has its worldview, which implies a particular way of understanding and being in the world. Mothers and fathers pass down their mother tongues from early childhood when raising their children and in other social settings such as the community and school.

Despite its importance, Indigenous languages have faced adversities that have endangered their conservation and permanence for centuries. Discrimination against speaking a language other than the national language is one of the leading causes of the loss of an Indigenous language. Seeking better social and economic opportunities, mothers and fathers choose not to pass it down to their daughters and sons.

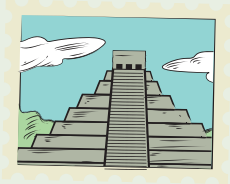
a) In communities, and with the help of your teacher, research in different media –books from the community library, magazines, or the internet– the historical and cultural journey of Indigenous languages and the adversities that have hindered their preservation and transmission.
b) Write what you found out.
c) On the board, write and propose actions to promote using an Indigenous language in your community.
d) Consider the social practices and customs that prevail in your community. Think, for example, of its stories, myths, and traditions –such as the work of midwives– passed down and enjoyed in their cherished native tongue.



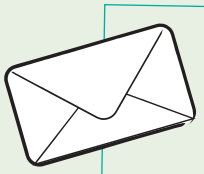


2. Ask your family members or neighbors to tell you about the community's sites or institutions that have help them to preserve its linguistic legacy and identify the practices used to achieve this.

Vocabulary



Individually, fill in the blanks with the words in the box that best complete the sentences.



traditions	expressions	legacy		
ancestors	variant			
Indigenous	heritage	cultural		
endangered	promote	artistic	language	

a) In my community, we speak an Indigenous _____ besides Spanish.

b) Protecting our Indigenous languages is important because they are part of our cultural _____

c) Many Indigenous languages have unique _____, like stories and songs, passed down by our _____

d) Indigenous languages are used for _____, cultural, and political _____

e) Spanish has been influenced by many _____ languages, like Náhuatl.

f) The knowledge of a language is a precious _____

g) Some Indigenous languages are _____ due to the lack of speakers.

h) We can _____ the use of our Indigenous language by speaking it at home.

i) Many Indigenous languages have a rich _____ history.

j) A _____ of an Indigenous language is a different version spoken in a specific area.

Answers: a) language, b) heritage, c) traditions / ancestors, d) artistic / expressions, e) Indigenous, f) legacy, g) endangered, h) promote, i) cultural, j) variant

Planning

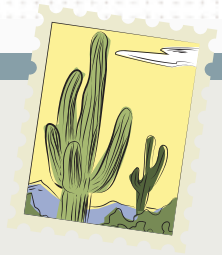
According to the Asociación de Escritores en Lenguas Indígenas, one strategy to value and preserve Indigenous languages is to produce and disseminate multilingual editorial materials. An example could be a Compendium of Stories, Sayings, and Proverbs in Spanish and the region's Indigenous language.

1. In assembly, determine the strategies you would implement in your community to promote the use and preservation of its Indigenous language.

2. Define the materials you will use and the activities you will perform to develop the chosen strategies.

3. Agree on the dates to carry out each activity. Write the agreements made in your notebook.

Grammar



Understanding Past Actions: The Past Perfect Tense

Have you ever wondered about the history of your community, or the languages spoken there long before? Today, we'll learn a particular verb tense that helps us talk about things that happened before another point in the past.

Imagine you find a delicious recipe written in your grandma's notebook. You can see she *wrote* it long ago (*past action*). But to know exactly when, you might ask, "*Had* Grandma *learned* this recipe from her grandma even earlier?" (*past action before another past action*).

This is where the past perfect tense comes in! To talk about an action that happened before another past event, it uses the auxiliary verb *had* and the main verb in past participle, frequently ending in *-ed* (irregular verbs will have a different form, like *eaten* or *done*).

Here are some examples:

- We *had finished* our homework before the movie *started*. (Finishing homework happened before the movie).
- My grandparents *had spoken* an Indigenous language before Spanish *became* more common. (Speaking the language happened before Spanish became common).

Let's practice! Look at the following sentences and write what happened first and what occurred later in each case.

a) My parents *had learned* a few words in Náhuatl before they *moved* to a new town. My parents _____ first, and then _____

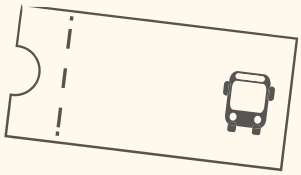
b) The older adults *had shared* many stories about their culture before the community center *closed*. The older adults _____ first, and then _____

Remember: The past perfect tense tells us about the order of events in the past. It shows which action happened earlier than another past action.

Answers:
a) learned a few words in Náhuatl / they moved to a new town
b) shared many stories about their culture / the community center closed

Comprehension and Production

1. In communities, and with the help of your teacher, search for possible sources of information that will help you carry out your strategy.
   a) Talk to the older adults who still speak the Indigenous language.
   b) Search in books, magazines, or online for the translation of names of objects that you ordinarily use, from the mother tongue into Spanish.
   c) Now it's time to follow these steps:
      - Investigate which Indigenous language is spoken in the locality or region where you live, its historical and cultural path, and the importance of saying it to promote its use and preservation.
      - To develop the Compendium of Stories, Sayings, and Proverbs, determine the semantic fields you will incorporate: The words whose meaning and translation you'll seek. Then, in community, share and recognize the words you looked up.
      - If you develop a compendium of stories in Spanish and the Indigenous language, search for the texts you will include in the two languages. It is important to verify that the source you got them from is reliable.



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2. Organize the information gathered and write the argumentative text documenting the reasons for promoting the use and preservation of an Indigenous language and its historical and cultural path.

   While writing it, remember that your text will be integrated into the Compendium of Stories, Sayings, and Proverbs.

Writing

Náhuatl Language

Individually, and considering everyone else, complete the sentences with the correct form of the verb in the past perfect tense.

a) Before the arrival of the Spanish, the Aztecs _____ (developed) a complex writing system to record their history and culture.

b) By the 18th century, the use of Náhuatl _____ (decline) significantly due to the dominance of Spanish.

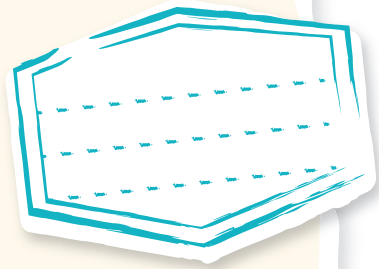
c) Unfortunately, many people _____ (stop) speaking Náhuatl fluently before the Mexican War of Independence began.

d) By the 16th century, the Spanish _____ (take over) most of Mesoamerica, an action that _____ (disrupt) the use of many Indigenous languages, including Náhuatl.

Answers: a) had developed, b) had declined, c) had stopped, d) had taken over / had disrupted

Exploration

It's time to evaluate the challenges faced and the progress reached throughout the project.



1. In assembly, and with the help of your teacher, reflect and identify this project's challenges and progress. Use the following instructions as a guide:
   a) Organization of the work required to carry out the project:
      - Participation of your classmates in the activities.
      - Difficulties faced, addressed, and solved during the decision-making process.
      - Support received by classmates.

   b) Write the argumentative text for the Compendium of Stories, Sayings, and Proverbs:
      - Ponder the relevance of this compendium for the preservation and dissemination of the mother tongue.
      - Make sure that the content is understandable for the reader.
      - Ensure that the text is brief and well-documented.

   c) Materials:
      - Problems in finding the sayings, proverbs, and stories to be included.
      - Complications in translating the sayings, proverbs, and stories.

2. Based on the identified challenges, deliver proposals to solve them and define the adjustments needed to reorient the activities.

3. Write the agreements on the board to continue with the work plan.

Integration

1. In communities, and with the help of your teacher, present your works.
   a) Exchange suggestions on enriching the texts and evaluating if they are logical, understandable, and coherent.
   b) Amend your work according to the suggestions agreed upon.

2. Once you have gathered all your classmates' inputs, integrate them.

3. Once the first version of the strategy you chose is finished, present it to the rest of the community.
   a) Make suggestions to improve the strategy's design and content.
   b) Agree on the necessary changes for the final version.

Broadcasting

1. In assembly, and with the support of your teacher, define how to socialize the work you developed.

2. Determine the specific requirements to implement the chosen form of socialization: when, where, and how to share the work, the materials required, etc.

3. Based on the number of people invited, make copies of the Compendium of Stories, Sayings, and Proverbs to be distributed at the event or display the content on a flipchart.

4. Organize the interventions at the presentation: Who will present, who will support the logistics, and who will record the guests' participation.

5. Write a speech to introduce the compendium, outlining its purpose, the steps you took to carry out the compilation, its usefulness, and its content.

6. Present your dissemination strategy to the attendees and readers of the text and ask for their opinions.
   a) Ask them if the strategy helps fulfill the project's goal: To value and preserve the Indigenous language. Formulate relevant questions, such as the following:
   - Why is the compendium an excellent medium to disseminate and preserve an Indigenous language's linguistic, historical, and cultural legacy?
   - What improvements can you suggest?
   - What actions do you commit yourself to perform to preserve the legacy of Indigenous languages?

Consideration and Advances

1. Once the presentation has concluded, in community, discuss the suggestions received.

2. Gather the comments and responses of the attendees to know what the impact of the compendium was.

3. Discuss what you can improve about the collaborative work performed in the community. On a sheet of paper, write down the most important aspects.

4. Reflect on the knowledge gained and lived experiences throughout this project.

5. Think of the following activities and discuss what they meant to you:
   a) Writing argumentative texts.
   b) Carrying out actions to promote the use of an Indigenous language.
   c) Identifying the historical path of some Indigenous languages.
   d) Valuing its linguistic legacy.

6. Look for spaces to share your Compendium of Stories, Sayings, or Proverbs with other school communities, families, and friends.

7. Finally, write in your notebooks the assembly agreements reached by the community regarding the development of the Compendium of Stories, Sayings, or Proverbs.

Human Rights Promoters

In this project, you will analyze some problems in your environment. You will also present proposals in two forums to build communities that promote participation and respect for human rights and the rights of girls, boys, and teenagers.

En este proyecto, analizarás algunos problemas de tu entorno. Presentarás propuestas en dos foros para construir comunidades que promuevan la participación y el respeto por los derechos humanos y los derechos de las niñas, los niños y los adolescentes.

Problem

1. In community, read the following text.

> Benito Juárez Junior High School students mentioned that, in the past few weeks, a group of neighbors near their school marched on the streets because they did not have access to water. Authorities say that most users are not paying for this service. Some neighbors organized a group to demand those who have not paid to do so, and another group is demanding the municipality to restore the service because access to water is a human right. What is your ethical position concerning this problem?

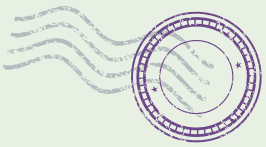
2. With the help of your teacher, reflect about the following questions:
   a) What is the problem described in this case?
   b) Who is affected and how?
   c) What are people's obligations to other people's rights?
   d) In what cases can the right to water be suspended?
   e) How would you solve this problem?

It is important to know that rights can be suspended when laws are infringed. In their laws, governments include citizens' obligations for the common good and respect for other people's rights, like paying for water service.

Much has been done to protect human rights, yet there is still a long way to go to ensure everyone enjoys them.

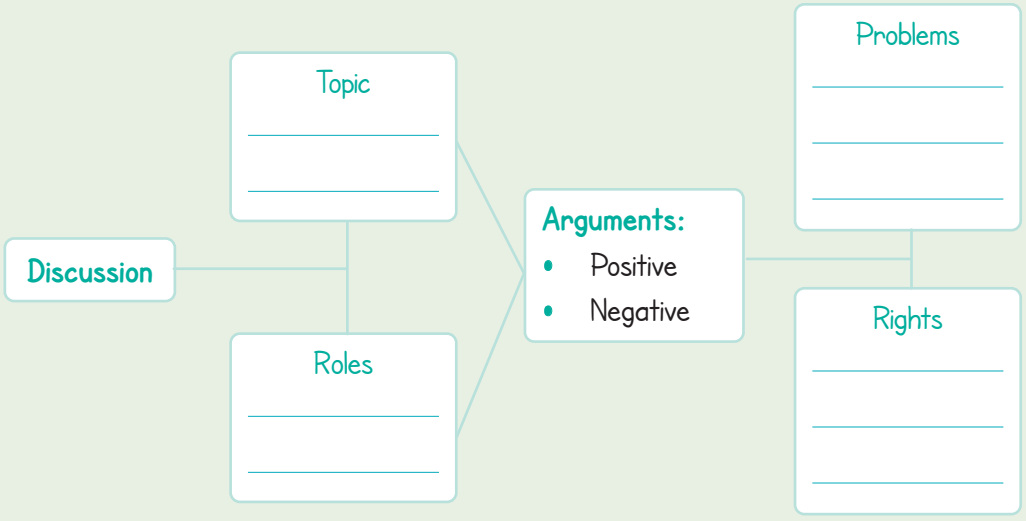
3. In pairs, organize a discussion about young people's human rights.

Vocabulary



1. Arrange the words in the box according to the corresponding classification in the diagram.

Moderator	Health	Discrimination
Security	Injustice	Violence
Education	Youth's human rights	Presenter
Freedom of expression		



Answers: Topic: Youth's human rights. Roles: Moderator, Presenter. Problems: Injustice, Violence, Discrimination. Rights: Education, Security, Health, Freedom of expression

2. In assembly, compare your answers. Finally, write the complete diagram on the board.

Reading

1. Individually, read the following stories about two young employees who promote young people's human rights.

Oliver

I am a college graduate whose career is very promising. I just started working for a law firm. My boss, to whom the firm belongs, talks a lot about the value of our world as young people.

When we meet, he always considers my and my colleagues' opinions and lets us express our proposals freely. He always gives us positive feedback and politely corrects us if we make mistakes. I hope all young people will have an opportunity to express their ideas, just like me.

Julie

I am a university student with a part-time security guard job. I know that most young people like me do not have a safe environment where they can develop physically and emotionally. The streets, which can be dangerous, are full of people who are homeless, have health problems, and lack jobs. My team forms constant protection and support brigades for these vulnerable people.

2. Who is described in each sentence? Mark (✗) the correct boxes. Work individually, but remember that you are part of a community.

	Oliver	Julie
a) This young person defends security and social protection.	☐	☐
b) This young person promotes freedom of expression.	☐	☐
c) This person has a very supportive boss.	☐	☐
d) This person has a job whose function is to protect others.	☐	☐
e) This person has participated in brigades which have provided support to people in need.	☐	☐

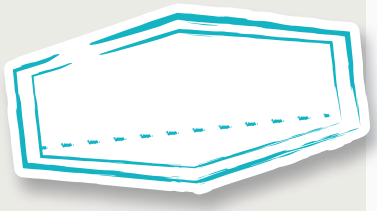
Answers: a) Julie, b) Oliver, c) Oliver, d) Julie, e) Julie

3. Check your answers in communities. Then, check them in assembly.

4. Individually, considering everyone else, reread the texts. Underline the relative pronouns *who*, *whose*, *whom*, *which*, and *that*.

Grammar

1. In community, read the following explanation and mention one more example of each relative pronoun.



Relative Pronouns

We use relative pronouns to give more information or describe someone or something in a sentence.

Relative Pronouns	Use	Examples
who	It is used for people, it replaces subject pronouns like I, she, he, we, and they.	This is the man *who* stole her purse.
whose	It shows possession or relationship.	He knew the family *whose* house we bought.
whom	It replaces object pronouns like me, her, him, us, and them. It refers to the person affected by the action.	They found the lady *whom* they wanted to interview.
which	It is used for things and animals.	My blue laptop, *which* was in the room, was broken.
that	It is used for people or things.	The antenna *that* was in the ceiling fell.

2. Individually, without forgetting you are part of a community, circle the correct relative pronoun to complete each sentence.

a) The lawyer works hard to defend the rights of teenagers, _____ deserve respect and dignity.

who whom whose which that

b) The organization, _____ promotes young people's freedom of expression, is having a conference next month.

who whom whose which that

c) The governor, _____ student activists have approached, is considering political changes to provide everyone with access to education.

who whom whose which that

d) The hospital's director, _____ employees are passionate about social justice, is working on a campaign for equal access to health programs.

who whom whose which that

e) The government prepared a new law _____ protects teenagers' security.

who whom whose which that

Answers: a) who, b) which, c) whom, d) whose, e) that

3. In community, write the complete sentences on the board.

Writing

Individually, considering everyone else, imagine you are a member of an international organization and must write a law to protect young people like you.

a) Describe:
- What organization are you part of?
- What right does it want to protect?
- What actions does the organization take to make this happen?

b) Write in your notebook at least three paragraphs and choose a title for them. Try to use each relative pronoun at least once.

Identifying the Problem

Organized groups bring about social movements. Thanks to their efforts and sacrifices, you now enjoy various rights, including human rights. You cannot renounce or transfer human rights. They are also universal and inseparable, so you cannot lose them.

1. In assembly, mention what you know about human rights and give examples.
2. Refer to the list of human rights recognized in Mexico, according to the Comisión Nacional de los Derechos Humanos (CNDH).
3. Describe situations of inequality, discrimination, injustice, exclusion, violence, and others in your community that affect the dignity of people.
   a) Write all your comments in your notebook. You will use them later in the project.
   b) List cases and cities or towns affected by these problems.
4. Discuss the following questions respectfully:
   a) How do these situations affect the community?
   b) Can you do anything to solve them?
   c) In what cases is it necessary to get organized with other people to protect human rights?

5. Individually, without forgetting you are part of a community, choose a problem you wish to investigate.

   To find information about Mexico's human rights situation, refer to the CNDH. This institution receives and investigates complaints about human rights violations.

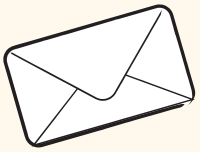
Finding the Cause

Some recent social and political movements fight injustice and inequality in different ways. These movements are born when citizens consider that governments need to guarantee good living conditions, or want to participate in decisions about matters that are important to them.

1. Individually, without forgetting the comments in your community and the problem you chose, investigate a social movement working to solve it locally, nationally, or internationally.
   a) Make a mind map with this information in your notebook. Include a picture in the middle. Look at the example below.

b) Complete the following phrases in your notebook:

- What we can see in the picture is…
- The rights social movements protect are…
- The strategy they use to protect human rights is…



2. In community, share your findings.

3. Answer the following questions.
   a) What movements have started in different places to protect human rights?
   b) How can young people participate, by physical or virtual means?

Action Proposals

1. In assembly, choose one of the problems you mentioned and analyze it in a discussion where you present its causes and effects. Emphasize how this situation violates human rights.

2. In a dialogue circle, determine what problem you can address at school.

3. Once you have chosen a problem, you may try the "spider web" strategy. In a circle, a classmate mentions a proposal to attend or solve the problem. Without letting go the end, they throw a yarn to another student, who has to complete or add a new proposal. The purpose is to have a number of ideas that enable you to produce a feasible action plan.

4. Consider the previous activity's proposals and determine which ones can promote and protect human rights according to your context and resources.

5. In community and with the help of your teacher, establish the objective of your project.

Participation enables you to have a say about issues that affect society. It also helps promote self-esteem, confidence, and a sense of belonging to the community. For this reason, when you participate in collective actions and decision-making, you feel appreciated and acknowledged, which helps you empower yourselves and develop as active and committed citizens. As you get involved in promoting and defending human rights, you help raise awareness in the community about the importance of ensuring the full exercise of all rights. This is why two forums are proposed to express your ideas, knowledge, and solutions to the problems identified.

Plan the Steps

Max Jovan Longo Resendiz, ESTADO DE MÉXICO

1. In community, complete the information from your everyday experience and refer to information sources at hand.
   a) *Colección Nanahuatzin. Ética, naturaleza y sociedades. Tercer grado*
   b) Classroom Library, School Library, public library, or available sources. If you have internet access, you may refer to the Comisión Nacional de los Derechos Humanos and the Consejo Nacional para Prevenir la Discriminación (Conapred) websites.

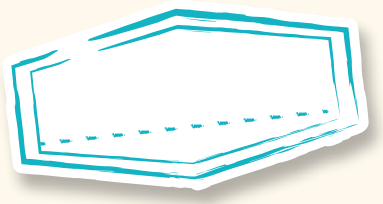
2. After collecting the information, organize two discussion forums to present your reflections about your chosen problem. To do this, you need reliable and updated information that helps you better understand the different causes and expressions of this problem.

3. Look for information that helps you better understand your chosen problem. Based on your needs and interests, consider the following basic aspects.
   a) Problem
   b) Description
   c) People affected, especially those in vulnerable conditions
   d) Violated rights
   e) Causes (explain the operating discrimination modality: *machismo*, classism, racism, capacitism, adultcentrism, xenophobia, homophobia, transphobia, and others)
   f) Data describing the problem
   g) Actions taken to prevent it
   h) Social movements that fight it
   i) Actions that can be taken in your community
   j) Possible solutions from your context

4. To organize the discussion forums, follow the table below. In the work plan, include information about what each community member will do.

Date	Activity	Member in Charge	Materials	Comments

Following Through



The tasks to complete for the forums must be in accordance with the classroom community's characteristics, context, and school.

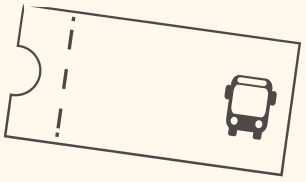
In community, define the steps to follow:

a) Give a name to each discussion, considering the problem you will address.
b) Collect the information you obtained during your investigation and what you know about the topic.
c) Establish rules for the discussion forums, including turns to speak and proper language, among others.
d) Assign roles and responsibilities to participants, such as a moderator to coordinate the contributions so everybody speaks. You can also choose a presenter and someone to collect questions from the audience. Remember to assign someone to write the minutes of the discussion.
e) Prepare information cards to support your contributions. They will help you organize your arguments and give an informed presentation.
f) Prepare the physical space where you will have the in-person discussion. You may invite members of the school community and your families.

Recording the Experience

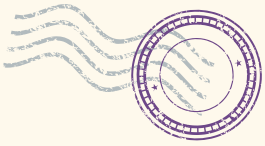
Remember to follow the rules and ensure everyone has a chance to express their ideas. Try to discuss the matter constructively and respect other members' opinions.

1. In community, organize the discussions as planned.
2. Follow an order of participation and write the most important ideas in your notebook.
3. Suggest having a first discussion among students and a second one with the community, with students and parents presenting their arguments about the problem and the importance of doing it in an organized manner, in harmony, and in a good atmosphere. You may use the following questions as a guide:
   a) What is the citizens' role in protecting human rights?
   b) How can society get organized?
   c) What are foundations, trusts, associations, networks, non-governmental organizations and civil society organizations?
   d) What is the role of young people in promoting and protecting human rights?



4. Finally, and collectively, write a statement with your conclusions. Emphasize the importance of protecting human rights and participating for young people.

5. Write it as a commitment and have everyone sign it. By doing so, you commit to taking action to build communities that promote cooperation, respect, and the fulfillment of human rights.



Appreciating My Path

1. In assembly, take up the problem addressed in this project. Talk about your findings while collecting real cases in your community based on what you investigated in different reference documents.

2. Individually, considering what you worked in your community, answer the following questions in your notebook.
   a) What did I learn?
   b) How can I apply what I learned to address problems in my community?
   c) Can I recognize the causes and consequences of human rights violations in different situations?
   d) Did I cooperate with my community by sharing my points of view and presenting proposals to solve the problem in the discussion forum?
   e) How can I address situations in which human rights are violated?

When you answer these questions, consider what you learned in this project concerning the generation of social movements by the organized society. Thanks to them, we now have laws that protect our human rights. For this reason, future collective actions must make human rights violations visible and raise awareness about the importance of protecting human rights.

These are a few additional suggestions to protect human rights:

- Create a digital alert network to make human rights violations visible.
- Raise awareness about the risks of violating those rights.
- Identify human rights authorities and ask for their intervention to secure human rights protection.

3. Finally, write in your notebooks the assembly agreements reached by the community concerning your ethical and political position about human rights violations, and your participation in actions and social and political movements to promote and protect them.

Building Creative, Tactical and Strategic Thinking

Awareness

What Are We Doing?

In this project, you will understand the most effective strategies while playing, the importance of being creative in solving situations, individually or with others, and how to promote playful confrontation while playing modified games (target and dartboard; striking and fielding; full court, divided court, and court invasion) both in and out of school.

En este proyecto, entenderás las estrategias más efectivas mientras juegas, la importancia de ser creativo en la resolución de situaciones, individualmente o con otros, y cómo promover la confrontación lúdica en juegos modificados (de blanco y diana, de cancha común, campo y bate, cancha dividida e invasión de cancha), tanto en la escuela como fuera de ella.

Starting Point

Successfully implementing individual and collective strategies and assertive decisions in sports, as well as in everyday life, is not an easy task. It implies using our knowledge and ability to analyze information. It also requires a wide range of skills and the will to act according to personal and group goals. Therefore, facing life's challenges from an educational perspective of sports is necessary.

1. In community, discuss the importance of individual and group decision-making in sports and in everyday life.
2. Reflect on the following questions: What type of strategies and activities can help us solve problems, challenges, and cognitive, motor, and social tasks in sports games?
3. Consult different sources of information, experts, or specialized institutions for information about which skills are required for decision-making in sports.

4. Answer the following question: How does a student's ability in a sport impact their individual or collective decision-making?

5. Analyze how creative and strategic thinking favors problem-solving in and out of a sports game, along with its difficulties and challenges.

6. In communities, discuss how sports foster personal and social well-being. Consider the following aspects:
   a) Use your available resources. For example: talks, bulletin boards, posters, or school presentations.
   b) Discuss how decision-making has an impact on both individual and collective goals.

7. Organize a motor action circuit during your physical education class. This activity fosters creative and strategic thinking skills.
   a) Organize it based on modified versions of target and dartboard games, striking and fielding games, full court, divided court, and court invasion games.
   b) Emphasize decision-making aimed at solving individual and collective tactical and strategical challenges.

The results of this experience will allow you to carry out your project.

Vocabulary

Divide the classroom community into four communities and split them into A and B. Then, do the following:

a) Community A ("Words") will receive one set of paper strips, and Community B ("Definitions") will receive another set.
   - On the first set of paper strips, write the words that are in the box below.
   - On the second set, write a definition for each word.

b) Community B will distribute their paper strips equally between their members without letting Community A read them.

c) According to the definition on each paper strip, one Community B member will act out according to the word meaning, while Community A members will decide which word from the box is being represented.

d) Repeat this process until every word matches its definition. Then, write it in your notebook.

e) Practice the pronunciation of each word.

foster	field	crucial	assertive	assess	cognitive	outcomes	source

Inquiry Design and Development

That's the Question!

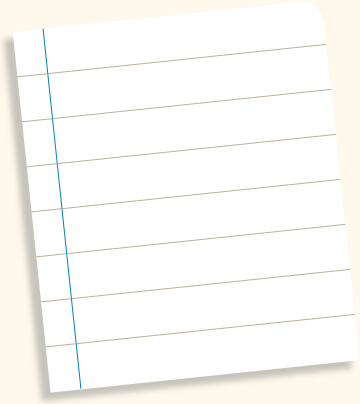
The United Nations Children's Fund (UNICEF) has identified a problem in Latin America related to the future of children and teenagers in the context of the COVID-19 pandemic. UNICEF acknowledges the need for these children and teenagers to develop reflective and critical thinking skills and actively participate when facing challenges in an ever-changing world. To do so, it is important to promote creative and strategic thinking, which is this project's primary goal.

This project aims to develop strategies that foster creative and strategic thinking in different scenarios and solve challenges as they arise. Sports are an exceptional tool for this.

What I Do Know and What I Want to Know

1. In community, discuss the following questions:
   a) What sources of information related to the content to be developed do you know? Who do you think you should interview?
   b) What creative alternatives are available for practicing modified games like target and dartboard, striking and fielding, full court, divided court, and court invasion in a school environment?
   c) What does the term *internal logic of a sports game* mean from the perspective of physical education?
   d) How can you boost the design and evaluation of strategies to foster individual and collective participation through modified games?
   e) What does it take to design, organize, implement, test, evaluate, and modify the development of the Building Creative, Tactical and Strategic Thinking project, inside and outside school?

2. Document the information gathered and, with the help of your teacher, decide what questions you will need to ask to do the research in "What I Need to Know." Remember to consult reliable sources of information and experts who can help you throughout the project.



What I Need to Know

It is almost time to start your sports games!

1. In communities, write the following questions in your notebook:
   a) Regarding collective and individual participation, what is a strategy, and how does it contribute to the decision-making process in sports and in everyday life?
   b) What decisions are necessary to reach the goals set in sports and in everyday life?
   c) What are the modified games of target and dartboard, striking and fielding, full court, divided court, and court invasion about?
   d) How can you take advantage of recycled or reused materials to implement creative and innovative modified games at school?
   e) How can you design, organize, implement, assess, and revise this project based on your proposal to play modified games in and outside school?
   f) What skills are you practicing when you use your creative and strategic thinking?
   g) When participating in target and modified games similar to dartboard, striking and fielding, full court, divided court, and court invasion, both in and out of school, which motor skills interact and foster strategic and tactical decision-making?

2. To answer the previous questions in depth, consult different sources of information, for example:
   a) Magazines, books, articles, videos, or interviews with experts, such as physical education teachers, members of your community, promoters of healthy living, and sports coaches.
   b) The book *Colección Nanahuatzin. De lo humano y lo comunitario. Tercer grado*, specifically the topics on physical education, with descriptions of situations involving collaboration, ludic confrontation, and problem-solving using creative and strategic thinking.

c) Books that integrate disciplinary knowledge from other Formative Fields.
d) Classroom Library, School Library, or the public library.
e) Physical education and sports training specialists and community or municipal sports coordination units.

Building and/or Proving
Organizing the Activities

Follow these steps to carry out the activities that promote your project goals effectively.

1. In community, develop an introductory and awareness-raising activity to promote strategies and decision-making in different modified target and dartboard, striking and fielding, full court, divided court, and court invasion games.

2. With the help of your teacher, choose the modified games' experimental dynamics according to their classification.

3. Introduce your design or schedule of activities, scenarios, and moments, along with the timing for each kind of game.

4. In communities, talk about the need to generate strategies to solve problems, difficulties, and cognitive, motor, and social challenges arising in individual and collective sports games, in or outside school.

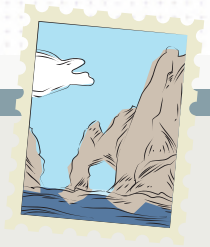
5. With the help of your teacher, establish the format and evidence that will allow you to share your findings with your classmates, family, friends, and neighbors.

6. Take notes on the process for designing a set of games using registration forms, a planning instrument, and other control mechanisms to ensure the meaningful participation of the working communities during every stage of all the project.

7. Analyze how you can promote inclusion, creative and strategic thinking, and individual and collective decision-making throughout your project.

8. Promote debate, dialogue, and comparison of the importance of developing creativity, strategic thinking, and collaboration in the decision-making process on different sports game scenarios at school and in your community.

Grammar



1. In communities, analyze the following grammar section:

Adjective Clauses

Structure	When Do You Use It?	Example
noun + *that/who/which* + verb + complement or object	When giving more information about a noun or pronoun (like describing what something is, who someone is, or which one we're talking about).	This *project*, *which will help you understand the most effective strategies*, must be completed in 5 days.

2. Individually, considering everyone else, read the following sentences carefully. Then, read the adjective clauses in the box below. Relate them by writing the appropriate letters in the parentheses.

I. The sports _____ are the best for developing teamwork. ( )

II. The children _____ are probably happy. ( )

III. People _____ are always in demand. ( )

IV. A person _____ is good at solving problems. ( )

V. A person _____ would be a good friend. ( )

VI. The activities _____ are significant. ( )

a) that require cooperation and communication
b) who is able to think critically
c) that challenge cognitive and strategic thinking
d) who is outgoing and loyal
e) who are good at communicating clearly
f) who enjoy playing team sports

Answers: Ia, IIf, IIIe, IVb, Vd, VIc

3. Now, share your answers with the classmate next to you.
4. Talk to your teacher and the rest of the classroom community about the answers and their meaning.

Creativity at Work

1. In communities, with the help of your physical education teacher, develop your project. Consider the following items:
   a) Using properly documented and communicated activities to everyone involved, make participants aware of and inform them about the elements that will make up the project.
   b) Acknowledge the problem detected and devise solutions related to the project's contents. This will allow you to discover how sports games promote strategic thinking and foster collaborative decision-making by formulating individual and collective strategies.
   c) Develop a planning instrument that includes every activity involved in performing the modified versions of target and dartboard, striking and fielding, full court, divided court, and court invasion games. Consider the different areas where you can practice them at school and in your community.
   d) Set up internal communication strategies to manifest what you shared and learned throughout the project. Make sure you use several instruments for managing, recording, and evaluating the knowledge, skills, and attitudes acquired during this stage.
   e) Talk to other education experts using evidence and other resources. Present the sports games as products or services this project provides to the school community during your regular class schedule.

2. With the help of your teacher, implement a circuit with stations, introducing sports games with new scenarios for individual or collective ludic confrontation. Focus on target and dartboard, striking and fielding, full court, divided court, and court invasion games. Emphasize making tactical and strategic decisions to solve increasingly complex and uncertain situations according to the participants' characteristics and needs.

Let's modify a game!

1. Get together in communities.
2. With the help of your teacher, brainstorm as many sports as you can remember and write them on the board.
3. Each community will choose one sport from the list.
4. Modify the sport you chose by adding rules and increasing the level of difficulty. This will help participants practice their problem-solving skills.
5. Use the following questions as a guide: How can we change rules requiring more thinking and decision-making? Can we add obstacles or challenges to the activity?

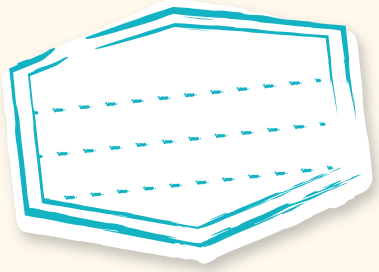
Let's add the modifications!

1. After defining the new rules, challenges, and/or modifications to the chosen sport, write the new instructions on how to play it.
2. Be very specific. You can use transition words like *first*, *then*, *next* to help your readers understand.
3. Exchange your modifications with the other communities in your classroom and take note of all the comments or recommendations in your notebook.
4. Use the communities' opinions to modify your instructions if necessary.

Let's present our modified game!

1. Each community will present their new modified game.
2. Consider the following elements for your presentation: Name of the original game, why you chose it, how to play it, what modifications you made, how this new game will help participants with decision-making, and how you will play it.
3. You can use pictures, drawings, a projector, material from your physical education teacher, and mime in your presentation.
4. After outlining your instructions, one community will try to practice the sport and verify your instructions are clear.
5. Answering the following questions will help you reflect on the results: Were the instructions clear and easy to understand? What would you change to make the instructions clearer? Was the modified game fun? How would you change the game to make it more fun and challenging?

Sharing and Assessing What We Learned



1. The following suggestions will improve your project's activities management and implementation.

Before

a) Promote the exchange of experiences between communities to provide feedback on what should be considered and foreseen when setting your game in motion.
   - Use safe areas inside and outside your school and develop materials to promote participation.

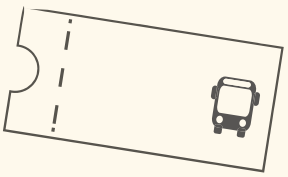
b) Agree on a set of participation rules establishing the attitudes and values that must prevail when socializing in the areas chosen and during the activities. Make sure communities are diverse.

During

a) Encourage participation inside and outside school.
   - Make sure that all set rules are responsibly and respectfully followed.
   - Evaluate the ownership of content and decision-making based on new proposals for individual and collective sports games.

After

a) It is important to provide feedback on the process and the implementation of the physical, recreational, and sports activities. To do so, design a self-evaluation instrument that considers the following criteria:
   - Propose dynamic activities, challenges, and games that promote an active and healthy life.
   - Visit and evaluate the areas where the project will be implemented.
   - Collaborate in the research, registration, analysis, and reflection on the problem, its causes, and possible solutions, and, at the same time, design products and learning evidence.
   - Enjoy participating in scenarios where several physical, recreational, and sports activities are shown and proposed to your classmates, family, friends, and neighbors.



2. Finally, write in your notebooks the assembly agreements reached by the community to finish your project on implementing your modified games: target and dartboard, striking and fielding, full court, divided court, and court invasion, inside and outside school.

Stop Racism!

In this project, you will engage in role-play activities to understand scenarios of injustice, and to develop the ability to recognize actions and ideas that promote racism in the media. You will explore how racism impacts society and its various aspects.

En este proyecto, participarás en actividades de juego de roles para entender los escenarios de injustica y desarrollar la habilidad de reconocer acciones e ideas que promueven el racismo en los medios de comunicación. Explorarás cómo el racismo impacta a la sociedad y sus diversos aspectos.

Identification

1. In assembly, with the help of your teacher, discuss the following questions. Then, write the conclusions you reach in your notebook.
   a) What is racism?
   b) What types of actions are racist?
   c) Which sectors or social groups in your community do you consider to be more vulnerable to racism?

2. List and write on the board behaviors that happen in your community and that you consider to be acts of racism.

Adriana Maya Soto, ESTADO DE MÉXICO

Race is a social construct based on physical characteristics. These constructs have allowed for the oppression and domination of one group of people over others. Because of these constructs, some people have been considered superior and others inferior. This belief harms the dignity and fundamental human rights of the less privileged. Slavery is the extreme case.

This occurred for many centuries. For example, enslaved Africans were brought to Veracruz and occupied the lowest position in the social hierarchy, even below the indigenous inhabitants of the American territory.

Today, some people still treat others unfairly because of their skin color. They might think that people with darker skin are not as good as people with lighter skin. This is not correct. Everyone should be treated the same, no matter what they look like.

The Museo Memoria y Tolerancia in Mexico shows that racism is connected to how people treat others based on their wealth or social status. It is also about acting like you are better than someone else. This can happen when people have more material possessions, go to certain places, use certain words, or mistreat others because of how they look or where they are from.

3. Individually, without forgetting you are part of a community, write in your notebook why we still see racist acts in society today.

4. Share and discuss what you wrote with the rest of your community.

Retrieval

1. Individually, without forgetting you are part of a community, read the following text:

> Racism is based on the imposition of ideas, prejudices, and stereotypes that favor the conservation of privileges by a dominant group, which despises others for their way of life, physical appearance, traditions, or skin color. Racist acts are based on ideas, prejudices, and stereotypes that are passed down from generation to generation.

Stereotypes are socially constructed ideas, often assumed to be valid. However, they are erroneous or simplified preconceptions about another human group based on their characteristics. Stereotypes are transmitted from generation to generation and can lead to practices of discrimination and intolerance.

Prejudice occurs when someone judges another person without knowing them. It is like deciding if you like a book just by looking at its cover. Prejudice can make people treat others unfairly because they believe untrue things about them.

2. In communities, perform the following activities to analyze some examples in the media and identify the transmission of prejudices and stereotypes that promote racism.

a) Discuss and choose a television program, movie, platform, or social network.
b) Research examples of phrases, actions, or attitudes that promote racism from various sources of information (books, magazines, internet pages) and write them in your notebook.
c) Based on the research done in the previous step, examine the program, movie, or social network you selected to identify the elements that promote racism.
d) Analyze what you observed and write it in your notebook. Use an organizer like the following:

Content Analysis

Title of the selected program or channel:
Date of observation:
Participants:
Phrases that promote racism:
Actions that promote racism:
References that allude to the superiority of one group of people over another:
Prejudices and stereotypes that promote and justify racism:
Conclusions:

Approach

Racism, like many acts of discrimination and exclusion, is normalized in Mexico, although it is rarely openly acknowledged. It is not uncommon for negative behaviors related to physical appearance, especially skin tone, to occur in the media.

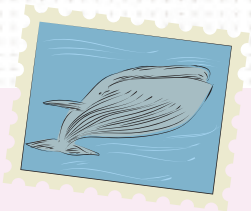
Both traditional media and social media are susceptible to communicating racist messages of all kinds. That is why carrying out projects to transform and eradicate those actions and ideas is important.

One of the main barriers to eliminating racist language and acts is denial, so the first step is to make those acts and phrases visible.

1. In your community, ask people if they have been victims of or have perpetrated racist actions. To do this, follow these steps:
   a) Determine the questions you will ask.
   b) Establish how many people you will interview and who.
   c) Decide on the place and date of the interviews.
   d) Help interviewees realize that when they use phrases like "We need to improve the race" or "Work like a black person," they promote racist attitudes.
2. Share and discuss the findings of your interviews.
3. Conduct research in various media, such as books, newspapers, or reliable internet pages, about how racism and discrimination affect us socially.
4. Investigate which sectors of the population are more likely to suffer acts of discrimination and racism.

Max Jovan Longo Resendiz, ESTADO DE MÉXICO

Speaking



In communities, role-play.

a) Act out one of these situations.
   - Pretend you're at a job interview and the interviewer is rude because of how you look.
   - Imagine you're eating lunch, and someone says mean things about a friend's skin color.
   - Pretend you are shopping, and someone is not nice to the worker because of their race.
b) Decide who will play each role. Switch roles.
c) Act out the story using words and actions that seem natural for the situation.
d) When you're done, share what you learned about discrimination.
e) Act out another story and keep taking turns until you try them all.
f) Finally, talk with your classroom community about what you learned from playing. Discuss ways to be kind to everyone, no matter how they look.

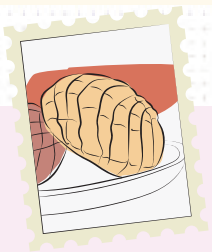
Planning

Max Jovan Longo Resendiz, ESTADO DE MÉXICO

1. In assembly, discuss why it is important to teach everyone in the community not to use mean words that make others feel bad because of their skin color.
2. Talk about creating things like posters, videos, or pictures that teach people about racism. Select the most relevant material for your community by answering the questions in the next table.
3. Read the example and fill in the table using complete sentences written in future tense.

Question	Example	Your answer
How *will* we share our material about racism?	We *will* share our material by putting up posters.	
Who *will* see it?	Our school community *will* see it.	
What do we hope *will* happen when people see it?	People *will* use nice words when talking about others.	

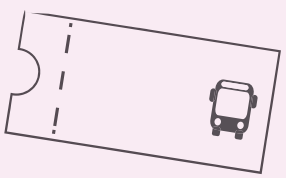
Speaking



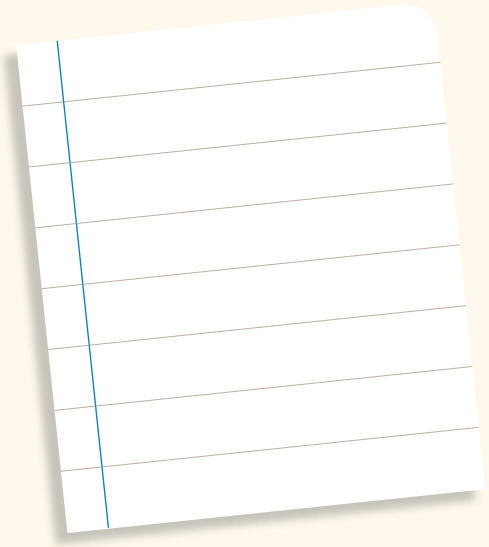
1. In communities, think about what might happen after you carry out this project.
2. Share your ideas verbally. Remember to use words like *will* to talk about the future.

Examples:

People *will* learn about racism.
People *will* stop saying mean things.
The media *will* be careful when talking about race.



Comprehension and Production

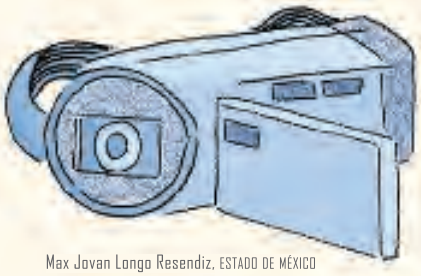


1. In community, consider the following points to address throughout the selected material to raise awareness about racism:
   a) What is racism?
   b) How does racism affect society?
   c) What actions promote racist acts?

2. Establish the responsibilities and a schedule to follow in your notebook. Use the future tense. Use the following table as an example.

Name of the project:

Which Activities Will Be Done?	By Which Date Will the Activity Be Done?	What Materials Are Needed for the Activity?
Ana will read examples of discrimination in schools.	Ana will read the material by March 1.	Ana will need books on the subject.
Martha will write up a script.	Martha will write the script by March 5.	Martha will need her notebook.
Mario will film Martha reading the script.	Mario will film by March 7.	Mario will need a smartphone or camera.
Manuel will edit the film.	Manuel will edit the film by March 10.	Manuel will need a smartphone with an editing app.



Max Jovan Longo Resendiz, ESTADO DE MÉXICO

3. Gather the information and the list of supplies needed to create your material. For example, in the case of creating videos, prepare the scripts for the speeches you will need.

Exploration

1. In community, present a general idea of the material you will create.

2. Discuss the relevance of your proposal.

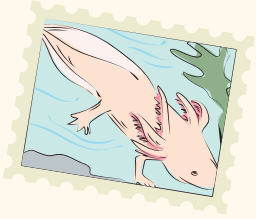
3. Discuss the elements you want to keep or change in the material proposal to raise awareness about racism. Consider the following questions to reach agreements:
   a) What is the most suitable material to communicate with the most significant number of people in your community?
   b) Which elements should be changed in the proposal and why?

Integration

1. In communities, according to your schedule, carry out the necessary activities to draft the material you have chosen.

2. Present the draft to your teacher and discuss the aspects to improve.

3. Make the necessary adjustments and the final draft of your material.



Broadcasting

1. Share the material you created with the people in your community according to the plan you developed.

2. In a dialogue circle, ask people to share whether the material has achieved its purpose of informing people about actions and expressions that promote racism.

3. Individually, without forgetting you are part of a community, consider and answer the following questions in your notebook:
   a) How do you think the material you created contributes to raising awareness about actions that promote racism?
   b) What other actions can be taken to eradicate racism?

Consideration and Advances

1. In community, consider the following questions:
   a) What did you learn from this project?
   b) Why was it important to learn about racism?

2. Complete the following in your notebook.
   a) What we liked the most was...
   b) What we liked the least was...

3. Finally, write in your notebooks the assembly agreements reached by the community to inform and raise awareness among the people in your locality about the importance of eradicating racism.

Remember to use the future tense to talk about what you plan to do. For example: "We will create posters to spread the message of equality."

I Guess, Then I Make Decisions

Awareness
What Are We Doing?

In this project, you will research blood types in your community. You will also learn about the blood types you can get in a blood transfusion and how probability helps to avoid problems. Finally, you will organize a blood donation awareness campaign.

En este proyecto, investigarás los tipos de sangre que hay en tu comunidad. También, aprenderás sobre los tipos de sangre que puedes recibir en una transfusión, y cómo la probabilidad ayuda a evitar problemas. Finalmente, organizarás una campaña de concientización sobre la donación de sangre.

Beginning and Observation

Blood donation is a significant progress in medicine and human life. Throughout history, there had been attempts to investigate the possibility of making blood transfusions, but the results were unfavorable, and the process had been banned. After much research, four blood groups were identified: A, B, AB, and O; afterward, the Rh factor was determined (positive or negative).

1. In communities, do the following:
   a) Research the blood types and the Rh factor in books, scientific magazines, and reliable web sites, or interview local experts in the field, and write everything you find about them in your notebook.
   b) List the different blood types in your community. Also, write down your family members' blood types.
   c) Now, research blood transfusions: their characteristics, the risks they represent, if any, the situations in which they are needed, and the benefits of blood donation.
   d) Identify places in the community where you can donate blood.

2. In assembly, brainstorm ideas about the benefits of blood donation, and write about its advantages and requirements.

   According to the Oficina de Información Científica y Tecnológica para el Congreso de la Unión, Mexico is last in voluntary blood donation among other Latin American countries.

3. Look in books or websites for the reason why voluntary blood donation is so low in Mexico. Write your findings in your notebook.

Grammar

Individually, but considering everyone else, pay attention to grammar: We use *will* and *going to* to talk about future events. These are some examples to start using and thinking about during your project.

Will	Going to
It expresses future actions decided at the moment of speaking (immediate decisions). Example: I *will* have the salad and fish.	It expresses future plans decided before the moment of speaking (prior plans). Example: I am *going to* visit my aunt on Friday.
It expresses a prediction based on what people expect to happen (prediction without evidence). Example: I think Barcelona *will* win the game.	It expresses a prediction based on present evidence (prediction with evidence). Example: Look at those black clouds! It is *going to* rain.
It expresses a future fact. Example: The sun *will* rise tomorrow.	It expresses something that is about to happen. Example: The concert is *going to* start any minute now.
Both *will* and *going to* can be used to make predictions about the future without having a real difference in meaning.	

Speaking

In communities, make some predictions about the future using *will* and *going to* based on the information you previously gathered about blood and blood donation. Propose new ideas about donation and ways of helping the people who need it! You can use the QR/link on the right as a source of information.

Example:

When I turn 18 years old, I am *going to* participate in a blood donation campaign.

https://bit.ly/45Bac8w

Where We Are Headed

Individually, without forgetting that you are part of a community, complete the following steps:

1. In your notebook, copy and complete the table below with the data obtained in subparagraph b) in "Beginning and Observation."

	AB+	AB-	A+	A-	B+	B-	O+	O-	Total
Records									
Fraction of the Total									
Percentage									

2. In community, review others' records and, with the complete information, fill the table in your notebook.

3. Individually, get the total number of responses and complete the following line: Fraction of the Total. Write the results as a fraction. The numerator is the digit in each column, and the denominator is the total number of records. With the fraction, calculate the percentage.

4. Reflect on the observable proportions when you compare the columns.

5. Show the data with more records. Look at the following example and write a sentence like the following: "B-type is more common. It has a probability of $\frac{15}{100}$."

6. Write a sentence for each column and compare the results with your classmates.

7. Collectively, discuss the possibility of ensuring blood transfusions if, by any chance, most people with B-type decide to move to another place.

8. In assembly, decide if probability can help you to identify the most and the least common blood type in your community.

Juan Pablo Dorantes Pineda, CIUDAD DE MÉXICO

Inquiry Design and Development

That's the Question!

Starting with the different analyses, organize your information and prepare a partial conclusion to know more about the different blood types and their Rh factor.

1. Answer the following questions in your notebook:
   a) Based on your results, what type of blood is more common in your community or neighborhood?
   b) How difficult is it to receive a blood transfusion if you have the least common blood type?
   c) How would you design a method to find the proportion of the different types in a blood bank?
   d) How would you keep control in a blood bank to know the number of bags used versus the total number in the bank?

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2. Speak to different students about a strategy to predict a person's blood type and Rh factor. After the discussion, you can get a hypothesis like the following: "Type B blood with Rh factor is the least frequent so it is more difficult to have this blood type for transfusions."

3. In assembly, select one of the following problems, solve it, and demonstrate the hypothesis.
   Problem 1: If a person needs a blood transfusion, what is the probability of receiving it in your community?
   Problem 2: If there is no sufficient blood in a blood bank, what alternatives can you recommend for promoting the culture of blood donation?

To solve the given problems, use the following strategies:

Strategy 1: Use probability and link all the obtained data. Consider that the person will need to make an immediate donation, and the difficulties and risks.

Strategy 2: In a blood bank, you need to have exact information about the blood types so you can use them when necessary. To do this, you need to use probability to show the data.

If another strategy is more convenient, write it in your notebook and share it with your community.

Seek and Find

It's the moment to organize your research. For that, assign roles or tasks to involve all the community members you're working with. To find reliable sources of information, do the following activities:

1. Determine the topics of interest and suggest sources to research, such as books, magazines, newspaper articles, websites, videos, and experts on the subject.

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2. Choose the best sources for your research and justify your choice.
   a) Include the book *Colección Nanahuatzin. Saberes y pensamiento científico. Tercer grado.* You can also research in your Classroom Library, School Library, or other available sources, like official health websites.

3. Organize the obtained information in flashcards and evaluate its quality.
   a) Look for the source, author, and publication date.

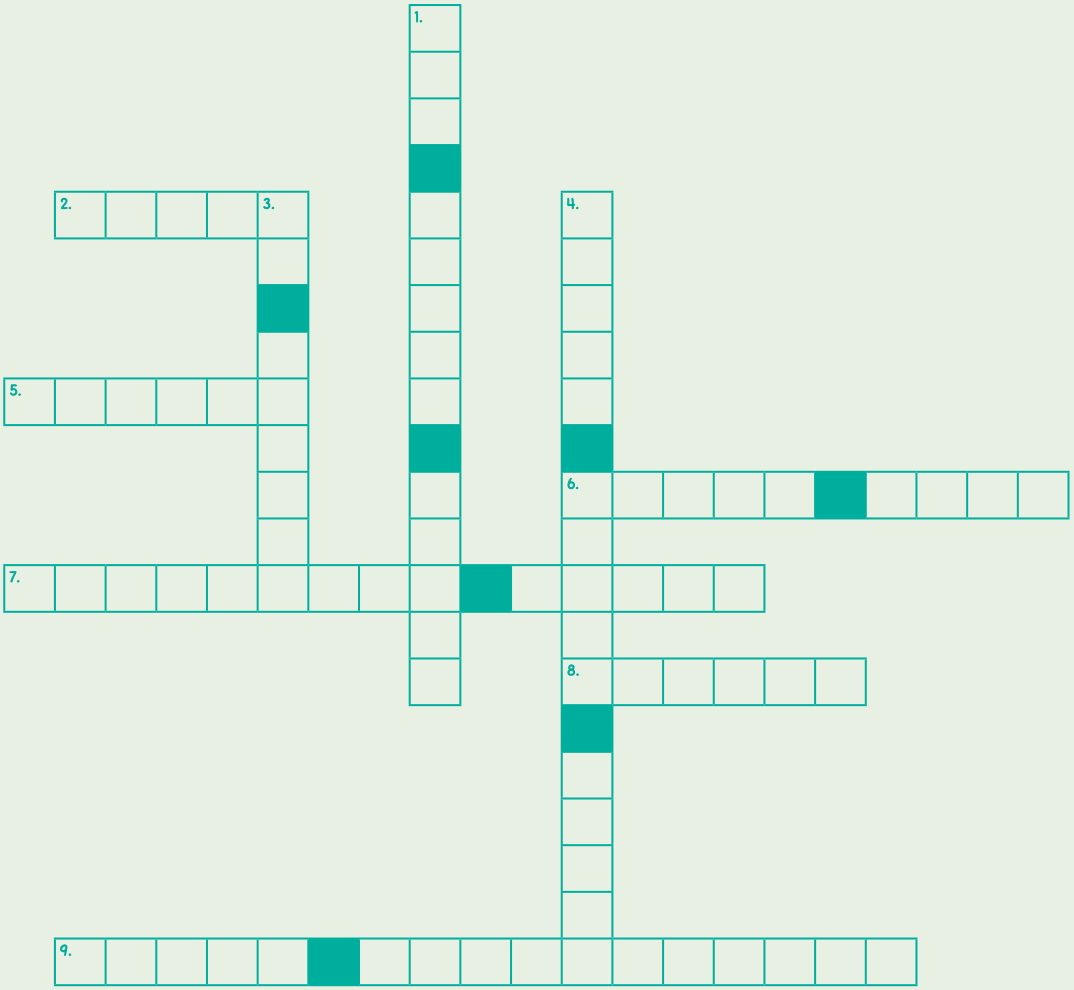
Find and Learn

To develop your research about the blood types and the donation process and its characteristics, benefits, and health risks, being supportive and as a community, do the activities on page 104.

Vocabulary

Individually, without forgetting that you are part of a community, solve the following crossword puzzle to improve your vocabulary on the topic of blood donation.

Blood Donation



Down

1. Also called erythrocytes or RBCs, they serve two important functions: they carry oxygen from the lungs to cells in all parts of the body and take carbon dioxide back to the lungs from the cells.
3. An antigen present on the red blood cells of about 85% of people.
4. Colorless blood cells that fight infections.

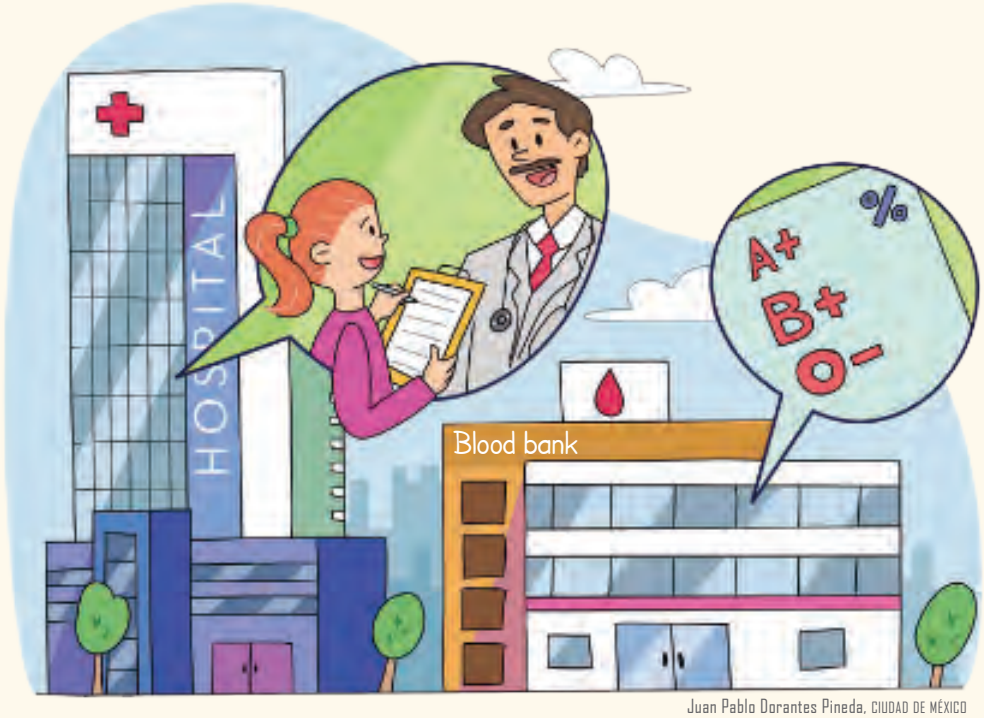
Across

2. A person who donates blood for transfusion.
5. The fluid portion of the blood minus the red blood cells and white blood cells, and platelets.
6. The most important and well-known blood group is ABO. Everyone's blood falls into one of the four groups, or types: A, B, AB, or O.
7. A person who has a blood type that is compatible with all other persons.
8. To give blood.
9. The process of administrating blood or blood components from one person into the circulatory system of another.

Answers: Across: 2. donor, 5. plasma, 6. blood type, 7. universal donor, 8. donate, 9. blood transfusion
Down: 1. red blood cells, 3. Rh factor, 4. white blood cells

1. Write the data with notes of the probability as a fraction and percentage. Also, review the obtained results.

2. If you need more information, research it and add it to your work.



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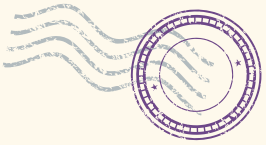
3. Include data to support your research and check that it is recent and from reliable information sources.

4. You should conduct surveys in your community or neighborhood to get information about the chosen problem and possible solutions.

5. Schedule field visits to relevant places to get first-hand information and to observe some theory concepts. Some places to schedule field visits are:
   a) Hospitals
   b) Blood banks

6. Organize group debates to discuss the pros and cons of the solutions for the identified problem. The discussion will allow you to analyze the solutions from different perspectives and reach an informed conclusion.

Building and/or Proving
The Possible Paths



1. In community, evaluate the use of probability to express events that don't happen periodically or constantly, like an urgent surgery, operation, or accident. Use newspaper information or from the Instituto Nacional de Estadística y Geografía (Inegi). Reflect on the need to use probability to estimate the blood needed in a blood bank and other science areas or daily life.

2. Discuss your findings, and get feedback from your classmates.

3. In your projects, consider the requirements to donate blood.

4. In communities, discuss why it's necessary to donate blood, and include relevant information in your project.

5. Organize an awareness campaign for blood donation. If you need help, talk to your teacher or your parents.

6. Make a blood donation campaign.

Alejandra Lara Vázquez, CIUDAD DE MÉXICO

COMMUNICATION
I Got It

It's time to design your blood donation campaign and present your work. Remember to include the following:

Before

- Prepare the necessary material to present it. Identify the important points for your campaign.
- Plan and rehearse your presentation so it can flow smoothly.

Alejandra Lara Vázquez, CIUDAD DE MÉXICO

During

- Talk about your information sources, if they were difficult to find, and if you used some search and collection strategies.
- Mention what you needed to launch the campaign, if you used an artistic technique, comment on its important points, and why you chose it.
- Include a synthesis of the problem that was not chosen. Identify similarities between the issues and their solutions.
- Explain the importance of probability. Discuss how you could predict diverse incidents without probability.

After

- Remember that respect in your community is very important; ask your classmates if there are any questions or doubts. When others present their work, and if you want to expose an idea, do it with empathy and respect.
- Explain how you felt while doing the project, what you would like to include and improve, and what other things you would like to research.

Finally, reflect on the conclusions when your classmates' presentations are over.

In a knowledge exchange, gather community members and discuss about what they know about voluntary blood donation, why it is important to promote it, and why it is not a common practice in Mexico. Find alternatives to improve the blood donation numbers in your community.

Self-Reflection
Appreciating My Path

Reflect on the work done during this project, how you interacted with other students, the abilities you developed or improved, and how you obtained knowledge.

1. Individually, without forgetting what you learned in community, and with the help of your teacher, do the following:
   a) Reflect on your research process and evaluate the activities you performed. Discuss your strengths and weaknesses and identify opportunities for future research projects.
   b) Make a reflexive presentation about your research project and the activities you performed. Discuss this project's most interesting and challenging parts and what you learned.
   c) Survey the quality of your project and the activities you have completed. Use this information to identify your work's strengths and weaknesses.
   d) Participate in a final debate about your topic of research. Talk about the possible solutions to the problem. Use what you found out in your research to support your arguments.

2. Find alternatives in a clinic or health center where you can promote the importance of voluntary blood donation, in which you could also promote mobile donation.

3. Finally, write in your notebooks the assembly agreements reached by the community regarding blood donation problems.

Technical Solutions Using Sustainable Energies

AWARENESS
What Are We Doing?

In this project, you will identify different energy sources employed in technical processes and compare renewable and non-renewable energies and their environmental impact. With this information, you will be able to propose alternatives to help ensure the right to a clean environment for the younger generations.

En este proyecto, identificarás diferentes fuentes de energía usadas en procesos técnicos, compararás energías renovables y no renovables, y conocerás su impacto en el ambiente. Con esta información serás capaz de proponer alternativas para asegurar el derecho a un ambiente limpio para las generaciones más jóvenes.

Starting Point

1. Individually, without forgetting you are part of a community, fill in the blanks of the following text with the appropriate words from the box below:

reduce | procedures | energy | goods | deterioration | technical | products | clean

In _____ processes, raw materials and _____ are employed. From these, _____, services or _____ are obtained. This is done using established _____. The energy employed has caused _____ of the environment. Thus, we try to _____ the use of non-renewable energies or change them for _____ energies.

2. In assembly, discuss what you know about technical processes and answer the following questions. You may not know all the answers, but you will expand your knowledge with this project.
   a) Do you know any technical process? Which one? Can you briefly explain it?

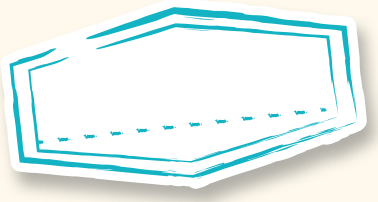
b) Do you know what types of energy are employed in technical processes?
c) What energy sources do you know?
d) Which are renewable and which are non-renewable energy sources?
e) Which energies are employed at school and your home?
f) What benefits does using renewable or clean energies have for your community?

Juan Pablo Dorantes Pineda. CIUDAD DE MÉXICO

3. After answering the previous questions, research the following topics using trustworthy sources:
   a) Types of energies used in your area.
   b) Sources of the energies you employ.
   c) Renewable and non-renewable energies.
   d) Advantages and disadvantages of the different types of energies.
   e) Concept of *technical processes* and their types.

Inquiry Design and Development

That's the Question!



1. In assembly, share the information you got from your research in "Starting Point."

2. Reflect, comment, and write in your notebook the answers to the following questions:
   a) Which renewable energies do you use at home?
   b) Which non-renewable energies do you use at home?
   c) What energy is used to make *tortillas*, bread, and other food in your community?
   d) What energy do sewists, carpenters, mechanics, and other service providers, stores, and trades in your community use?

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3. Analyze and discuss the following questions. Write down the agreements that you reached in your notebook.
   a) How can you reduce energy consumption and make a change to stop environmental deterioration in your community?
   b) Who in your community can contribute to reducing environmental deterioration?
   c) How can you involve more people in generating a change and stopping environmental deterioration in your area?

4. Transcribe your ideas on a graphic planner, on the board, or in your notebook.

What I Do Know and What I Want to Know

1. In assembly, reflect on the following:
   a) Can you stop using non-renewable energies? Why?
   b) Can renewable energies substitute non-renewable energies in all cases? Why?

2. Share your ideas and listen attentively and respectfully to what your classmates think about these questions.

3. Decide if you need to research more about the questions in activity 1. You can ask your teacher for suggestions about how and where to expand your research.

4. Read the following information about the 2030 Agenda for Sustainable Development United Nations initiative, and choose the goals you consider more meaningful and applicable to your community.

Find more information about the 2030 Agenda for Sustainable Development here:

https://bit.ly/4c15d3e

Sustainable Development Goals and Targets

Goal 1. End poverty in all its forms everywhere.
Goal 2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture.
Goal 3. Ensure healthy lives and promote well-being for all at all ages.
Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
Goal 5. Achieve gender equality and empower all women and girls.
Goal 6. Ensure availability and sustainable management of water and sanitation for all.
Goal 7. Ensure access to affordable, reliable, sustainable and modern energy for all.
Goal 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.
Goal 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation.
Goal 10. Reduce inequality within and among countries.
Goal 11. Make cities and human settlements inclusive, safe, resilient and sustainable.
Goal 12. Ensure sustainable consumption and production patterns.
Goal 13. Take urgent action to combat climate change and its impacts*.
Goal 14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development.
Goal 15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss.

Goal 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.
Goal 17. Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development.

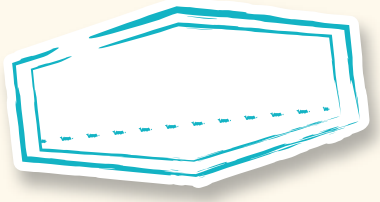
The Goals and targets will stimulate action over the next 15 years in areas of critical importance for humanity and the planet.

*Acknowledging that the United Nations Framework Convention on Climate Change is the primary international, intergovernmental forum for negotiating the global response to climate change.

What I Need to Know

1. In assembly, discuss which Sustainable Development Goals and Targets you find most important and applicable to your community and agree on prioritizing them.
2. Suggest strategies to promote the use of renewable energies in your community.
3. Analyze your possibilities and the means you can employ to consider your proposals.

4. You can research more about the actions that universities, research centers and technological institutes develop, especially the Centro de Investigación y de Estudios Avanzados del Instituto Politécnico Nacional (Cinvestav) and the Consejo Nacional de Humanidades, Ciencias y Tecnologías (Conahcyt). You can also use the following sources:
   a) Book *Colección Nanahuatzin. De lo humano y lo comunitario. Tercer grado*
   b) Disciplinary books from other Formative Fields
   c) Classroom Library, School Library, public library, or trustworthy internet pages
   d) The experience of your families or community members who use or know about renewable energies



5. Decide if you want to ask a specialist how to implement your proposals to reduce energy use considerably, and whether switching from non-renewable to renewable energies in your school is possible.

Grammar

Future Progressive

For writing about projects for the future, a helpful grammar structure is the future progressive. It is used to talk about processes or temporary situations in the future. For example:

We *will be implementing* energy-saving policies.
We *will be changing* traditional bulbs to energy-saving bulbs.

Form	Structure	Examples
Affirmative	subject + *will* + *be* + verb in *-ing* form	She *will be reducing* her use of water when taking a shower.
Negative	subject + *will not/won't* + *be* + verb in *-ing* form	They *won't be using* so much gas to cook.
Interrogative	*will* + subject + *be* + verb in *-ing* form	*Will* you *be reducing* your energy consumption at home?
	wh-word + *will* + subject + *be* + verb in *-ing* form + ?	What *will* you *be doing* to reduce energy and water consumption at home?

Complete each sentence using the future progressive form of the verb in parentheses.

a) This time tomorrow, I _____ (fly) to New York.

b) Next week, she _____ (start) her new job.

c) At 8:00 p.m. tonight, they _____ (watch) their favorite TV show.

d) By this time next year, we _____ (live) in our new house.

e) When you arrive, I _____ (wait) for you at the station.

f) Tomorrow at noon, he _____ (meet) with his manager.

g) At 10:00 a.m., the team _____ (discuss) the new project.

h) By the end of the month, she _____ (finish) her course.

i) This evening, we _____ (have) dinner with friends.

j) At this time next week, I _____ (relax) on the beach.

Answers: a) will be flying, b) will be starting, c) will be watching, d) will be living, e) will be waiting, f) will be meeting, g) will be discussing, h) will be finishing, i) will be having, j) will be relaxing

Building and/or Proving
Organizing the Activities

With the information you gathered, you will organize a fair of alternatives to reduce energy consumption, substitute non-renewable for renewable energy sources, and ensure the right to a clean environment for the younger generations.

1. In communities, identify specific projects for reducing energy consumption or implementing renewable energy sources in your community.

2. Gather more information about your project, make posters, and prepare presentations, videos, or recordings with information about it and its benefits.

Max Jovan Longo Resendiz, ESTADO DE MÉXICO

3. As a classroom community, decide on the dates, places, and schedule to present your fair on energy saving and renewable energy sources.

4. Carry out the necessary activities for your fair according to the dates, times, and places decided.

5. Invite family members and friends, and promote your fair with posters, recordings, through social media, or any means you decide. If necessary, remember to use reusable or recyclable materials.

6. On the chosen date, decorate where you will hold your fair and prepare each of your stands.

7. Ask the guests to write their comments on a comments and suggestions notebook on the day or days of your fair. Remember to have the less ecological impact that you can.

Creativity at Work

It is time to carry out the fair!

1. Support each other to combat nerves so that you can present clearly and with the conviction that you are doing something good for yourself and your community.

2. Welcome the attendees.

3. In accordance with what you decided in assembly, do not forget to do the evaluation at the end of the event.

4. With the help of your teacher, ask the spectators if they would support you in spreading the information they received in places where artisanal technical processes are carried out, such as carpentry, bread making, *tortilla* making, sewing workshops, among other places. In this way, the information will reach more people and will generate an impact on how energy is used in technical processes.

Sharing and Assessing What We Learned

1. In assembly, self-assess your participation. Use the following guidelines:

Description	Yes	No
I made proposals for the activities.		
My participation was always respectful.		
I remembered what I knew about the topic and learned more.		
Now, I am more conscious about energy saving.		
I am interested in looking for sustainability projects.		

Juan Pablo Dorantes Pineda, CIUDAD DE MÉXICO

2. Read the comments that the guests to your presentation wrote and talk about them. Share your opinions about your self-assessment.

3. In your notebook, write about the following topics:
   a) What you learned.
   b) What would you like to learn more about.

4. Finally, write in your notebooks the assembly agreements reached by the community to take responsibility and take care of the environment.

Theatrical Script About a Current Community Problem

In this project, you will write the script of a play in which you will address community problems. To do so, you will adapt a story you are familiar with.

En este proyecto, escribirás el guion de una obra dramática en el que expondrás problemáticas comunitarias. Para hacerlo, adaptarás una historia conocida.

Identification

1. In community, read the following text:

> In ancient Greece, people used plays to tell stories using dialogues to teach moral lessons. Some plays were serious and showed the struggles of characters like Oedipus and Antigone, who represented the dignity of human beings in the face of challenges imposed by fate and the whims of their gods. Others were funny and pointed out the silly or bad things people do, like overeating or being envious, or having what were considered physical disabilities or any other characteristics portrayed exaggeratedly.
>
> Among the many areas he mastered, Aristotle, a wise Greek philosopher, made fantastic contributions to literature as the first great thinker to have classified different literary texts.
>
> According to Aristotle, literary texts could be classified as follows:
>
> - The epic genre. The text is written in verse and it is based on real or imaginary events. This genre was the origin of what we now call narrative. Examples: The *Iliad* and the *Odyssey*.
> - The lyrical genre. The text is mainly written in verse but also found in prose. It expresses emotions and thoughts from the "poetic self" and it may or may not tell a particular story. Examples: "Hombres necios que acusáis" by Sor Juana Inés de la Cruz, and "Ode to Aphrodite" by Sappho of Lesbos.
> - The dramatic genre. The text is written in the form of dialogues for stage performance. It can be in prose or verse. Examples: *Romeo and Juliet* by William Shakespeare and *Oedipus Rex* by Sophocles.
>
> A dramatic text can help a community express its most immediate and painful problems by processing, exposing, and attempting to solve them.

Grammar

Direct Speech	Reported Speech
In this speech, someone's exact words are written in quotation marks.	In this speech, we communicate what someone else said without using their exact words: We change them slightly to express what they said.
Example: Achilles said, "I will not fight for King Agamemnon."	Example: Achilles said that he wouldn't fight for Agamemnon.

We need to change the pronouns to make them coincide with the person they refer to. Achilles is talking about himself, so we use *he* in the reported sentence, instead of *I*.

Note that in reported speech we often move the tense back one step into the past so that, in the example, *will not fight* becomes *wouldn't fight*.

Also, we can often omit *that* when it is followed by a subject pronoun. For example: *Achilles said (that) he wouldn't fight for Agamemnon.*

Writing

Individually, considering everyone else, read the following sentences and rewrite each one, transforming direct speech into reported speech.

a) Direct speech: Aristotle said, "I made significant contributions to the field of literature."
Reported speech: _____

b) Direct speech: Sappho said, "I wrote 'Ode to Aphrodite' to express emotions."
Reported speech: _____

c) Sor Juana Inés de la Cruz said, "I am neither a scholar nor a philosopher. I am nothing more than a woman."
Reported speech: _____

Answers:
a) Aristotle said (that) he had made significant contributions to the field of literature.
b) Sappho said (that) she had written "Ode to Aphrodite" to express emotions.
c) Sor Juana Inés de la Cruz said (that) she was neither a scholar nor a philosopher, she was nothing more than a woman.

2. In communities, reflect on the following ideas:
   a) What is one of the most worrying problems within the school community?
   b) How has this problem affected life at school?
   c) How does this problem affect you as a part of the community?
   d) In what ways does this problem manifest itself in your family and community?
   e) Do you remember a specific case that represents this problem? Which one?

Iara Wanda Gjinovich, ESTADO DE MÉXICO

3. In your notebook or on white sheets of paper, write a story (narrative genre) based on the problem you spoke about and reflected on.
   a) Write it in the third person.
   b) Before starting, see the following example:

Problem: Drug Addiction

All schools and communities face significant social problems that are often overlooked. One reason is that certain practices that are harmful to everyone, especially the most vulnerable individuals, are considered "normal" or "unavoidable."

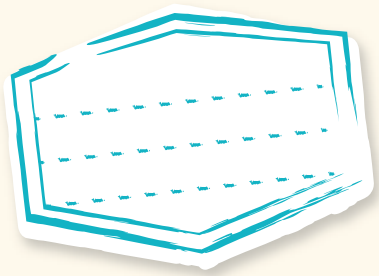
4. Individually, but keeping in mind that you are part of a community, choose the problem that interests you most and that has made an impact on your community. Then, search in documentary or digital sources for the causes, some of the consequences, and how it has been addressed by public or private institutions.

Retrieval

1. In community, explore the development of dramatic texts by searching the following concepts and providing examples from a text you choose to analyze.

Protagonist	Plot	Conflict	Theme
Antagonist	Set design	Act	Scene
Characters	Props	Dialogue	Monologue

a) Use reliable sources such as the following:
- Book *Colección Nanahuatzin. Múltiples lenguajes. Tercer grado*
- Book *Colección Nanahuatzin. Lenguajes. Tercer grado*
- The School Library or the community library
- Digital sources (internet)



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2. Analyze the first act of a play and find out how the previously analyzed concepts are presented. You can read one of the following:
   a) *Las paredes oyen* by Juan Ruiz de Alarcón
   b) *Don Juan Tenorio* by José Zorrilla
   c) *Los empeños de una casa* by Sor Juana Inés de la Cruz
   d) *A Midsummer Night's Dream* by William Shakespeare

3. Copy the following table in your notebook and fill it out with the information you gathered during the analysis of the text you chose.

Title of the play Act I		
Argument	Theme	Conflict
Scene	Monologue	Dialogue
Character	Protagonist	Antagonist
Set design	Props	

Approach

1. Individually, but keeping in mind that you are part of a community, read the following text:

> Theater reflects everyday problems and has traditionally aimed to move audiences deeply, triggering an emotional release known as catharsis. This process was believed to cleanse repressed feelings, which were thought to contribute to bad morals. Over the centuries, however, theater has also evolved to highlight, critique, and denounce social issues. It has the power both to move audiences deeply and to foster profound reflection.

2. In assembly, reflect on the various reasons why theatrical representation is used less frequently as a tool to highlight community problems.

3. Read the causes identified in the following example:

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Cause 1:
Theater and the arts are considered a waste of time because writing, staging, and producing a play all require human and material resources, which often do not generate profits for those involved. Additionally, attending a theatrical performance requires individuals to spend their free time at the venue.

Cause 2:
Writing, staging, and producing a play are viewed as complicated, since they require specialized knowledge that many people feel they lack.

4. Individually, and keeping in mind what the community has shared, write a reflection about why theater is no longer used as frequently.

Writing

1. Individually, but considering everyone else, write what your classmates said about theater in your notebook using reported speech. Here are some examples.

Name of Classmate	Report of What Was Said
Martha	Martha said that the people got bored at the theater.
Braulio	Braulio said that some people didn't have enough money to spend at the theater.
Inés	Inés shared that her family had never gone to the theater because it was too far away.

2. Compare your answers with your classmates to ensure that you accurately reported what they meant to say.

Planning

Product to develop: A theatrical script about a current issue in the community.

1. In communities, read the following text and define the format of the dramatic play you are interested in writing.

Options for a Theatrical Script	Characteristics
Option 1: A theatrical script based on community issues.	Based on the stories you wrote about problems identified in your community, select one to adapt it as a dramatic text. Then, using resources available to you (such as recycled materials, some clothes, and some objects), play it to your school community.
Option 2: A monologue written by the students based on community problems.	Based on the stories you wrote about problems identified in your community, write a monologue in which a character tells their story. Then, using resources available to you (such as recycled materials, some clothes, some objects), play it to your school community.

2. Once your community agrees on the script, complete the table below with the route to follow.

Activity	Date	Person in Charge
Define the plot, its characters, length, and number of scenes.		
Define the sequence of each scene (what they are about).		
Write the scenes.		
First draft and changes.		
Final draft.		

Comprehension and Production

In communities, specify how to carry out the activities agreed upon based on your script and the elements you searched for in "Approach."

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Option	What to Do?	How to Do It?
1	Write a dramatic text, creating its plot, characters, setting, and props.	First, define the plot of the monologue, such as drug addiction, gender-based violence, or insecurity. Then, outline the characters, length, and number of scenes. Create an overview scene by scene to establish a sequence: beginning, development, and end. Write a draft and revise it until it is suitable for final submission.
2	Write a monologue where a character tells their story.	First, define the plot of the theatrical script, such as drug addiction, gender-based violence, or insecurity. Then, outline the character, duration, and number of scenes. Create an overview scene by scene to establish a sequence: beginning, development, and end. Write a draft and revise it until it is suitable for final submission.

Exploration

It's time to check that your strategies are working. Otherwise, they will have to be changed as needed.

1. In communities, assess the actions carried out, based on the questions below:
   a) What questions arose while writing the theatrical script?
   b) Are activities being carried out on time and as planned?
   c) Is there any other action or activity that should be included in the script-writing process?

2. Fill in a table with the conclusions drawn by answering the questions above. Include new agreements, if any.

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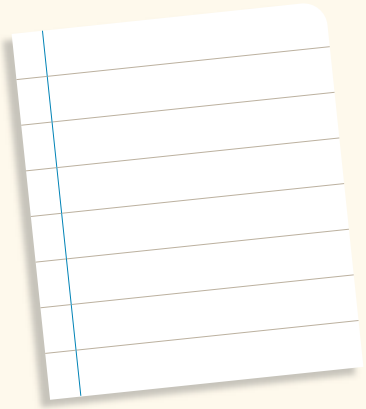
Integration



1. In assembly, with the help of your teacher, read the scripts. All scripts must comply with the following requirements:
   a) The story represents a real problem in the community.
   b) The script has a title that is suitable for the content.
   c) The script fulfills these basic criteria:
      - Characters
      - Time (historical period in which it occurs)
      - Structure: beginning, development, and ending
      - Coherence and an adequate sequence of scenes
   d) Correct spelling and grammar.

2. Once the corrections suggested by your teacher have been made, submit the final version of the theatrical script.

3. Upon submission of the final version, your teacher will coordinate the stage performances and inform you of the date and location. This is the moment to think of strategies for a first performance at school and for another one for the community at large.

4. Finally, plan activities to stage the play. The table below will help you to designate who will do the tasks involved.

To-Do List:	Who Will Do Them:
Perform on stage or act	
Design the set	
Props master, makeup artists, costumes designer	
Manage audiovisual resources: sound, music, lighting	
Make promotional posters and materials	
Direct the play	

5. Conduct rehearsals for the staging of the play.

6. Promote the theatrical performance with posters and advertising.

Broadcasting

1. In community, organize the order in which each play will be performed.
2. One or two students may help your teacher welcome the attendees and introduce each play.
3. Consider distributing a sheet of paper or notebook for comments to the audience at the end of each play.
4. In assembly, share the search you conducted on the problem.
5. Discuss the options available to address such a problem and identify some institutions or strategies that can be useful for this purpose.

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Grammar

Individually, read the following lines from monologues carefully. Then rewrite each, transforming the direct speech into reported speech.

a) "I have struggled with drug addiction for years," said the character.
Reported speech:

_____

b) "My family always supports me," she stated firmly.
Reported speech:

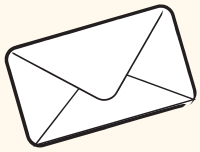
_____

c) "I will never give up on my dreams," he declared confidently.
Reported speech:

_____

Answers:
a) The character said (that) he had struggled with drug addiction for years.
b) She stated (that) her family always supported her.
c) He confidently said (that) he would never give up on his dreams.

Consideration and Advances



1. It's time to evaluate your work. Exchange feedback and make a final assessment of the project. In communities, mark on the table below where the project is right now. Modify the table as needed according to each community.

Previous Activity	Successfully Completed	Partially Completed	Can Be Improved
Clear identification of the problem			
Goal setting and follow-up			
Search			
Draft of the initial narrative and theatrical adaptation			

a) Assess the project achievement level in the table below.

Project Achievements	Total Achievement	Partial Achievement
Reflection on the plot of the play.		
Appreciation of the importance of the play's plot.		
Improvement of the attitude, organization, and efficiency of those involved.		
The communities respectfully watched the plays of their classmates.		

b) Use the table below to evaluate the products' achievement.

Products or Materials	Totally	Partially
The theatrical script writing was clear enough to read and understand.		
The stage performances met their objective.		
The plays were interesting for the audience.		

2. Seek support from family, school, or the community to organize a work group to address the problem detected.

3. Reach agreements on how to help people affected by this problem. The task force should identify institutions to rely on and strategies to follow.

4. Finally, write in your notebooks the assembly agreements reached by the community about how to draft your theatrical script.

Extra, Extra! The World Is at War Again!

In this project, you will analyze the causes and development of the Second World War and you will know about the historical events that occurred during that period. You will also investigate the actions of the different countries in the previous period in relation to the conflict, and their influence at the beginning. Based on the above, you will make a Historical Newscast in which you will explain the causes of this war, and your reflections on the importance of a culture of peace in contemporary societies.

En este proyecto, analizarás las causas y el desarrollo de la Segunda Guerra Mundial, y conocerás acerca de los eventos históricos que ocurrieron durante ese periodo. También, investigarás las acciones de diferentes países en el periodo anterior al conflicto, y cómo influyeron en su inicio. Basándote en ello, crearás un Noticiario histórico en el que explicarás las causas de esta guerra y tus reflexiones sobre la importancia de la cultura de la paz en las sociedades contemporáneas.

Problem

Individually, read the following passage. Then, answer the questions in your notebook and read the answers in assembly.

> At 5am on the 24 February, people across Ukraine woke to the news that their country was being invaded by the Russian military. In the middle of the night, Russian tanks rolled into the country and the military attacked from multiple directions.
>
> Amnesty International (2023)

a) How would you feel if you woke up one day and your country was being invaded? How would you react?
b) What consequences do you think the military invasion has had on the daily lives of people in Ukraine?
c) What reasons could a country have for invading another?
d) What do you think the response of the international community should be regarding this situation?
e) How do you think human rights, especially of teenagers, are affected? How could they be protected?
f) What measures should be taken to prevent future invasions and armed conflicts?
g) How could the world population be aware of the crisis in Ukraine?

Just like the armed conflict between Ukraine and Russia today, there have been other wars between nations throughout history. In particular, the 20th century saw two major conflicts, the First World War (1914-1918) and the Second World War (1939-1945). Although not all countries were involved, the disputes had repercussions in various territories and social sectors.

During the period between the two conflicts, called the Interwar Period, various events and processes occurred, generating an atmosphere that ultimately led to the Second World War, mainly between two groups: the Axis Powers and the Allies. In this project, you will investigate these events.

Vocabulary

Individually, considering everyone else, fill in the blanks with the correct words or phrases.

The Second World War, considered the deadliest conflict in human history, erupted in 1939. This global war pitted the _____, led by Germany, Italy, and Japan, against the _____, including the United Kingdom, the United States, and the Soviet Union. Several factors contributed to the outbreak of the war. One significant cause was the unresolved resentment from the _____, the previous major world war. Germany, mainly, felt humiliated by the _____, which placed harsh penalties on them. Another cause of the war was the rise of extreme _____ that glorifies one's nation and prioritizes its interests above all others. Leaders like Adolf Hitler in Germany used propaganda to _____ public opinion, stirring up hatred and a desire for conquest.

Answers: Axis Powers, Allied Powers, First World War, Treaty of Versailles, nationalism, manipulate

Grammar

Reported Offers

An *offer* is when someone says they would do something for someone else.

Reported offers are used when you are not the person making the offer. Instead, you are communicating somebody else's offer. To form the reported offer, follow this structure:

subject + *offered* + *to-infinitive* (affirmative)
He *offered to go* with me to the hospital.

subject + *offered* + *not* + *to-infinitive* (negative)
He *offered not to intervene* in the fight.

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Read the following examples:

Direct Offer	Reported Offer
"I will help you to brainstorm ideas for your project," David said.	David *offered to help* me to brainstorm ideas for my project.
"I can show you how to use the online research database," the librarian said.	The librarian *offered to show* me how to use the online research database.
"Do you want a drink, Ana? I can buy you one," Susan said.	Susan *offered to buy* Ana a drink.

1. In communities, imagine you are reporters in a war zone, and have talked to soldiers who have seen many kind acts. Tell people about these acts of generosity in your reports following the example. Write your reports in your notebook.

A villager talks to a group of soldiers, including Sergeant Martínez, through a translator. The villager says, "Soldiers are here to help. If you need anything, don't be shy to ask!"

You report later: "The villager *offered to help* the soldiers with anything they needed."

2. In community, change the direct offers into indirect offers.

a) "I will let you rest soon," the sergeant said.

b) "I will share my water with you," my friend María said.

c) "Let's negotiate a truce," the enemy said.

d) "I will show you the way to the refugee camp," a kind local villager said.

e) "I will treat your wound immediately," the doctor said.

f) "We will not support the invader," the army declared.

g) "We can stop the attack," the spokesperson of the rebel group said.

h) "Do you want some food and water?" a man displaced by the conflict said.

i) "If you have any further questions, we speak again," my interviewee said.

j) "We will not introduce new taxes," the government said.

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Answers:
a) The sergeant offered to let us rest soon.
b) My friend María offered to share her water with me.
c) The enemy offered to negotiate a truce.
d) A kind local villager offered to show me the way to the refugee camp.
e) The doctor offered to treat my wound immediately.
f) The army offered not to support the invader.
g) The spokesperson of the rebel group offered to stop the attack.
h) A man displaced by the conflict offered to give me some food and water.
i) My interviewee offered to speak again if I had any further questions.
j) The government offered not to introduce new taxes.

Identifying the Problem

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1. Individually, from what you already know and what you have discovered in previous sessions, complete the following table in your notebook:

The First World War

From _____ **to** _____

Participating Blocks	Causes	Consequences

a) In communities, share your tables. Compare your ideas and complete them together based on your answers.
b) Keep your table to consult it in the following stages.

2. In communities, analyze the following text and then answer the questions in your notebook.

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The First World War ended in 1918 and left Europe devastated socially and economically. As a consequence of this conflict, new countries formed, and empires such as the Ottoman, the Austro-Hungarian, and the German II Reich disappeared. In addition, the League of Nations was created, a precursor of the UN.

Although the Entente Powers were considered the victors while the Central Powers were the defeated, European societies were the most affected. They faced a tremendous economic and political crisis with high unemployment and food shortages. Germany, considered the main responsible for the conflict, was severely punished and imposed a large debt.

All this instability and crisis, coupled with the growth of nationalism, especially in Germany and Italy, indicated that the problems had not finished with the end of the First World War or Great War, but that they only subsided for a couple of decades to give way to an even greater conflict: the Second World War.

Nationalism is an ideology that seeks to promote and preserve the interests, identity, and values of a nation or ethnic group. It manifests as the defense of a country's independence and self-determination to the point of allowing exclusion, rejection, or hostility toward other ethnic groups or nations.

a) What role did Europe's economic and political crisis play in rising tensions in countries like Germany and Italy?
b) What conditions led to the Second World War after the end of the First World War?
c) What do you think about how Germany was treated and sanctioned after the First World War? Did it have an impact on the rise of the next one? Why?
d) Could Europe's economic and social reconstruction have occurred without tensions and conflicts after the First World War? Why?
e) Why is nationalism considered one of the causes of the Second World War?

3. Based on your previous answers and what you have reviewed at this stage, complete the table you created in activity 1.

4. Investigate the causes of the current conflict between Ukraine and Russia. Look for statistical data about the number of people affected and displaced, the material and human losses, the countries that have supported both nations, and the consequences on health and housing. Also, inquire about the actions the governments involved are taking to resolve this crisis.

5. In assembly, reflect and discuss: Why wars still happen in the world?

Finding the Cause

The Second World War began on September 1, 1939, when Germany, led by Adolf Hitler, invaded Poland. This action prompted the response of France and the United Kingdom, which had signed mutual assistance agreements with Poland. As the fighting intensified in Europe, two main alliances were formed: the Axis Powers and the Allies.

The Second World War continued until 1945 and left a devastating balance with millions of dead and wounded people, as well as a significant transformation of the world's political and territorial order. Also, it laid the foundation for other conflicts in the second half of the 20th century.

1. In communities, investigate the events that led to the beginning, development, and end of the Second World War. Organize a research plan. To do this, we suggest the following:
   a) Consult reliable and trustworthy sources such as the book *Colección Nanahuatzin. Ética, naturaleza y sociedades. Tercer Grado*, the School Library or public library, electronic sources such as the internet, or, with the help of your teacher, review other available sources.
   b) Prepare summary cards with the complete data of the consulted sources, as well as the most important information.

2. Use the following questions as a guide for your research:
   a) How did the conflict start? Which countries were implicated?
   b) How did the conflict develop?
   c) What is the date and location of three battles, and why were those battles important?
   d) What was the role of technology and innovation during the Second World War?
   e) Why did the Second World War end?
   f) What consequences did this war have for European societies? And for non-European societies?

3. In community, present what you found and reflect on the following:
   a) What is the role of nationalism in international conflicts?
   b) Do you think the Second World War has consequences in the present? Why?

4. Write the events you found in your cards. You will use them in the next stage.

Action Proposals

The Second World War left an indelible mark on human history. Although we might think that wars are in the past, there are still armed conflicts between different nations and groups, as seen in the case of Ukraine and Russia. It demonstrates the importance of reflecting on the horrors of war and the dangers of hatred and intolerance. Learning from the past allows us to understand the devastating consequences of conflicts and encourages us to work for peace, tolerance, and respect.

1. In assembly, present the events in order and create a mural-sized timeline with the main events of the Second World War.

   Remember that a timeline is a graphic representation of events and historical processes organized sequentially along a horizontal or a vertical line. Each event is placed at a specific point and connected with lines indicating the date and duration.

2. Once your timeline is complete, share your findings with the school community. We propose that you make a Historical Newscast to do this.
   a) Imagine that you traveled to Europe in 1939. The war has just burst!
   b) According to your mural timeline, simulate a news program responsible for covering the war events from beginning to end. Remember to relate the most important events, such as the people who had an impact on the conflict's development, and what happened with other groups in society, such as women, children, workers, students, and teenagers.
   c) The news program must include three important elements:
      - Order the narration of the events chronologically.
      - Interviews with the population of the time to learn how the war affected them.
      - A critical reflection on one of the problems previously discussed in assembly: the role of nationalism in armed conflicts, the impact of false beliefs in racial superiority, the war consequences for the population, or any other adverse situation you have found.

Plan the Steps

The Historical Newscast will be a valuable tool for learning and reflecting on events and processes from the past. It will also help us to understand the world we live in and value peace and achievements so far.

1. In assembly, make a work plan:
   a) Define the purpose of the Historical Newscast.
   b) Make a list of activities and organize them to be carried out.
   c) Assign responsibilities.
   d) Some people will write the news; others will be the interviewees. You can also propose other roles and functions.
   e) Set delivery times.
   f) Decide how and when you will present the Historical Newscast.
   g) Calculate the time needed to do rehearsals before the presentation.

2. Review the plan and decide if it is necessary to add, remove, or change elements.

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Following Through

Once the activities are organized, it is time to work. Meet in communities according to the work plan and do what each one of you must do. Remember to ask for the help of your teacher if you need it.

a) Decide on the structure: You can divide your Historical Newscast into sections such as Main News, Special Reports, Interviews, or others. Consider the chronology of the events.
b) Write content based on what you researched in the previous stages; write the texts and scripts for each part of the newscast. Make sure to use clear and engaging language for the audience.
c) Visual and set design: Consider what you need to present the newscast. Use some furniture and design a logo.
d) Practice: Rehearse the presentation of the Historical Newscast.
e) Decide if you will present your program to attendees simultaneously, that means live, or if you will make a pre-recording and play it later.

Recording the Experience

1. Prepare to present the Historical Newscast to the community. You can invite members of your choice.

2. It is time to inform! Present the Historical Newscast about the Second World War to your school community members. Prepare what you need, considering whether you will do it live or recorded.

3. Before you start, explain the context of the topic and answer any questions. Collect feedback from viewers; this will help you improve on future projects.

4. After presenting your newscast, it is time to dialogue with the community. To do this, organize a round table in which you can talk about questions such as:
   a) Has the community ever faced a conflict that harmed or changed their lives? How did they solve it? What did they learn from it?
   b) What can be done to promote peace and non-violence?
   c) What actions can be taken as a community to support groups or people in conflict situations?

Appreciating My Path

Now that the newscast is over and the Second World War is over too, look at your progress.

1. Individually, write a page based on what you learned in this project. Then, read it in assembly and reflect together on the following:
   a) Who are the most affected by armed conflicts, and why?
   b) Are beliefs and processes that triggered the Second World War still in force? If so, what problems persist?
   c) What is the importance of creating peaceful societies that respect the rights of all human beings?
   d) Can such societies be created from the school, the community, or the family? How?

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2. In assembly, discuss what other historical events you would like to share with the school community. Past events often have consequences in the present, and it is very important to reflect on them to build more peaceful societies that respect human rights.

3. Reach agreements to spread the importance of a culture of peace and mutual understanding. Some strategies could be:
   a) Reading circles based on stories, poems, novels, manifestos, or other texts in which the central theme is peace, non-violence, and healthy coexistence.
   b) Popular theater and performances with representations whose central theme is the construction of peace, and that promote a healthy coexistence.
   c) Murals in the streets to express your opinion about violence and wars.

4. Finally, write in your notebooks the assembly agreements reached by the community to move towards a more peaceful world and avoid armed conflicts.

Democracy and the Right to Information in the Age of Infodemic

In this project, you will acknowledge that everybody has the right to information and, by exercising it, you will identify the importance of distinguishing between trustworthy and untrustworthy news. You will also understand what an *infodemic* and *infocracy* are and the risks they represent to democratic life. You will create a campaign to raise awareness about how information is consumed.

En este proyecto, reconocerás que todos tienen derecho a la información y, al ejercerlo, identificarás la importancia de distinguir entre noticias confiables y no confiables. También, entenderás qué son la *infodemia* y la *infocracia*, y los riesgos que representan para la vida democrática. Organizarás una campaña para crear conciencia sobre cómo se consume la información.

Problem

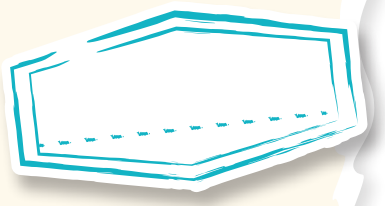
The internet is a tool that has helped the Mexican population access a wider variety of information options through various formats. Teenagers and young people seek content most actively, mainly on educational, political, and entertainment topics.

Information and communication technologies (ICT) are tools for spreading news, mainly through social networks. Viral messages, news, photos, videos, and memes are very popular among digital platforms users. The impact of social networks on society is so huge that they influence national and international politics.

[...] once in the field of political campaigns, [the news, messages, announcements, and non-discursive expressions] can trap voters in virtual bubbles that imprison and excite them, bias and fanaticize them, deforming their clarity to decide, to choose, and therefore affecting democracy. Just as virtuality, that transitorily transforms reality, [infocracy], with its digital special effects, makes us see what we could only imagine, but not actually see. (Ramos, 2022)

Identifying the Problem

1. In community, discuss the news you share with your family, friends, or other students. Ask the following questions:
   a) Have you seen or read news on a social network that turned out to be false?
   b) Have you identified false information in political messages? What falsehoods?
   c) Can you trust all the information you find online or on social networks? Why?
   d) What implications can spreading false news have on health, society, or the economy?
   e) How does the fact that authorities hide important information, avoid accountability, or alter information for electoral purposes affect democratic life?
   f) Why is it important for everybody to have access to trustworthy information?



2. In communities, research information about which country in Latin America has the biggest problem with an infodemic and what the topic that generates the greatest infodemic is.

Finding the Cause

Article 6 of the Constitución Política de los Estados Unidos Mexicanos establishes access to public information as a fundamental right of the Mexican people. As such, the State must generate the conditions to access this right. Just as important, information must be clear, true, and diversified. However, instead of clarifying, excess information can confuse and weaken the right to information.

There is a phenomenon called *infodemic*, which consists of information overload or the availability of a huge amount of information. It makes it difficult for people to find trustworthy sources about a specific topic. Infodemic is not necessarily negative. For example, when students are asked at school to research democracy, they can access the internet and, within seconds, find endless information. Instead, the problem arises when information consumers need help distinguishing between trustworthy and untrustworthy information or, due to excess data, find it challenging to identify the most important aspects of the content.

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On the other hand, *infocracy* is the power to influence the political arena through news, communications, short messages, or appealing expressions. During electoral campaigns, it is used as a resource to implant an idea on the citizens through the internet or social media. Infocracy is considered an obstacle to democracy because it manipulates the citizens by imposing an opinion through the media and blocking the use of critical information that favors taking a stance based on conscious reflection.

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1. Individually, considering everyone else, research the following:
   a) Some false news that had an impact on your community or state.
   b) Some notoriously false news clearly intended to generate a political opinion in the citizens.
2. In assembly, share your reflections about the consequences of infodemic and infocracy for society.
3. Make a list of the news you found and identify the topics they deal with, the source of the news, and the digital platforms where they were published.
4. Share your findings.

Listening

To better understand the phenomena of an infodemic and infocracy, in communities, watch the video "The 5 Filters of the Mass Media Machine" by following the QR/link on the right.

https://bit.ly/3WQnc84

a) Use the table below to write notes about the five filters mentioned in the video.

Ownership	Advertising	The Media Elite	Flack	Common Enemy

Action Proposals

Now that you have identified the right to information, the challenges that internet users face due to infodemic, and what infocracy represents for democracy, it is necessary that, collectively, you develop strategies to detect fake news to avoid sharing them. Once you have your proposals, you will present them in a promotion campaign.

1. In communities, reflect and write ideas on how to combat the problem of infodemic in your classroom community. You can use the following questions as guidelines:
   a) How can you distinguish a trustworthy source from one that isn't?
   b) What can you identify in an information piece to discard alteration, manipulation, or distortions to confuse society?
   c) How can you verify whether the information is trustworthy or not?
   d) What would you suggest to an adult to prevent or avoid infocracy when using social media?

2. Define the necessary actions to carry out a campaign to promote taking care of the information people consume.

3. In assembly, and with the help of your teacher, share the ideas you worked on and agree on a plan to create and implement a promotion campaign in your community. Consider these questions:
   a) What do you want to achieve with your campaign?
   b) What messages will you spread?
   c) How will you spread the messages?
   d) Which resources will you use (infographics, posters, podcasts, meetings, or, if possible, social media)?
   e) When will you carry out your campaign? Define the dates.

Iara Wanda Gjinovich. ESTADO DE MÉXICO

Plan the Steps

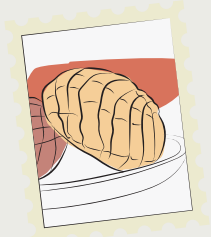
Adriana Maya Soto, ESTADO DE MÉXICO

1. In community, structure the project.
   a) Identify the information you need to research for your campaign. Remember to consult *Colección Nanahuatzin. De lo humano y lo comunitario. Tercer grado*, and the Classroom Library to get trustworthy information.
   b) Distribute the tasks equitably, keeping in mind that collective participation is necessary.
2. Define the materials you will use for your campaign. For example, you can create an infographic on how to detect fake news or a poster to raise awareness in the community about how to identify an infodemic.
   a) After verifying the information you will share, you can use the school's social media profiles to share your materials.
   b) Ask your teacher for support in coordinating and requesting any necessary permissions.
   c) Define a commission in charge of documenting the activities in photos and video.
3. Be prepared to answer any questions about these topics.

Grammar

A *request* is when you ask someone to do something, usually in a polite way. For making direct requests, you can use *please*, *can you*, *could you*, and *would you*.

Indirect or reported requests are used when you are not the person making the request. Instead, you are communicating somebody else's request. You can use the verbs *ask* or *request* (formal). To form the reported request, you need to add the *to-infinitive form of the verb* after the object.



subject + *verb to express request* + object + *to-infinitive* (affirmative)

He *asked* me *to help* him with that.

subject + *verb to express request* + object + *not* + *to-infinitive* (negative)

He *asked* me *not to help* him with that.

Direct Request	Reported Request with *Infinitive*
"Please don't forget to bring your camera," my teacher said.	She *requested* me *not to forget* my camera.
"Can you come tomorrow?" they asked.	They *asked* her to come the next day.
"Could you get the photos for the poster?" we asked.	We *asked* you *to get* the photos for the poster.
"Would you stay until we finish the project?" you asked.	You *asked* him *to stay* until we finished the project.

Remember that, in reported speech, the tense is usually changed to the past and that time expressions such as *tomorrow* or *next week* can change as well. Also keep in mind that pronouns can change according to the shift in perspective.

In community, complete the following exercise. Change the direct requests into indirect requests using *ask* or *request*. Use these examples as a guide:

Direct: "Could you please open the window?" Laura asked.

Indirect: She *asked* me to open the window.

Direct: "Please don't be late," said my father.

Indirect: He *requested* me not to be late.

a) "Please call me as soon as you arrive," Peter said.

_____

b) "Don't go out without an umbrella, it might rain," my parents said.

_____

c) "Can you help me with my homework?" my brother asked.

_____

d) "Please don't tell anyone about this," they said.

_____

e) "Can you lend me your book?" Mary asked.

_____

f) "Don't forget to send the email," John said.

_____

g) "Could you possibly turn down the music?" Sandy asked.

_____

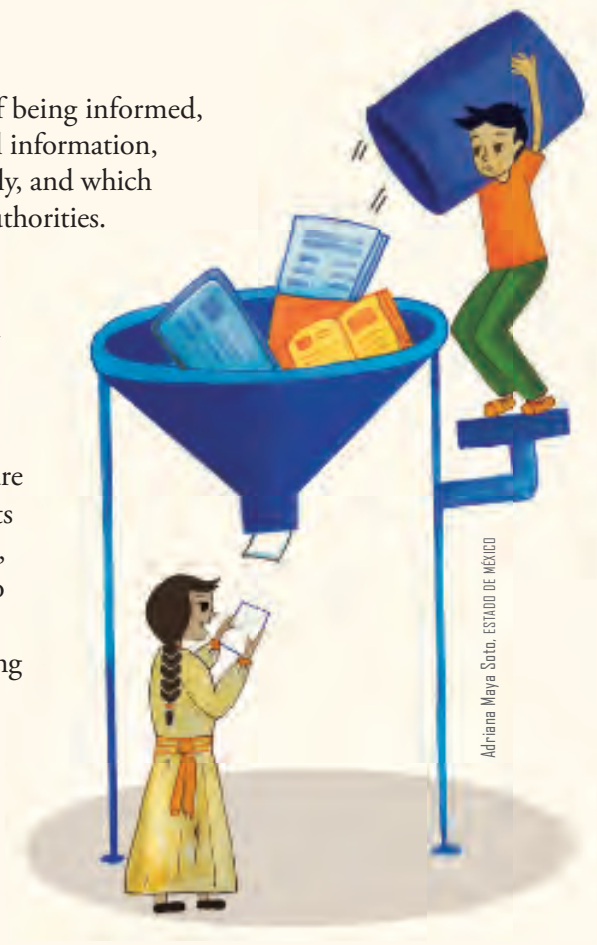
h) "Please make sure the door is locked," Martin said.

_____

Answers: a) He asked me to call him as soon as I arrived; b) They asked me not to go out without an umbrella; c) He asked me to help him with his homework; d) They requested me not to tell anyone about it; e) She asked me to lend her my book; f) He requested me not to forget to send the email; g) She asked me to turn down the music; h) He asked me to make sure the door was locked.

Following Through

Now, it's time to communicate the importance of being informed, being careful with our sources, protecting personal information, what you need to use political information critically, and which sources to trust when getting real facts from the authorities.



Adriana Maya Soto, ESTADO DE MÉXICO

In community, do a last check of your campaign to prevent any problems. You can consider the following:

a) Be clear on the materials you will use to promote within the classroom.
b) Verify that the promotion materials are ready as well as the necessary elements to post or display them (infographics, string, adhesive tape, files prepared to share, among others).
c) The community in charge of registering the event must have all they need for their task.
d) Once everything is ready, carry out your campaign according to the agreements and times you defined.

Recording the Experience

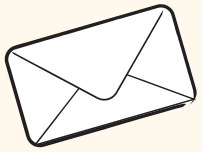
Adriana Maya Soto, ESTADO DE MÉXICO

It's time to start with your promotion campaign. Before you start, check your list of tasks and materials to make sure that you have everything you need for your campaign.

1. In community, make a photo record of the campaign and the experience; that is, take photos of all your activities. For example, if you decide to use posters, take pictures of how you make them, how you present them, and the reactions from the community.
   a) Remember that, to take photos of other people, you must have their consent.

2. Once you finish the campaign, answer the following questions:
   a) What do you think of the participation and integration of the community during the different stages of the project?

b) What difficulties did you face during the project?
c) How did you solve them?
d) How can you raise community awareness about the right to information and take enough care when faced with infodemic and infocracy?
e) If you had to repeat the campaign, what would you improve?



3. With the aim of spreading what infodemic means and how it affects society, with the help of your teacher, replicate your campaign on a community level. To do this consider the following:
   a) The importance of reviewing information critically, that is, where does the information come from? Does it come from official sources such as newspapers, renown institutions, or experts in the field?
   b) Ask for help from your school and community authorities, from your parents or tutors to insist on the risks of sharing erroneous or fake information.

Appreciating My Path

1. Individually, reflect on what you achieved and what you learned, considering the following questions:
   a) What was the most meaningful part for you? Why?
   b) What content was the most helpful when it came to learning about your community in relation to the access and promotion of information? Why?
   c) What role do educational institutions, universities, and research centers play in producing information?

2. In assembly, share your reflections.
   a) Discuss and establish other actions or resources you can implement at school or where you live so that information contributes to a more democratic life in your community.

3. Reflect on the following:
   a) How can you avoid actions that threaten the right to information and freedom of speech?
   b) Think about the challenges that society, the government, and, in particular, young people face as infocracy and infodemics grow stronger.
   c) How would you define a strategy to spread trustworthy information to benefit your community?
   d) How would you use social media to share the meaning of infodemic and how it affects society?

4. Finally, write in your notebooks the assembly agreements reached by the community to promote actions and ethical commitments with trustworthy information.

Experience Active and Healthy Habits

Awareness

What Are We Doing?

During this project, you will implement actions to maintain your school and community physically active with healthy lifestyles. To go beyond physical education, you will design activities to promote reflection on healthy lifestyle habits and practices that benefit everyone's health.

En este proyecto, implementarás acciones para mantener a tu escuela y tu comunidad físicamente activas con estilos de vida saludables. Para ir más allá de la educación física, diseñarás actividades para promover la reflexión sobre los hábitos de vida saludable y las prácticas que benefician la salud de todos.

Starting Point

Promoting an active and healthy life must be an integral part of the educational stage. It must be applied in the formative process to stimulate physical, emotional, and social health, by promoting physical activity during school breaks, at home, and in the community. It is important to generate an intentional and planned meeting with other classrooms, the school community, families, and neighbors to conceive recreational physical activities as vehicles for learning experiences that promote social dynamics.

This approach responds to a problem, so it is necessary to develop knowledge, skills, values, and attitudes to involve school authorities, families, and community actors. This strengthens the connection between the school and the community by transversely promoting integral health.

1. In community, reflect on the aspects that make an active and healthy lifestyle. The following question can guide you:
   a) What actions must you take to properly use public spaces and implement a physical and recreational activities program involving students, families, and the community to promote active, inclusive, and fraternal healthy lifestyles?

2. Carry out the following activities:
   a) Discuss the necessary permissions to occupy spaces and moments at school and outside in order to promote active and healthy lifestyles.
   b) Research on the internet and consult specialists and institutions on how people in school, at home, and in the community can lead more active and healthy lives.
   c) Propose a recreational activity to reflect on the topic, in which the contents of this project are recognized, applied, and valued.

Once you know the guidelines for organizing and implementing actions to promote an active school, community and family, it will be time to put them into practice during the school break, at home, and in the community. The results will be integrated into the project entitled Promoters of a Healthy School and Community.

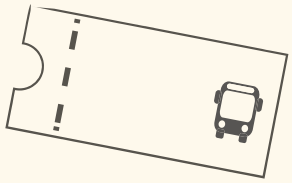
Inquiry Design and Development

That's the Question!

1. In community, read and comment on the following text:

> Mexico's sedentary lifestyle affects 58.3% of the population over 18 years old. The Instituto de Seguridad y Servicios Sociales de los Trabajadores del Estado (ISSSTE) has identified physical inactivity as a risk factor for developing various diseases. During the most critical moments of the COVID-19 pandemic, the problem was further aggravated, so society's vulnerability increased due to the general state of health in the country.

2. Reflect on the importance of recognizing the factors that support an active and healthy life. The objective is to reduce the risks of a sedentary lifestyle and learn about health-related realities at school and in the community.



Managing spaces inside and outside the school for sports and recreational physical activities allows us to build healthy habits. Ignorance on the subject can influence the health risks associated with a sedentary lifestyle. Hence, special attention must be paid to the availability of adequate spaces to carry out physical activities.

What I Do Know and What I Want to Know

In communities, comment and answer the following questions:

a) What sources of information related to the contents of this project do you know?
b) What is a sedentary lifestyle and what risks does it cause to health?
c) How can opportunities that promote active and healthy lifestyles be identified to implement the project's objectives in the school community?
d) How do you carry out physical and recreational activities at school, home, and in the community?
e) How can we promote an active and healthy life in the school community with the participation of various actors?
f) What spaces inside and outside the school meet the necessary characteristics to practice physical and recreational activities that promote an active and healthy life?
g) How do we execute reflection-action to promote a healthy life in the school and community context?

To undertake this project from physical education with other areas and actors, you can create a document that records what you know and what you want to make known to the entire school, families, and the community. It is also a good idea to share the information obtained in meetings or assemblies. For this, it is essential to have the support of your teachers. Likewise, involve families and community personnel interested in working together.

What I Need to Know

Having active and healthy habits is important, but it is also essential to acquire specific knowledge.

1. In communities, with the help of your teacher, comment and answer the following questions:
   a) How can you manage spaces inside and outside the school to improve the quality of life?
   b) What games, physical, recreational, and sports activities promote an active and healthy life?
   c) What are the most appropriate and safe spaces to promote healthy activities at home or in the community?
   d) How can physical, recreational, and sports activities be promoted on different days, spaces, and times with other students, family, friends, and people in the neighborhood?
   e) How, where, when, by whom, and at what time can activities for a healthy and active life be carried out?

2. To initiate your research, consult the following sources of information:
   a) Magazines, articles, books, videos, or interviews with experts on the topics, such as physical education teachers, people from the community, promoters of healthy living, and coaches.
   b) *Colección Nanahuatzin. De lo humano y lo comunitario. Tercer grado*, a book that addresses topics related to a healthy lifestyle and elements promoting personal and collective well-being.
   c) Books that deal with disciplinary knowledge from other Formative Fields.
   d) The Classroom Library, the School Library, the public library, or other available written and oral sources.
   e) Specialists in medicine, physical rehabilitation, nutrition, psychology, physical education, sports training, or social work, among other disciplines.
   f) Community or municipal sports coordination.
   g) Personnel in charge of public squares, sports fields, community, and sports centers, among other spaces.

Building and/or Proving
Organizing the Activities

Here is a proposal that offers guidelines and suggestions to organize the activities to promote the objectives of this project:

1. In community, carry out an introductory and awareness-raising activity about promoting an active and healthy lifestyle for managing spaces within the school.
   a) Reflect on the following challenge: How do we develop active lifestyles to create a healthy school and community?

2. With the help of your physical education teacher, agree on the type of evidence and formats through which you will present the findings related to physical, recreational, and sports activities, as well as space management.

3. In communities, determine the products and formats to present your answers and findings. With this, you will formalize your knowledge of the central topic of this project.

4. Propose and communicate to everyone the activities that contribute to developing and maintaining an active and healthy lifestyle.

   This moment is crucial in the project since you must apply the knowledge, skills, practices, and attitudes obtained in previous research to meet the established objectives.

5. In community, design a planner that allows you to organize activities to participate meaningfully during all project stages, involving family, friends, and people from the neighborhood.

6. Analyze the practices of the communities to corroborate the acquired learnings and their relationship with elements necessary for managing spaces that generate active and healthy lifestyles and enrich everyone's potential.

7. Discuss the elements that allow you to notice the changes in the habits of the project participants.

8. Determine actions that promote inclusion.

There is total flexibility in organizing activities differently according to the interests, tastes, and needs of the community and its participants.

Grammar

Reported Suggestions

To report suggestions, you can use the following verbs in simple past tense: *recommended*, *proposed*, and *suggested*.

There are three ways to report suggestions. Read the following explanations and examples:

After the *reporting verb in the past tense* (*suggested*, *proposed*, *recommended*), you add *that* and the subject (person or persons who receive the suggestion/advice), then you add the *verb of the direct suggestion in its base form* and the object of the sentence.	Direct speech: "Let's drink water before exercising," Benito said. Reported suggestion (with or without *that*): Benito *suggested* (*that*) we *drink* water before exercising.
After the *reporting verb in the past tense* (*suggested*, *proposed*, *recommended*), you add *that* and the subject (person or persons who receive the suggestion/advice), then you add *should* and the *verb of the direct suggestion in its base form* and the object of the sentence.	Direct speech: "Let's drink water before exercising," Benito said. Reported suggestion (with or without *that*): Benito *suggested* (*that*) we *should drink* water before exercising.
After the *reporting verb in the past tense* (*suggested*, *proposed*, *recommended*), you add the *gerund of the verb of the direct suggestion* and the object/rest of the sentence. Don't add the subject (person or persons who receive the suggestion/advice).	Direct speech: "Let's drink water before exercising," Benito said. Reported suggestion: Benito *suggested drinking* water before exercising.

Rewrite the following sentences using the suggestion reporting verb in parentheses.

a) "If you want to rest properly, go to bed early," Nidia said. (recommended)

_____

b) "Let's eat fruit and vegetables to stay healthy," Juana said. (suggested)

_____

c) "You should go to the nutritionist," he said. (proposed)

_____

d) "Let's study in the library," Alberto said. (suggested)

_____

e) "Perhaps you could talk to Antonio about the school festival," Kevin said. (recommended)

_____

_____

Speaking

1. In pairs and orally, ask a classmate the following question and write their answers in your notebook.
   a) What are some suggestions for practicing active and healthy habits?
2. Now, gather with another classmate, and report what your previous partner recommended. Remember to use reported suggestions.

Writing

1. In community, read aloud the following dialogue:

   A: Doctor, can you give me some suggestions about how to stay healthy?
   B: Well, first, you need to ensure you eat the right food.
   A: What is the best kind of food to stay healthy?
   B: It is recommended to eat fresh fruits, vegetables, whole grains, and protein.
   A: What do you suggest to avoid eating unhealthily?
   B: I recommend you avoid highly fatty and greasy foods. I also suggest avoiding too much sugar and caffeine.
   A: What else is important to stay healthy?
   B: I also encourage you to get plenty of exercise every day. If you smoke, I suggest stopping immediately.

2. Individually, in your notebook write four sentences using the information you gathered from the dialogue you just read. You must report what the doctor suggested to stay healthy.

Creativity at Work

1. In communities, develop the project and consider the following aspects:
   a) Generate the structure of the project and define its objective.
   b) Identify the problem and investigate how recreational, physical and sports activities reduce sedentary lifestyles, develop physical condition, and promote mobility interaction in the school, family, and community context.
   c) Establish safety measures to avoid injuries and identify participants' health problems during the activities.

2. Design a planner of all the activities considered in the project to encourage a healthy lifestyle at different times and spaces at school, home, and in the community. Include all activities and list spaces, times, coordinators, products to be achieved, and observations in general for your planning, development, and evaluation.

3. With the help of your teacher, manage the spaces and resources necessary for the project's development in each scenario.

4. Design and implement physical, recreational, and sports activities at school, home, and in the community.

5. Establish internal communication strategies to present what was learned and shared during the project. At this time, it is necessary to use instruments to manage, record, and assess the knowledge, skills, and attitudes learned.

6. Prepare external communication directed to other educational agents, family members, friends, and neighbors based on evidence and other significant inputs. Recreational, physical and sports activities must be presented in the educational community within the daily workday.

7. Invite specialists from other areas to give short conferences or share activation or physical exercise routines.

8. Determine actions that favor everyone's participation, especially if there are students with disabilities, special educational needs, or learning barriers.

Sharing and Assessing What We Learned

1. Below are some recommendations for managing and implementing physical, recreational, and sports activities in the project:

Before

Promote the exchange of experiences between communities to provide feedback and plan when implementing physical, recreational, and sports activities in each community. The experiences should revolve around this:

a) Choice and management of safe spaces and the construction of materials that encourage student participation.
b) Consensus regarding participation and promoting attitudes and values during socialization in spaces and activities.

During

a) Encourage participation in the school community, with emphasis on the project's intention and the problem posed.
b) Monitor responsible and respectful compliance with all established standards.
c) Assess (evaluate) the degree of approval of the content by designing alternatives that encourage the practice of active and healthy lifestyles. To achieve this, it is necessary to analyze the behaviors that represent health risks and the problems associated with a sedentary lifestyle.
d) Design a slogan to publicize the project and evaluate its relevance.

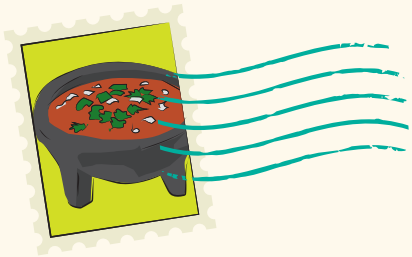
After

To obtain feedback on the implementation of physical, recreational, and sports activities, in assembly, answer the following questions:

a) What were the activities, dynamics, challenges, and games proposed to promote an active and healthy life?
b) How did you recognize the spaces to implement projects that promote an active and healthy life?
c) What did you do to collaborate in the process of research, registration, analysis, and reflection on the problem, its causes, and possible solutions?
d) How did students, family, friends, and neighbors participate in physical, recreational, and sports activities?

2. Finally, write in your notebooks the assembly agreements reached by the community regarding how to design physical, recreational, and sports activities that promote healthy living habits for the school and social community members.

Chemical Reactions: Transforming Humankind and the World



AWARENESS
What Are We Doing?

In this project, you will experiment and demonstrate chemical reactions to reveal the chemical nature of some substances and their influence on the environment. Later, at school, you will organize a dissemination posters presentation concerning the importance of chemical reactions and knowledge about the chemical nature of substances.

En este proyecto, harás experimentos y demostrarás reacciones químicas para revelar la naturaleza de algunas sustancias y su influencia en el ambiente. Luego, en la escuela, organizarás una presentación de carteles sobre la importancia de las reacciones químicas y el conocimiento de la naturaleza química de las sustancias.

Beginning and Observation

Chemical reactions happen in all living things, on the ground, in the air, at home, everywhere: from breathing to fuel combustion. Chemical reactions, both the natural and those produced by human beings, have changed the direction of humankind. Some have also changed the characteristics of the planet and living things.

Human beings do several things that produce chemical reactions unknowingly, either due to ignorance or because changes are instantaneous. Their effects can have consequences for society. That is why it is important to know about reactions and what they produce, so we can be aware of their impact on the environment and bring about change to reduce their impact.

1. In community, read the following text, underline the relevant ideas, and look for the meaning of the words you do not know.

> A 30-year-old person's routine includes the following activities: He wakes up, prepares half a liter of robust coffee, and drinks it before leaving home. He then showers and washes his hair with shampoo. Then, he drives about two hours to work.
>
> For lunch, he always has a double hamburger and a liter of soda. When he finishes work, he smokes cigarettes with his colleagues and drives back home for two hours again. When he gets home, he turns on the TV and all the lights. He sometimes forgets to turn them off when he goes to sleep.
>
> On weekends, he goes camping in the mountain with his friends and lights bonfires.

2. In community, find three activities in the text that damage health and three that harm the environment. Write them in your notebook.

3. Discuss why you chose those activities.

4. Based on your knowledge, determine if the activities you read in the text are the result of natural chemical reactions or if human beings produce them.

5. Answer the following questions:
   a) How can you identify what chemical reactions happen in the examples you chose?
   b) What is the cause of chemical reactions?
   c) Why do people say that chemistry is everywhere?

Where We Are Headed

1. Reflect on what you know about natural chemical reactions and those produced by human beings.

2. Read the following questions as a guide for your investigation. Use them or write some others.
   a) What is the definition of a chemical reaction?
   b) What is needed for a chemical reaction to happen?
   c) What are chemical functions?
   d) How are substances classified?
   e) What types of chemical reactions are there?
   f) Why is it important for humans to know the chemical reactions that happen in everyday life?
   g) What elements must be included in a diet to be considered healthy?

Inquiry Design and Development

That's the Question!

The daily habits and routines of human beings affect their health and the environment due to the chemical nature of substances and the reactions they produce. To understand the above, the following assumptions may lead you to one or several conclusions.

Hypothesis 1. If substances interact with others, their characteristics change.

Hypothesis 2. If food contains substances that react in the organism of living beings, products obtained from the reaction are essential to the survival of living beings.

Hypothesis 3. If the product of chemical reactions in human beings' everyday processes modifies environmental conditions, reducing those processes can reduce environmental changes.

1. In communities, discuss the proposed hypotheses.
2. Write your ideas and hypotheses about chemical reactions in your notebook.
3. Explain the importance of knowing substances and chemical reactions to understand environmental changes.
4. Suggest activities to prove your hypotheses.
5. Look for information about chemical reactions in reliable sources.
6. Organize the information you prepare because you will use it to make posters and share them in your community.

Seek and Find

Remember that when you investigate, you need order and a plan to consult sources of information to achieve your proposed objectives. Think about how you will collect the necessary information to answer your investigation questions. Consider using fact sheets.

Investigating includes looking up for information in the following sources: book *Colección Nanahuatzin. Saberes y pensamiento científico. Tercer grado*, the Classroom Library, School Library, and public library; scientific dissemination magazines; newspapers of national circulation; websites of universities and reliable organizations; and even approaching local technicians and professionals.

Find and Learn

Throughout this project, you have collected information about chemical reactions, how to recognize them, and their effects on health and the environment. To observe in the classroom the chemical nature and chemical reactions of some substances, do the following activities:

1. Individually, without forgetting that you are part of a community, write a few ideas about the following points in your notebook:
   a) The importance of substances and chemical reactions for health and preventing the population's health problems.
   b) The benefits and impact of chemical reactions on the environment.
2. In assembly, and with the help of your teacher, get the materials you will need to do the following experiments to prove the nature of chemical substances.

Materials (per classroom)

- A tablespoon of baking soda
- A tablespoon of salt
- 4 tablets of acetylsalicylic acid
- A tablespoon of white soap powder
- 20 ml of antacid (you can find it as aluminum or magnesium hydroxide at pharmacies)
- 20 ml of alcohol
- 20 ml of white vinegar
- 20 ml of milk
- The juice of 4 lemons
- 20 ml of white liquid neutral soap
- 100 g of hibiscus flower (divided into four equal parts)
- 4 leaves of purple cabbage
- 100 ml of drinking water
- A knife
- A camera, if it is possible
- 20 clear cups
- A tablespoon
- A baby bottle
- A strainer
- 2 empty flasks or bottles
- 10 ml or 20 ml syringes
- A 250 ml beaker
- A tripod, asbestos fabric, Bunsen lighter, or alcohol lamp (or use a grill or stove)
- 2 bottles, flasks or droppers
- Labels
- A permanent marker

Procedure

1. Draw a table in your notebook with the substances you will use and indicators.

Substance	Characteristics	Hibiscus Indicator	Purple Cabbage Indicator
Antacid			
White vinegar			

2. Measure 100 ml of drinking water with the baby bottle and pour it into the hibiscus flowers in the beaker. Boil them until the volume reduces by half.
3. Wait until it cools down, filter the liquid with a strainer, and put it in a flask, bottle, or dropper.

4. Cut a few leaves of purple cabbage carefully into small pieces.
5. Boil them in 100 ml of drinking water until the volume is reduced by half.
6. Let it cool down, filter, and keep the infusion in a flask or bottle. The more purple cabbage leaves you use, the more concentrated the indicator liquid will be.
7. Put the following labels on the cups: "Baking Soda," "Salt," "Acetylsalicylic Acid," "Soap Powder," "Antacid," "Alcohol," "Vinegar," "Milk," "Lemon Juice," and "Liquid Soap."
8. With a syringe, put 10 ml of each liquid in the corresponding cup (you must do it twice) and squeeze the juice of two lemons into each cup. Put the solids, like baking soda, salt, and soap powder, in a cup, dissolve them with about 10 ml of water, and stir.

9. Cut the acetylsalicylic acid tablets into small pieces and put half of them in each cup. Then, add 10 ml of water and stir.
10. Once you have put all the products in the cups, write their characteristics in the table, take pictures, or draw the samples.
11. Add five drops of the hibiscus indicator liquid to a batch of cups with the products. Take pictures or draw the changes you noticed and write them in the table.

12. Add five drops of the cabbage indicator liquid to the second batch and take pictures or make drawings.

13. Determine the meaning of the samples' colors once they are mixed with the indicator liquids regarding their chemical function.

14. Follow the instructions of your teacher to dispose of waste.

In the previous experience, you classified substances according to their chemical function. Now, you will learn about the effects of acid rain on some materials. Acid rain is the result of a chemical change. Investigate about it. In assembly, organize yourselves to get the following materials.

Materials (per classroom)

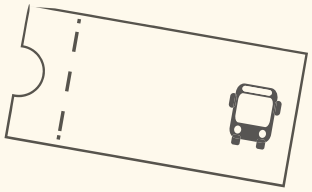
- Distilled or ionized water (for ironing)
- Vinegar
- 2 10-peso-coins or 2 copper tubes (no wider than 5 cm)
- 10 smashed eggshells
- 2 small plants in pots
- 2 plastic plates
- 2 spray bottles
- A baby bottle
- A 10 ml syringe
- A permanent marker

Procedure

1. Add 5 ml of vinegar to 95 ml of water using the syringe. You can measure it with the baby bottle. This solution represents acid rain.

2. Fill one of the spray bottles with distilled water and another with the vinegar solution.

3. On a plastic plate, place half the smashed eggshells (to represent stone constructions). Add a coin or one of the copper tubes (to represent pipes, statues, and metallic structures) and place one of the plants beside them. Label it as "Acid Rain."



4. Set up a second batch with the same materials and label them "Rain."

5. Spray the "Acid Rain" batch with the vinegar solution and the "Rain" one with water, making sure the materials are saturated with the liquids.

6. Spray the acid rain batch once a day for two weeks or until you see drastic changes.
7. Write in your notebook the changes you see in each component of the batches: plants, eggshells, and metals. Use a table like the following one:

Observations	Monday	Tuesday	Wednesday	Thursday	Friday
Acid Rain					
Rain					

Building and/or Proving
The Possible Paths

1. Discuss and agree on the following:
   a) What were the results of the purple cabbage indicator compared to the hibiscus one?
   b) Why is it important to know the differences in the function of substances?
   c) Why does water with vinegar represent acid rain?
   d) What was the effect of acid rain on the materials?
   e) What do the plants used in the experiment represent?
   f) Were there any significant differences between adding water or using vinegar water? Why does this happen?
   g) Find out what reactions you caused.
   h) What changes can you suggest to improve the experiments?

2. Make your chemical reactions posters. Analyze the nature of acid-base substances, indicators, and their environmental effects.
   a) Your posters must be attractive, accurate, and contain all the information needed to understand the topic.
   b) Before you make your chemical reactions posters, check the information you obtained about the chemical nature of substances in the "Beginning and Observation" and "Find and Learn," and decide which you will include.

Reading

What Experiment Is It?

1. Work in pairs. Read the following experiment instructions.

Making Slime

- Mix 100 ml of white glue in a bowl with 50 ml of water.
- Add a few drops of food coloring and mix well.
- Slowly pour 50 ml of liquid starch into the mixture while stirring continuously.
- Knead the slime until it reaches the desired consistency.

Volcano Eruption

- Create a cone shape using clay or playdough on a flat surface.
- Mix 200 ml of vinegar with a tablespoon of baking soda in a small container.
- Pour the vinegar and baking soda mixture into the top of the volcano and watch it erupt.

Growing Crystals

- Dissolve 100 grams of Epsom salt in 500 ml of hot water in a glass jar.
- Add a few drops of food coloring for desired color.
- Place a string or pipe cleaner in the solution and let it sit for several days to allow crystals to form.

Homemade Lava Lamp

- Fill half a clear plastic bottle with water.
- Add 100 ml of vegetable oil to the bottle.
- Drop a few drops of food coloring into the bottle.
- Add a tablespoon of salt and watch the colorful bubbles rise and fall like a lava lamp.

2. Now, determine which experiment is referred to in each reported command. Underline the correct option.

The instructions asked students to...

I. Mix vinegar with baking soda in a small container.
a) Making Slime b) Volcano Eruption c) Growing Crystals d) Lava Lamp

II. Fill a clear plastic bottle.
a) Making Slime b) Volcano Eruption c) Growing Crystals d) Lava Lamp

III. Combine white glue with water in a bowl.
a) Making Slime b) Volcano Eruption c) Growing Crystals d) Lava Lamp

IV. Place a string or pipe cleaner in the solution.
a) Making Slime b) Volcano Eruption c) Growing Crystals d) Lava Lamp

V. Drop a few drops of food coloring into the bottle.
a) Making Slime b) Volcano Eruption c) Growing Crystals d) Lava Lamp

Answers: Ib, IId, IIIa, IVc, Vd

3. Compare your answers with another pair.

Grammar

Reported Commands

1. In community, read the following grammar explanation and write more examples on the board.

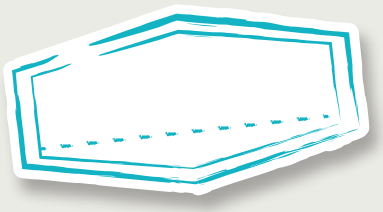
A reported command is when you use indirect speech to convey an order, request, or instruction given by someone else. When we are reporting a command, we typically use a reporting verb like *tell*, *advise* or *ask* in past tense, followed by the reported command in a subordinate clause.

Structure

- Affirmative commands: *reporting verb in past tense* + *to-infinitive*
- Negative commands: *reporting verb in past tense* + *not* + *to-infinitive*

Affirmative commands	Negative commands
Direct speech: Dad: "Do your homework." "Do your homework," my dad said. Reported command: My dad *told* me *to do* my homework.	Direct speech: Teacher: "Don't play in class." "Don't play in class," the teacher said. Reported command: The teacher *told* us *not to play* in class.

2. Individually, considering everyone else, change the following sentences into direct speech or reported commands as indicated.
   a) "Don't heat it!," the scientist told me.
      Reported command: _____
   b) The engineer asked us to be careful around flammable products.
      Direct speech: _____
   c) My aunt told me to use her chemistry kit.
      Direct speech: _____
   d) "Wear protection suits to manipulate toxic elements," said Joseph.
      Reported command: _____
   e) "Read the manual before starting the experiment," Diane said.
      Reported command: _____
   f) Heather told me to open the windows to ventilate the classroom.
      Direct speech: _____
   g) Fred told me to wash the Petri dishes.
      Direct speech: _____



Answers:
a) The scientist told me not to heat it.
b) "Be careful around flammable products," the engineer said.
c) "Use my chemistry kit," my aunt said.
d) Joseph told me to wear protection suits to manipulate toxic elements.
e) Diane told me to read the manual before starting the experiment.
f) "Open the windows to ventilate the classroom," Heather said.
g) "Wash the Petri dishes," Fred said.

Speaking

1. Divide into four communities to play the Chinese Whispers game.
2. Start the game:
   a) A student will read the list of steps below to do an experiment and then will whisper them to the student next to him, one by one.
   b) From there, each student will tell the instructions to the next student in the chain using reported speech until reaching the last student.
3. Final report:
   a) The last student in the chain will report what he heard using reported speech.
   b) The result will be compared to the original instructions to see how the information changed along the game.

Vocabulary

Match the words in the box to the following objects and then find them in the word search.

( ) test tube	( ) gloves	( ) microscope
( ) mortar	( ) beaker	( ) flask
( ) Bunsen burner	( ) Petri dish	( ) lab coat

a)

b)

c)

d)

e)

f)

g)

h)

i)

Carlos Javier Melgar Rincón, MICHOACÁN

B	D	M	D	F	Y	L	A	B	C	O	A	T
U	U	O	P	L	R	D	M	H	I	M	Y	Z
N	G	R	J	A	N	D	U	S	H	B	F	R
S	T	T	E	S	T	T	U	B	E	E	D	K
E	L	A	H	K	V	B	K	V	P	A	W	P
N	A	R	O	P	W	M	S	O	A	K	A	W
B	M	I	C	R	O	S	C	O	P	E	H	Q
U	M	T	I	R	B	A	L	G	J	R	L	J
R	F	G	L	O	V	E	S	Z	L	B	N	I
N	J	X	H	F	P	E	L	V	F	D	G	S
E	A	J	U	C	E	H	M	Q	N	L	P	W
R	P	E	T	R	I	D	I	S	H	P	J	N

COMMUNICATION
I Got It

Consider the following to present your posters:

Before

a) Set a date and disseminate information about the importance of chemical reactions to determine the nature of substances.

b) With your teacher's support and feedback, check that the information in your posters is complete.

During

a) All members of the community must participate in the presentation. Remember to show self-confidence before the audience and use proper scientific language that is easy to understand for everyone.

Finally

a) After the presentation, all class members and participants should identify opportunities and areas to improve their posters and presentations.

Self-Reflection
Appreciating My Path

1. It is important for each community member to self-evaluate their participation in the project's development and assess teamwork. Individually, but without forgetting that you are part of a community, fill in the following table with the information about your performance in your notebook.

Question	Can Improve	Successful	Outstanding
My participation in the project			
My involvement in the experiments			
My participation in assembly feedback about the differences and similarities between the communities' experiment results			
My participation in preparing the posters			
The contents of the posters			
The community strategy to carry out the activities			
The results of the proposed goal			
Was the work equally distributed in the community?			

Do you think that you had enough time to do the experiment?

What were your community's strengths?

What were your community's weaknesses?

What would you improve in terms of the development of the project?

2. Finally, write in your notebooks the assembly agreements reached by the community to prove, using experiments, some chemical reactions to reveal the chemical nature of some substances and their influence on the environment.

Reliable Information

Awareness
What Are We Doing?

In this project, you will use statistical tools, such as central tendency and dispersion measurements, to identify and explain why some information is false or misleading.

En este proyecto, utilizarás herramientas estadísticas, como las medidas de tendencia central y las medidas de dispersión, para identificar y explicar por qué una información es falsa o engañosa.

Beginning and Observation

In communities, read and analyze the information and discuss the questions.

Ana needs a job during summer vacations and has considered an ad requiring sellers. She saw the ad offering a monthly salary between $3,000 and $20,000. So, Ana set her goal of earning $10,000 monthly during the couple of months that the summer vacations last, and she thinks that by "making an effort," she won't have any problem reaching it.

Carlos Javier Melgar Rincón, MICHOACÁN

IMPORTANT COMPANY HIRING

SALES REPRESENTATIVES

REQUIREMENTS:
- Middle school diploma
- No experience necessary

WE OFFER:
- Base salary
- Commissions
- Monthly income between $3,000 and $20,000

a) Is it possible to know the average salary of the sellers in this company? Why?
b) Is it possible for Ana to make $10,000 monthly for two months?

The "IMPORTANT COMPANY HIRING" case is an example of false information with misleading statistical statements. Even though it includes apparently impressive information, we cannot know if it's real.

It's possible that the company invented the information. It's also possible that some sellers simply receive the base salary and do not get any additional income.

When there is so much difference between $3,000 and $20,000, we don't know the real value within this range because it's too big, and we don't have additional information about the data. For example, what percentage of the employees receive a $3,000 income? What percentage receive $10,000? And what percentage receive $20,000? Therefore, verifying the sources of any data presented before accepting it as true statistical information is important.

Grammar

Reported Speech

Reported speech puts the speaker's words or ideas into a sentence without quotation marks. In reported speech, the reader does not assume that the words are the speaker's exact words; often, they paraphrase the speaker's words "going back one tense."

- Simple present changes to simple past.
- Present progressive changes to past progressive.
- Simple past changes to past perfect.
- Present perfect changes to past perfect.
- *Will* changes to *would*.

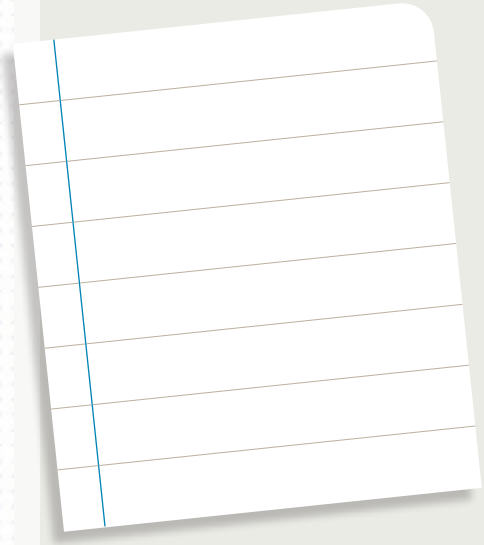
Sample Survey Questions

Juan: Do you have access to internet at home?
Pedro: Yes, I do.
Juan: How many hours do you spend online?
Pedro: I spend five hours a week on the internet.

Reported Speech

Pedro said that he had internet access, and that he spent five hours per week on the internet.

1. In pairs, practice using reported speech. If it is necessary, write the key words in your notebook. Take a look at the example:
   Ana said, "That's too bad."
   Ana said that it was too bad.



- Sophia said, "That's great." / "That's great news."
- Alan said, "I'm sorry to hear that."
- Patrick said, "I'm glad to hear that."
- The teacher exclaimed, "Congratulations!"
- My mom said, "I'm happy to hear that."
- Dad said, "Oh no! Really?"
- Marie said, "That sounds awful." / "That sounds terrible."
- Grandpa mentioned, "That sounds great." / "That sounds wonderful." / "That sounds fantastic." / "That sounds amazing."
- Susan said, "That is a pity." / "That's a shame."
- Tom said, "Sure." / "Yeah."

2. In communities, practice sharing your opinion about the previous activity. Use reported speech.
   For example:
   You say, "It is so complicated!"
   One of your classmates reports what you said: "He/she exclaimed the exercise was complicated."

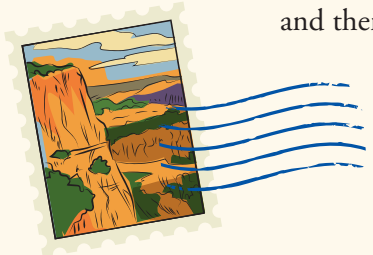
Where We Are Headed

Telling the difference between what is real and what is not real is getting increasingly difficult nowadays. This can lead to misleading errors, and even the spread of false data. With the information you have until now, what monthly income do you think Ana can expect during the two months of this employment?

Inquiry Design and Development

That's the Question!

1. In communities and respectfully, read the following situation and then answer what is asked.



In Adriana and Carlos's school, there are two basketball teams. One is Los Venados of 1° A and the other is Los Relámpagos of 3° B. Each team has five starting players. The average age of the players of each team is 15 years old.

a) With this information, could you explain what it means that both teams have the same age average? Carlos is 16 years old, and the oldest team player of Los Relámpagos. He says that, in the community, almost everyone is 15 years old. Adriana claims that the mode (the number most repeated) in team Los Venados is 12, because its members are from first grade. Is it possible that both are right?

2. In the communities you created, do the following:

a) Search for information about dispersion and central tendency in the Classroom Library, School Library, or public library.
b) If you have the opportunity to check on the internet, look at the video "Medidas de tendencia central y de dispersión" from the program *Aprende en casa* of the Secretaría de Educación Pública, by following the QR/link on the right, to answer: What are the dispersion and central tendency measurements?
c) Write in your notebook the information you found.

"Medidas de tendencia central y de dispersión"

https://bit.ly/3oNfxbZ

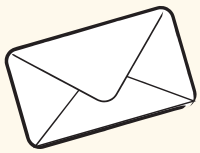
3. Next, make a table with the ages of both basketball teams. Complete the tendency and central measurements in the table.

	Los Venados	Los Relámpagos
Age	12, 12, 12, 13, 26	14, 15, 15, 15, 16
Mean		
Mode		
Median		
Range		
Deviation of each number from the average		
Mean deviation		

4. Compare the measurements of dispersion of Los Venados and Los Relámpagos. Then, answer the following:
   a) What do the measurements data set of each team represent?
   b) Roberto, the physical education teacher, plays with Los Venados. How does his participation affect the central tendency measurement? And the dispersion measurements?

5. Ask your classmates if they have internet access and how many hours per week they use this service.

6. Once you have everyone's response, answer the following questions in your notebook:
   a) What are the average hours per week that the students in your classroom use internet?
   b) Does the data have a lot of dispersion or little dispersion?
   c) What is the range of the data?
   d) What is the average variation of the data?



7. Considering your responses, explain in communities if the average represents each team's data. In other words, is it possible to know a player's age precisely by knowing the average and selecting a random team player?

Seek and Find

1. Individually, without forgetting what you learned in community, look online for a survey about sellers' income, like those from the initial reading. Then answer these questions in your notebook:
   a) What is the population on which the survey was based on?
   b) What is the income range in that survey?
   c) What is the average income?
   d) What is the range or other measurement of dispersion of the real income of the sellers from the survey?

Remember that it's important to make a search plan that allows you to locate the information.

2. In community, write the information in your notebook and find a way to represent the results of your research with graphs.

3. Check the webpages you consulted before and, with the help of your teacher, answer the following questions in your notebook:
   a) Is the source of information reliable?
   b) Is it up to date?
   c) Is it consistent with other reliable information and sources?
   d) Is it relevant?
   e) Is it presented in a clear and easy-to-learn manner?
   f) Is it complete and does not leave out important data?
   g) What is the mean, median, and mode of the data you found about the sellers?

h) Are there atypical values or anomalies in the data that could affect the precision of the information?
i) Is the information presented based on a significant and random sample?
j) If that is the case, what is the most relevant dispersion measurement of the survey?
k) Is the information presented in terms of probability and estimates? How does that affect the reliability of the information?
l) Is the information presented with graphs or tables? How does it affect the understanding and reliability of the information?

4. To learn more about dispersion and central tendency, consult the book *Colección Nanahuatzin. Saberes y pensamiento científico. Tercer grado*, or research in the Classroom Library, the School Library, or other libraries and available sources of information.

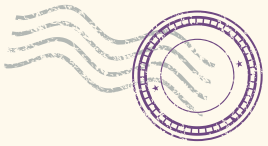
Find and Learn

It's necessary to document and reflect on what you learned in the previous activities. Therefore, do the following in communities and supporting each other:

1. Discuss and reflect about the results obtained by applying the measurements of dispersion and central tendency to different real-life situations.
2. Discuss topics related to the validation of information.
3. Write your conclusions in your notebook.
4. If you're missing information, together in communities, find other sources or ask whoever can help you to complete the information.

5. Present your information numerically or with graphs.
   a) Compare the information you found: Is it possible for Ana to earn $10,000 monthly during the two months of employment?
   b) At this moment of the project, reflect if the ad "IMPORTANT COMPANY HIRING" offers enough information for Ana to know if it's a possible option and if she can trust she will get the income she wants.
   c) Present the information and results with graphs that are clear and simple to understand.
   d) Report your conclusions.

Building and/or Proving
The Possible Paths



1. In communities, review again the initial reading of this project.
   a) Is there enough information to calculate the average income?
   b) With your information, calculate the range.
   c) What does the range say about the data dispersion?
   d) What information do you have about the average salary? Remember the example about the basketball teams and apply your observations to Ana's problem.
   e) If a sales company offers base salary + commissions in a monthly income range that goes from $3,000 to $20,000, is the information real or misleading?

2. If you consider it necessary, with the help of your teacher, make an awareness campaign about misleading publicity.

Once your analysis is done, each community will present its results and conclusions in an infographic. Emphasize the importance of verifying how reliable the information is and how the measurements of dispersion and central tendency help evaluate the information more effectively. Take care of the following aspects:

Alejandra Lara Vázquez, CIUDAD DE MÉXICO

Before

a) Prepare an introduction explaining the purpose of the study, the objectives, and the importance of verifying the reliability of information and using statistical measurements to analyze data.
b) Present the data clearly and concisely. Use tables, graphs, or diagrams.
   - Make sure the data are relevant and duly organized so they are easily understood.
   - Combine the information with images to make the contents easy to understand for whoever looks at them.
c) Place the infographic in the public view.

During

a) Present your report to the community in a clear and organized way, using visual resources to help the community understand and follow the study. During the presentation, be friendly with the audience and remember to do the exercise of "putting yourself in the other's shoes." If there are questions or doubts, answer respectfully.
b) Present the dispersion and central tendency measurements used to analyze the information, and how they were used to get useful and reliable data. Make sure the results are significant and present your conclusion.
c) Summarize the key points and stress the importance of verifying how reliable information is and of using statistical methods to make informed and critical decisions.

After

a) Analyze any study limitation, such as missing information or error possibility. Besides, make recommendations for future research.
b) Remember Ana's story. What do you think the monthly salary that she could get is? Discuss it in your communities and support your answer.

Self-Reflection
Appreciating My Path

Alejandra Lara Vázquez. CIUDAD DE MÉXICO

1. In communities, reflect on your research process and assess the activities done in this project. This will help you to recognize your achievements, identify areas of opportunity, and develop metacognitive abilities.
2. Make a portfolio of your work, reflections, self-assessments, and other material related to the project.
3. Create an assessment table, rubric, or checklist to evaluate the abilities you developed and your achievements in the research. For this, make short-term indicators that will allow you to identify the following aspects individually:
   a) Contribution to the project
   b) Project planning
   c) Attitude during the awareness campaign
   d) Planning: problem situation and objective statement
   e) Strategy selection
   f) Activities to obtain alternatives to the solution
   g) Information and development
   h) Presentation and assessment
4. Use your assessment sheet to do the following:
   a) Ability self-assessment: Identify and evaluate the abilities acquired in this project and each one's competence level.
   b) Research assessment: Determine the quality of your research and if the information you found is reliable and relevant to the project.
   c) Data analysis: Examine how you processed the data gathered during your research and how you used dispersion and central tendency to evaluate the quality of the information.
5. Individually, but without forgetting your work in community, assess your capacity to work in community, and your ability to communicate and resolve conflicts.
6. Finally, write in your notebooks the assembly agreements reached by the community to promote the importance of the information we use every day in the digital era.

Social Media and Their Importance in the Transmission of Current Cultural and Artistic Manifestations

In this project, you will explore how adults perceive the internet and social media as tools to discover other cultures. For that, you will create a lapbook about an artistic or cultural manifestation from an English-speaking country currently relevant in social media.

En este proyecto, explorarás cómo los adultos perciben el internet y las redes sociales como herramientas para descubrir otras culturas. Para esto, crearás un *lapbook* sobre una manifestación artística o cultural de un país angloparlante relevante en este momento en redes sociales.

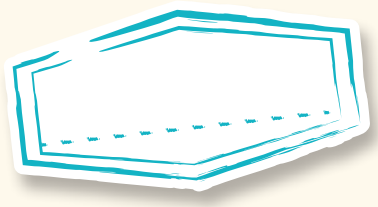
Identification

Mexico has great diversity when it comes to languages (for example, Zapoteco, Mixe, Chontal, Mazateco, and Mixteco, among others). The way we perceive Indigenous languages doesn't have to be different from the way we perceive languages from other countries. The English language is becoming increasingly present and a part of the interculturalism that enriches the country.

Individually, without forgetting that you are part of a community, copy and complete the table on the next page in your notebook.

Word or Phrase in English I Use Everyday	Social Network Where I've Found It

> "Interculturality refers to the existence and equitable interaction of diverse cultures and the possibility of generating shared cultural expressions through dialogue and mutual respect" (Convention on the Protection and Promotion of the Diversity of Cultural Expressions, 2007).



Human beings are constantly in touch with other languages. Throughout their life, a person will acquire words that enrich them when integrating all kinds of cultural manifestations. Currently, social media represents a source of knowledge, a diverse mosaic of cultural and artistic manifestations that facilitates users' access to art, traditions, garments, and so on.

Vocabulary

In communities, do the following activity:

a) Your teacher will hand each community a hat or a bowl containing several pieces of paper with the words from the following page written on them.
b) A student from each community will grab one piece of paper without revealing its content to the others.
c) On a piece of paper or a sheet from their notebook, the student will draw a picture representing the chosen word without using words or letters.
d) The rest of the community members will try to guess the word correctly in a maximum of two minutes.
e) If a community guesses the word correctly, it will get a point.
f) Once the game is finished, with the help of your teacher, practice pronunciation and write your own definition of the words on the lines provided on the next page.

Inquire: _____

Knowledge: _____

Typical dish: _____

Schedule: _____

Draft: _____

Gather: _____

Cardstock: _____

Retrieval

You may have realized from "Identification" that social media is a reference when it comes to learning new words or phrases in English.

Through songs, videos, pictures, video games, and traditional dishes, along with the work of painters, poets, tattoo artists, and influencers, people get in touch with other cultures. The interculturalism phenomenon comes from appropriating the previously mentioned cultural and artistic manifestations.

The use of the internet and social media has become increasingly relevant over the last few years. Current generations use them frequently, and it has become normal for the so-called trends to impact their personalities and their everyday knowledge.

It is interesting to examine the opinions of previous generations about the use of the internet and social media, given that, at the beginning of the 21st century, people learned about cultural and artistic manifestations from other countries in different ways.

Individually, but considering your classmates, choose and interview an adult person from your community using the questions on the following page; if necessary, you can add more. Write the answers in your notebook.

Name of the interviewed: _____
Age: _____

1. Do you know any words or phrases in English?
2. Have you read or heard about those words on any social media or on the internet?
3. What's your opinion on the use of the internet right now?
4. What's your opinion on the use of social media?
5. Do you know any artist, video game, movie, traditional dish, or any element that is part of an English-speaking culture?
6. How did you get to know it?
7. Do you think using the internet and social media promotes the transmission of knowledge to other cultures?

Writing

Individually, choose a famous star! Think of an English-speaking personality that is popular in Mexico.

a) Do a little research about the life of your selected artist. You can use the following questions as a guide:
   - When did they become famous?
   - How did they become famous?
   - What impact have they had on Mexican people?
   - How is their style different from the style of Mexican artists?

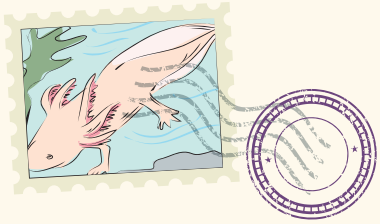
b) Write at least five interview questions relevant to the artist and their impact on Mexico in the space provided.

_____
_____
_____
_____
_____

Speaking

1. Select a member of your classroom community to be the famous person you chose in "Writing."
2. Share the information that you found about the artist, so your classmate has an idea on how to answer your questions.
3. Ask the questions and extend the conversation as long as possible.
4. Present the interview to your classmates and invite them to ask even more questions.

Approach



Coming up, you will see the activity schedule to create your educational lapbook on the use of the internet and social media.

Type of Project	Objective of the Project
Community project-based learning	To reflect on the use of the internet and social media, and its importance in sharing elements of other cultures with the Mexican culture.

Activity Schedule

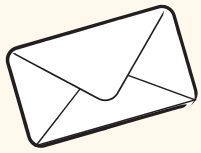
Week 1	Week 2	Week 3	Week 4
Research and discuss the information obtained and plan the lapbook creation.	Assign functions and responsibilities to each member of the community.	Turn in your first draft, give feedback, correct mistakes, and submit the final draft. Prepare an oral presentation.	Deliver the oral presentation to the school community and analyze some final comments on the project.

Planning

1. In communities, share the information obtained from the interviews done to the adult person from your community. Comment on the answers you got.
2. Complete the table on the next page about the opinions of the adults compared to yours.

	Adults' Answers	Your Answers
What's your opinion on the use of the internet today?		
What's your opinion on the use of social media?		
What's the main leading media where you find out about artists, video games, typical dishes, holidays, or other elements from a foreign country?		
Do you think using the internet and social media helps to communicate knowledge from other cultures?		

3. Individually, without forgetting you are part of a community, answer in your notebook the following questions:
   a) Is there a correlation between your answers and the answers of the adults?
   b) In which aspects are they different?
   c) Is the way the adult generation found out about other countries' cultural and artistic manifestations like the one in the present?



4. In communities, continue with the research to prepare your lapbook. To do so, choose a cultural manifestation (typical dish, holiday, garment) or an artist (singer, painter, dancer, sculptor) from an English-speaking country. Look for this information during your search:
   a) Name of the artist or cultural manifestation
   b) Brief biography or history
   c) Characteristics and explanation of their artworks
   d) Presence in Mexican culture
   e) Social media where the artist is active or where you can find more information about them

   Remember, your lapbook must be written in English. You can use a dictionary or a digital translator to help you with the task.

Comprehension and Production

1. In communities, discuss the activities each member will do. Use the table on the next page as a guide.

Activity	Person(s) in Charge
Gathering information	
Organizing the information	
Searching for pictures related to the content	
Writing the information in your lapbook	
Gathering the materials for decorating your lapbook and adorning it	

2. To create your lapbook, consider the following elements and characteristics:

   a) Your lapbook should be the size of a piece of cardstock placed horizontally and folded in three equal parts. This will give you six blank pages (three at the front and three at the back).
   b) Write the following elements on the cover: title, picture, and a brief review of the subject.
   c) Organize the information on your subject using short and relevant ideas.
   d) Include pictures and other graphic elements.
   e) You can include internet links.
   f) Include various decorative elements to organize the information: envelopes, colored footnotes, tables, among others. You can follow the colors and characteristics of a specific social network.
   g) On the last page, include the community members' information.

Exploration

Before you continue assembling your lapbook, make sure to check your progress.

1. In communities, copy and complete the following checklist in your notebook:

Activity	Yes	No
Every community member agrees with the chosen subject.		
We have enough information to complete the lapbook.		
The structure and steps to make our lapbook are clear.		
Every community member knows what they must do.		
Every community member has worked on their tasks.		

2. Discuss the results on your checklist and, with the help of your teacher, make the necessary adjustments to continue with the project.

Integration

1. In assembly, each community must present its lapbook draft.
   a) Explain every point of the artist or cultural manifestation you chose in a short oral presentation.
   b) Give feedback to your classmates. For that, focus on the following elements:
      - Is the information on the artist or cultural manifestation clear and sufficient?
      - Is the information presented in English?
      - Does the lapbook have decorative elements?
   c) With the help of your teacher, share your doubts and make any necessary adjustments.

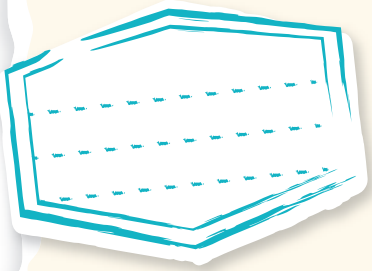
2. Prepare the final lapbook presentation. For that:
   a) Set a time and place to do it.
   b) Make posters to invite the school community.
   c) Think of a creative way to present your work to the school community. For that, you can do the following:
      - Create a video or a slide presentation about the information.
      - Do a performance (dance, sing, theater play).
      - Use recycled elements (boxes, bottles, sheets of paper, paint, among others) to make a mural.

Broadcasting

It's time to present your information and conclusions about your chosen topic to your school community!

Agree to prepare your presentation:

a) Choose the place where your community will set their presentation.
b) Define the presentation schedule. Let the school know if you will need a sound system.
c) Your teacher can help with coordinating the attendants and maintaining order.
d) After every presentation has finished, provide the attendants with a notebook or blank sheets so they can write their comments.



Consideration and Advances

1. In assembly, read the comments received during the presentations and discuss the following aspects:
   a) What was the best part of your presentation?
   b) What can you do differently?
2. Individually, without forgetting you are part of a community, write a reflection in your notebook on the following question: What role do social media have in transmitting other countries' cultural manifestations to the Mexican society?
3. In assembly, share the information you found about the amount of time dedicated to social media use and discuss on the possible risks of excessively using these platforms.
4. Finally, write in your notebooks the assembly agreements reached by the community to know more about the way adults see the internet and social media to discover other cultures.

Reading

1. In pairs, before reading the following text, discuss the following questions: Have you ever had to work with someone you didn't like at first? How did you fix your differences?

From #OOTD to #StreetArtRevolution

This is the story of two contrasting people. On one side you have Sarah, a girl with perfectly manicured nails and designer clothes. She was the epitome of a social media influencer. Every move was documented using hashtags like #OOTD (Outfit of the Day) and #LivingMyBestLife. On the other side there's Ben, her artistic cousin, always wearing paint-splattered overalls, he hated social media, preferring to express himself through his vibrant street art murals.

When their art teacher announced a project on Australian street art, Sarah and Ben were paired together. Sarah, initially horrified, saw an opportunity to gain content for her social media. Ben, skeptical, agreed with a resigned sigh.

Their exploration of Melbourne's street art scene began with a clash and a ton of arguments. Sarah insisted on documenting everything for her followers, while Ben focused on understanding the stories behind the murals. They argued over the artistic merit of using social media to promote street art, with Sarah seeing it as exposure and Ben fearing it was not authentic.

Yet, as they delved deeper, a grudging respect emerged. Sarah discovered the power of street art to spark conversations about social issues, a power she could amplify with her online platform. Ben, witnessing the positive reactions Sarah's posts generated, realized the potential for social media to connect people with art beyond the physical walls of a gallery.

Their final project was a stunning fusion of their styles. A powerful mural presenting environmental issues, accompanied by Sarah's well-managed social media campaign, attracted crowds and generated discussions. They presented their project, not as rivals, but as collaborators who had learned to bridge the gap between traditional and digital art forms. The #StreetArtRevolution hashtag they created wasn't just for show; it became a platform for young artists to connect and share their work.

In the end, Sarah learned that social media influence came with a responsibility, while Ben discovered its potential as a tool for artistic expression. Their unlikely partnership became a testament to the power of collaboration, proving that even the most contrasting perspectives could find common ground in the dynamic world of art.

2. In communities, discuss and answer in your notebook the following questions:
   a) What are the initial challenges that Sarah and Ben face when working together on the project?
   b) How do Sarah and Ben's contrasting perspectives on art contribute to the success of their final project?
   c) What message does the story send about working with people who have different perspectives?
   d) Do you think social media can be a valuable tool for promoting art? Explain your answer.

Possible answers:
a) Conflict on priorities. Sarah wants to document everything for social media, and Ben focuses on understanding the meaning behind street art.
b) As they collaborate, Sarah appreciates the power of street art, going beyond the physical walls of the gallery.
c) Collaboration with people who have different perspectives can be successful and lead to a strong outcome.
d) Social media can be an influential tool for promoting art.

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