

- **Conceitos-chave do módulo (ou ideias-chave):** *print media*, rádio, TV, cybercrime, digital literacy.

ORGANIZADOR Tema/subtema; Domínio; Área	AE: CONHECIMENTOS, CAPACIDADES E ATITUDES O aluno deve ser capaz de:	AÇÕES ESTRATÉGICAS DE ENSINO ORIENTADAS PARA O PERFIL DOS ALUNOS (Exemplos de ações a desenvolver na disciplina)
<p>4.Media all around</p> <p>4.1 New times, new media</p> <p>4.2 Our online life</p> <p>4.3 Media ups and downs</p>	<ul style="list-style-type: none"> - To learn about types of media - To recognise types of TV programmes and TV genres - To learn the importance of different media - To learn about media jobs - To compare online and print news - To understand the concept of Digital Divide - To learn about digital literacy - To distinguish British English from American English - To analyse and read figures, statistics and summary reports - To write a report - To discuss positive and negative aspects of mass media - To learn about cybercrime and online safety - To learn how to be a good digital citizen - To write a “How to” magazine article 	<p>Listening: videos / excerpts / texts / statements / songs</p> <p>Viewing: videos</p> <p>Reading: aloud / silently in order to look for specific or general information (scanning/skimming)</p> <p>Speaking:</p> <ul style="list-style-type: none"> - Favourite TV programmes / reasons for using the internet / positive and negative aspects of media - guessing / discussing questions and ideas / asking and answering (in pairs) / role-play <p>Writing:</p> <ul style="list-style-type: none"> - a news bulletin / sentences with modal verbs / a definition / a report / a news article / a "how to" magazine article - completing and forming sentences / finding information / correcting mistakes / identifying information / asking / answering / doing multiple choice exercises / doing true/false exercises / matching / ticking / explaining the meaning of words and expressions / finding equivalents and opposites / building sentences / filling in blanks / doing pair/group work

Ano Letivo: 2020/2021

Disciplina: INGLÊS Módulo:5 Duração: 25 (horas) = 33 aulas

Curso: Técnico Auxiliar de Saúde

Docente: Andreia Borges

• Conceitos-chave do módulo (ou ideias-chave): teenagers: career choices, problems...

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<p>5. It's a teen's world</p> <p>5.1 Coming of age</p> <p>5.2 A time of choices</p> <p>5.3 Living up my teenage years</p>	<ul style="list-style-type: none"> - To learn about teenage issues and worries - To discuss unhealthy relationships - To acquire vocabulary about love - To write an advice letter - To learn and think about pathway choices and future careers - To write a formal email - To learn about silent consonants - To identify likes and habits - To learn about music festivals - To ask for and give an opinion - To learn about music genres 	<p>Listening:</p> <ul style="list-style-type: none"> - texts / songs / statements / different sounds / short dialogues / the teacher / other students' experiences <p>Viewing:</p> <p>videos / film Reading: aloud / silently in order to look for specific or general information (scanning / skimming) Speaking:</p> <ul style="list-style-type: none"> - Binge watching / sexual identity / mobile phone addiction / pathway choices / summer festival checklist o description of pictures, people, places, etc. / debates <p>Writing:</p> <ul style="list-style-type: none"> - an advice letter / what to do and what not to do / a formal email / technology-related mental health disorders / a poem - completing and forming sentences / correcting mistakes / identifying information / asking / answering / rewriting / doing multiple choice exercises / doing true/false exercises / matching / ticking / explaining the meaning of words and expressions / building sentences / filling in blanks / doing pair/group work 	<p>Conhecedor/ sabedor/culto/ informado (A, B, G, I, J)</p> <p>Comunicador (A, B, D, E, H)</p> <p>Sistematizador/ organizador (A, B, C, I, J)</p> <p>Autoavaliador (transversal às áreas)</p> <p>Participativo/ colaborador (B, C, D, E, F)</p> <p>Responsável autónomo (C, D, E, F, G, I)</p>
<p>AValiação: Avaliação no interior do módulo: formativa e sumativa.</p>			

ÁREAS DE COMPETÊNCIAS - PERFIL DOS ALUNOS (ACPA)

Área de Competências do PA (ACPA)	Linguagens e textos (A)	Informação e comunicação (B)	Raciocínio e resolução de problemas (C)	Pensamento crítico e pensamento criativo (D)	Relacionamento interpessoal (E)
	Desenvolvimento pessoal e autonomia (F)	Bem-estar, saúde e ambiente (G)	Sensibilidade estética e artística (H)	Saber científico, técnico e tecnológico (I)	Consciência e domínio do corpo (J)

DESCRITORES:

Ano Letivo: 2020/2021

Disciplina: INGLÊS Módulo:6 Duração: 25 (horas) = 33 aulas

Curso: Técnico Auxiliar de Saúde

Docente: Andreia Borges

• **Conceitos-chave do módulo (ou ideias-chave):** environmental problems/causes/consequences7endangered species/environmental organizations

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<p>6. A world at risk</p> <p>6.1 Environmental threats</p> <p>6.2 An endangered world</p> <p>6.3 Sustainable living</p>	<ul style="list-style-type: none"> To learn about environmental problems To identify causes and consequences To distinguish natural and man-made disasters To learn about endangered species To learn about consumerism To link concepts to their definitions To learn about overpopulation To learn about the impact of overpopulation in the environment To pronounce the letter "o" in different ways To think about solutions for overpopulation To write an argumentative text To learn vocabulary about environmentally-friendly behaviour To learn about alternative green lifestyles To learn about environmental organisations To recognise logos To write an advertising leaflet 	<p>Listening: texts / dialogues / songs / statements</p> <p>Viewing: videos / documentaries</p> <p>Reading: aloud / silently in order to look for specific or general information (scanning/skimming)</p> <p>Speaking: – favourite environmental conference / causes and consequences of environmental problems / population growth / labels and products – role-plays / interviews / discussing ideas / debate</p> <p>Writing: – consumerism / poster / definition of urban sprawl, carbon footprint and commuting population / sustainable school / argumentative text / advertising leaflet</p> <p>completing and forming sentences / identifying information / asking / answering / doing multiple choice exercises / doing true/false items / matching / ticking / explaining the meaning of words and expressions / building sentences / filling in blanks / doing pair/group work</p>	<p>Conhecedor/ sabedor/culto/ informado (A, B, G, I, J)</p> <p>Comunicador (A, B, D, E, H)</p> <p>Sistematizador/ organizador (A, B, C, I, J)</p> <p>Autoavaliador (transversal às áreas)</p> <p>Participativo/ colaborador (B, C, D, E, F)</p> <p>Responsável autónomo (C, D, E, F, G, I)</p>

AVALIAÇÃO: Avaliação no interior do módulo: formativa e sumativa.

ÁREAS DE COMPETÊNCIAS - PERFIL DOS ALUNOS (ACPA)

Área de Competências do PA (ACPA)	Linguagens e textos (A)	Informação e comunicação (B)	Raciocínio e resolução de problemas (C)	Pensamento crítico e pensamento criativo (D)	Relacionamento interpessoal (E)
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DESCRITORES: