


Código: CA-02	CA-02 LEARNING RUBRIC AND LEARNING EXPERIENCE LESSON PLAN 2024	 COLEGIO TERESIANO BOGOTÁ <small>COMPAÑIA DE SANTA TERESA DE JESUS</small>
Versión: 1		
Fecha de revisión: 24/03/2023		

PROJECT'S NAME: *I am an open book.*

LEVEL: TENTH (10th) **CLASS:** A-B **TEACHER/S:** Erika López & Janneth Rosas

PERIOD I	<p>FROM: January 17th TO: April 19th</p> <p>KEY SKILLS: Integrates their knowledge into communicative situations using the basic strategies of analysis and synthesis, from reading and listening comprehension, applied to the organization of information and the integration of diverse information in written and oral production in the foreign language, by being conscious of their surroundings and their inner status to respect the differences among cultures and people.</p> <p>STANDARD KNOWLEDGES: How to take notes. How to answer a multiple choice exercise. How to predict the text in missing sentences. How to compare photos. How to choose the best option in an exercise. To identify the value of other cultures from information and knowledge taken from different sources. To highlight other cultures' values through my written and oral productions.</p>
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<p>WHICH ARE THE COMPREHENSIVE SKILLS WE WANT THE STUDENTS HAVE?</p> <p>Identifying people, situations, places as well as the topic when native speakers are having a conversation. Inferring explicit and non-explicit information from an oral text. Identifying the keywords in a text to get the general idea. Understanding the main idea, the topic and time order from a written text of any type. Structuring my texts based on formal elements of the language such as punctuation, spelling, syntax, coherence and cohesion. Planning, proofreading and editing my productions with the help of my teacher and classmates. Spontaneous participation in conversations about topics from school and of my interest using a suitable fluency and vocabulary. Detailed narration about experiences, facts and stories. Identifying other cultures' values to build my own understanding of their identity.</p>	 <p>CB2: Relacional CB4: Comunicación lingüística</p> <p>WHAT TO LEARN FROM THE TERESIAN SKILLS?</p> <p>Conceptual: Article. Story. Words related to family and friends, house and home. Word formation, collocations and expressions, phrasal verbs, prepositions. Present simple, present continuous, past simple, past continuous. Stative verbs. Used to, would, be/get used to.</p> <p>Procedimental: Identify, compare, contrast, observe, select information, reading and listening to details and general ideas, analyze, synthesize, take note, differentiate, comprehend, understand, express,</p>	<p>WHICH IS THE SCENERY OR PROBLEMATIC SITUATION?</p> <p>We have seen at home albums where we recall some memories, with the help of our relatives. However, how would it be to have an album about the future? Let's see how it serves to illustrate the future.</p>
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	investigate, give structure to the writings and oral presentations. Attitudinal: Respect, tolerance, team work, motivation, effort, active listening, effective communication, intercultural sense, responsibility, punctuality. Respectfully defends their individuality, faces and adapts to their immediate reality. Expresses the knowledge acquired with other teams and is enriched by the contribution of others, valuing and respecting multiculturalism. Responsibility with assigned works. Shows interest and motivation in language management.	
STUDENT'S ROLE: Illustrator, narrator.		
CHALLENGE: The organization of families is changing day by day, and the architecture is now eco-friendly in houses and buildings. You have to create an album of your future family (relatives and nuclear family), and the possible house you will live in the way you dream about them, using the vocabulary and grammatical structures needed to describe, and in an individual work.	PRODUCT: Photo album.	PROMOTION: The albums will be shown in the library to be seen by other students at the break time, lunch and other classes assigned.

LEARNING EXPERIENCE

<p>STAGE 1: <i>My people and my place</i></p> <p>EXECUTION: From Cycle 2 to cycle 4</p> <p>CRITERIUM: <i>Describe the different types of family and styles of houses around the world.</i></p> <p>TASKS:</p> <p>1.1. Identify the different types of houses, its parts, elements and specific characteristics.</p> <ul style="list-style-type: none"> *Watch the video about some British types of houses and take notes in the notebook https://www.youtube.com/watch?v=d4hM5Yq5q0E (Cycle 2. 1 hour) *Look for more information about the different types of houses and write them down in the notebook. (Cycle 2. 1 hour) *Draw the different styles of houses illustrating well their particular characteristics. (Cycle 2. 1 hour) *Compare the different houses in a comparative chart. (Cycle 2. 1 hour) *Read the text "<i>Reading a house</i>" from the British Council website and develop completely and correctly each of the exercises. (Cycle 2. 2 hours) *Develop the activities given by the teacher about the vocabulary of housing. (Cycle 3. 1 hour) *Listen to the audios given by the teacher and answer the questions online asked about the topic https://english-practice.net/listening-exercises-b1-housing/ (Cycle 3. 1 hour) *Describe orally their houses taking into account the vocabulary, parts and characteristics seen previously. (Cycle 3. 1 hour) *Based on the plot of the reading plan book design a house that Monty can afford due to his grandfather's inheritance. (Cycle 3. 1 hour) *Describe Monty's house and the mansion of his dead grandfather. (Cycle 3. 1 hour)
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*Present the exam related to the topic of housing. (Cycle 3. 1 hour)

1.2. Explain the different types of relationships.

*Read the article “*Different types of relationships*”, underline and take notes in a Cornell method. (Cycle 4. 1 hour)

*Answer online the exercises related to relationships in the website <https://learnenglishteens.britishcouncil.org/skills/listening/b1-listening/important-people> (Cycle 4. 1 hour)

*Homework: Watch some short videos of families of different TV shows and movies, and write the similarities in a Venn diagram explained by the teacher. (Modern Family, The Simpsons, Swan Family – Twilight, Gossip Girls, The Addams)

*Develop the activities given by the teacher about the vocabulary of family. (Cycle 4. 1 hour)

*Describe orally their families taking into account the vocabulary and characteristics seen previously. (Cycle 4. 1 hour)

*Participate in a role-play game to identify the family member according to the tips given. (Cycle 4. 1 hour)

*Relate the past events in the childhood and write the outline of a short story using simple past, past continuous and used to-get used to. (Cycle 4. 1 hour)

1.3. Implement a series of volitional strategies, aimed at avoiding external and internal distractions, to maintain my concentration, effort and motivation during the completion of group and individual academic tasks.

*Follow the instructions given by the teacher for developing the activities of the reading plan.

*Based on the reading plan’s plot, what can you infer from Monty’s grandfather and uncle relationship? Support your answer.

*Describe Monty’s grandfather’s personality, and the other characters that appeared in chapters 1, 2 and 3.

*Take advantage of the time given in class for doing the activities and exercises asked by the teacher. (Cycles 1-4. 24 hours)

*Hand in the papers, notes or any homework, or send the tasks on time being responsible and punctual with the learning process. (Cycles 1-4. 24 hours)

*Give feedback respectfully to the other partners and the teacher in order to build knowledge together and contribute to the class environment. (Cycles 1-4. 24 hours)

STAGE 2: *Designing my life*

EXECUTION: From Cycle 5 to cycle 7

CRITERIUM: *Outline the future family and house answering questions about them orally and in writing.*

TASKS:

2.1. Analyze the different family members who you will share your life with and justify.

*Watch the short about the movie “*How to lose a guy in 10 days*” and relate the movie with the purpose of the project https://www.youtube.com/watch?v=HcHdy_Vc1DY (Cycle 5. 1 hour)

*Write about your ideal family members with their own characteristics and explain why they are chosen. (Cycle 5. 1 hour)

*Justify orally to the teacher and classmates the family members described. (Cycle 5. 2 hours)

*Draw the ideal family with their own physical characteristics. (Cycle 5. 1 hour)

*Write the outline of the narration of the possible future events using simple present and present continuous. (Cycle 5. 2 hours)

2.2. Diagram the future house explaining its characteristics and justifying the choice.

*Watch the video as inspiration of the changes of the house and take note of the different ages you find <https://www.youtube.com/watch?v=PqG1jC5gUFY> (Cycle 6. 2 hours)

*Draft the ideal house in the notebook specifying the parts of it, the elements found in each, and justifying why you chose that type of house. (Cycle 6. 4 hours)

*Connect each part of the ideal house to a special future event and write short paragraphs of them. (Cycle 7. 4 hours)

*Present the drawing of the ideal house to the teacher and classmates and explain the choice. (Cycle 7. 2 hours)

2.3. Implement a series of volitional strategies, aimed at avoiding external and internal distractions, to maintain my concentration, effort and motivation during the completion of group and individual academic tasks.

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- *Follow the instructions given by the teacher for developing the activities of the reading plan.
- *Take advantage of the time given in class for doing the activities and exercises asked by the teacher. (Cycles 1-4. 24 hours)
- *Hand in the papers, notes or any homework, or send the tasks on time being responsible and punctual with the learning process. (Cycles 1-4. 24 hours)
- *Give feedback respectfully to the other partners and the teacher in order to build knowledge together and contribute to the class environment. (Cycles 1-4. 24 hours)

STAGE 3: My everything!

EXECUTION: From Cycle 8 to cycle 10

CRITERIUM: *Create an album that shows how it is going to be their future family and house, and justify the decisions made.*

TASKS:

3.1. Adapt the knowledge about family members and their characteristics, to their future ideal family in oral and written texts.

- *Establish the final drawing-pictures of the future family in photos that go in the album. (Cycle 8. 6 hours)
- *Fit the family members to the written narrative about the different events of the photos of the album. (Cycle 9. 6 hours)

3.2. Plan in writing the design of the future house according to the previous knowledge evaluating orally its advantages and disadvantages to the teacher and classmates.

- *Make the final design of the ideal house in the notebook standing up for the advantages of it and clarifying the disadvantages. (Cycle 10. 3 hours)
- *Attach the final model of the house to the album discriminating the different situations that may happen in each part of it. (Cycle 10. 3 hours)

3.3. Implement a series of volitional strategies, aimed at avoiding external and internal distractions, to maintain my concentration, effort and motivation during the completion of group and individual academic tasks.

- *Follow the instructions given by the teacher for developing the activities of the reading plan.
- *Take advantage of the time given in class for doing the activities and exercises asked by the teacher. (Cycles 1-4. 24 hours)
- *Hand in the papers, notes or any homework, or send the tasks on time being responsible and punctual with the learning process. (Cycles 1-4. 24 hours)
- *Give feedback respectfully to the other partners and the teacher in order to build knowledge together and contribute to the class environment. (Cycles 1-4. 24 hours)

LEARNING OUTCOMES

SUPERIOR (S)	ACCURATE (A)	AVERAGE (B)	LOW (J)
The student is able to describe the different types of relationships according to the different characteristics and roles among them, and styles of houses around the world classifying the elements in each space of it; he/she can outline the future family describing physically and the personality of each of them, and the ideal house answering questions about them orally and in writing of each of the choices made; for finally creating an album that shows how it is going to be their future family and house justifying the selection of each	The student demonstrates a commendable ability to write about various types of relationships, incorporating different characteristics and roles. He/She exhibits a comprehensive understanding of styles of houses worldwide, adeptly classifying the elements within each space. When outlining the future family, the student provides detailed descriptions of physical appearance and personalities for each member, showcasing proficiency in both oral and written expression. Additionally, his/her ability	The student distinguishes different types of relationships, identifying the basic characteristics and roles. His/Her understanding of styles of houses around the world involves some classification of elements within each space. While outlining the future family, the student provides basic descriptions of physical appearances and personalities demonstrating a moderate proficiency in both oral and written expression. When describing the ideal house, they answer questions adequately. The creation of an album shows an attempt at justifying	The student cannot exemplify different types of relationships with basic reference to certain characteristics and roles. He/She does not identify the differences among the different styles of houses, and hence, the elements in them. While outlining the future family, the student provides only basic descriptions of physical appearances and personalities, displaying limitations in both oral and written expression. Describing the ideal house involves answering questions at a basic level. The creation of an album shows limited

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<p>member, their personalities and physical appearances, the style of the house chosen, their parts and elements, and the possible advantages and disadvantages of living there, by narrating the future events.</p>	<p>to articulate the ideal house is notable, answering questions coherently. The creation of an album further demonstrates their great skill, justifying each selection with insight into the family members, house style, and potential advantages and disadvantages. Their narrative of future events adds depth and creativity to the overall presentation.</p>	<p>selections for family members, personalities, physical appearances, house style, and potential advantages and disadvantages, though with some limitations. The narrative of future events adds a basic layer to the overall presentation.</p>	<p>attempts at justifying selections for family members, personalities, physical appearances, house style, and potential advantages and disadvantages. The narrative of future events lacks depth and creativity, indicating a basic understanding of the task.</p>
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