


Código: CA-02
Versión: 1
Fecha de revisión: 24/03/2023

**CA-02 LEARNING RUBRIC AND LEARNING EXPERIENCE
LESSON PLAN 2024**




PROJECT'S NAME: <i>What a life!</i>		
LEVEL: NINTH	CLASS: A-B	TEACHER/S: Janneth Rosas Molina
<p align="center">PERIOD I</p> <p>FROM: January 17th TO: April 19th</p>	<p>KEY SKILLS: Using information in an accurate and creative way to find solutions to the problems that are addressed by interpreting reading and listening exercises and producing texts and talks related to descriptions, opinions, experiences, and traditions respecting other ways of thinking or behaving.</p> <p>STANDARD KNOWLEDGES: How to answer a multiple choice practice. How to take notes How to analyze a text How to summarize info. How to use different reading strategies. How to work with speaking cards. Discussion and decision making. Understanding the value of different cultures as well as mine by comparing elements from different sources.</p>	
<p align="center">WHICH ARE THE COMPREHENSIVE SKILLS WE WANT THE STUDENTS HAVE?</p> <p>Identification of the purpose in different types of texts. Inferring specific information based on what the oral text provides. Recognizing the line of argument in a written text. Paraphrasing the information gathered by oral or reading communication. Organization of coherent and brief paragraphs according to formal language elements such as punctuation and spelling. Using the right vocabulary according to the text written. Using your knowledge to participate in oral activities. Using formal and informal language in role play activities according to the communicative context. Recognizing elements from different cultures establishing similarities and differences with my culture.</p>	 <p>CB2: Relacional</p> <p align="center">WHAT TO LEARN FROM THE TERESIAN SKILLS?</p> <p>Conceptual: The paragraph. Topic sentence. Note. Postcard. Words related to health, your body, and the countryside. Phrasal verbs, collocations & expressions, prepositions. Past perfect simple. Comparatives & superlatives, (not) as...as. Modals: ability, permission, requests, offers, suggestions, obligation, necessity, prohibition, advice.</p> <p>Procedimental: Identify, compare, contrast, observe, select information, read and listen to specific and general ideas, analyze, summarize, take notes, differentiate, understand, express, plan, structure oral and written speeches.</p> <p>Attitudinal: Value of reading as an important activity for all my experiences. Attention and following directions.</p>	<p align="center">WHICH IS THE SCENERY OR PROBLEMATIC SITUATION?</p> <p>Why not incorporate some of my personal information into a comic book to share my experiences with others?</p>

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	Autonomy management according to the time given to develop the different activities. Willingness for teamwork. Respectful listening to his/her classmates and teacher.	
STUDENT'S ROLE: Writer, designer, graphic organizer, editor, narrator.		
CHALLENGE: I base my choices on experiences from my life that have been particularly unforgettable. I follow an outline that involves a brainstorming process, designing according to my test, graphic organization, and editing based on feedback received. The aim is to develop my final writing production, incorporating suitable vocabulary, grammar and expressions, and a creative approach to capture the audience's attention during the presentation.	PRODUCT: Comic book.	PROMOTION: Students socialize their writing production in the classroom to their pals of the opposite course. (A to B and B to A)

LEARNING EXPERIENCE

<p>STAGE 1: Deepening on my particular stories.</p> <p>EXECUTION: From Cycle 2 to cycle 4</p> <p>CRITERIUM: Use of language as a means of oral and written communication, representation, interpretation, and understanding of reality, as well as the construction and communication of knowledge, and the organization and self-regulation of thought, emotions, and behavior.</p> <p>TASKS:</p> <p>1.1. Explore the application of past perfect simple tense in crafting descriptive sentences about various experiences.</p> <p>1.1.1. Ss will make a list of the situations they consider remarkable or unforgettable in their lives taking into account the funniest, craziest, happiest, most unbelievable or mysterious, scariest, most dangerous. (Second cycle/2 hours)</p> <p>1.1.2. Ss will find out information about the grammar structure of the past perfect simple tense. (2nd cycle/1 hour)</p> <p>1.1.3. Ss will share the gathered information to draw some conclusions. (2nd cycle/1 hour)</p> <p>1.1.4. Ss will solve some exercises about the past perfect simple to practice the grammar tense seen. (2nd cycle/1 hour)</p> <p>1.1.5. They can search for online exercises on Perfect English Grammar, Agendaweb, English 4U, English Hilfen or use some provided by the teacher. (2nd cycle/1 hour)</p> <p>1.1.6. Ss will ask for clarifications if it is necessary. (2nd cycle/ 1 hour)</p> <p>1.1.7. Ss will read the reading plan book, chapter 1. (2nd cycle/1 hour)</p> <p>1.1.8. Ss will summarize the main events of the chapter applying the past perfect simple. (3rd cycle/1 hour)</p> <p>1.1.9. Ss will base on chapter one to narrate the events using the past perfect simple. (3rd cycle/1 hour)</p> <p>1.1.10. Ss will be assessed on the usage of the practiced tense. (3rd cycle/1 hour)</p> <p>1.2 Make a comparison among my own experiences and those of my partners.</p> <p>1.2.1. Ss will search for information about the grammar structure of the comparatives & superlatives; (not) as ... as (3rd cycle/1 hour)</p>
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- 1.2.2. Ss will check the information collected in groups orally. (3rd cycle/1 hour)
- 1.2.3. Ss will solve some online exercises searched by themselves about the grammar seen. (3rd cycle/1 hour)
- 1.2.4. Ss will share orally their experiences as well as the teacher with the class where they could identify the funniest, craziest, happiest etc. situation of the class. (3rd cycle/1 hour)
- 1.2.5. Ss will make comparisons according to the topics provided by the teacher. (3rd cycle/1 hour)
- 1 American/ British English, Medellín, 2 Cali and Bogotá, 3 cooking at home/dining out, 4 Android/iPhone, 5 Giving/Receiving gifts, 6 Medicine/Natural remedies, 7 Soccer/American football, 8 Long hair/short hair, 9 Getting married/Staying single, 10 Saving/Spending, 11 Being an only child/Having siblings, 12 Holistic medicine/Conventional medicine.
- 1.2.6. Ss will listen to various sources in native language discussing how Saint Valentine's Day is celebrated in their respective countries, and then make comparisons. <https://youtu.be/dIANWuQA7Vs?si=tIZZVCzPuSfp78Su> <https://youtu.be/2MKtJzZahuc?si=oBQc4vXuvMEkZbls>
https://youtu.be/aRDljC6lFaY?si=tzomHbQ9o_XONPiY (4th cycle/2 hours)
- 1.2.7. Ss will read chapter 2 of the reading plan book to make comparisons between the characters' personalities, actions and physical appearances. (4th cycle/2 hours)
- 1.2.8. Ss will solve their doubts related to the topic with the help of their peers and teacher. (4th cycle/1 hour)
- 1.2.9. Ss will be evaluated based on how well they use the worked grammar. (4th cycle/1 hour)

1.3 Apply the grammar we have learned to discuss the experiences we have lived.

- 1.3.1. Ss will revise the past perfect and the comparatives to write about their experiences. (4th cycle/1 hour)
- 1.3.2. Ss will choose their favorite experiences. (4th cycle/1 hour)
- 1.3.3. Ss will classify the experiences selected from the most interesting to the least or the most valuable, considering their own criteria for classification. (4th cycle/1 hour)
- 1.3.4. Ss will write about their chosen experiences using past perfect and comparatives. (4th cycle/1 hour)
- 1.3.5. Ss will analyze their peers production to help each other (4th cycle/1 hour)
- 1.3.6. Ss will receive feedback from the teacher based on their production. (4th cycle/1 hour)
- 1.3.7. Ss will start working on the illustration of the sentences they have created and corrected. (4th cycle/1 hour)

STAGE 2: Thinking of the impact that grammar has in my life.

EXECUTION: From Cycle 5 to cycle 7

CRITERIUM: Enable the expression of thoughts, emotions, experiences, and opinions, as well as engaging in dialogue, forming a critical and ethical judgment, generating ideas, structuring knowledge, providing coherence and cohesion to discourse and one's own actions and tasks, making decisions, and enjoying listening, reading, or expressing oneself orally and in writing. All of these contribute to the development of self-esteem and self-confidence.

TASKS:

2.1 Identify the modal verbs and their use in context.

- 2.1.1. Ss will get information about the modal verbs to express ability, permission, requests, offers, suggestions, obligation, necessity, prohibition & advice. (Fifth cycle/1 hour)
- 2.1.2. Ss will form groups based on the function of the modal verb assigned by the teacher aiming to create groups of experts. (Fifth cycle/1 hour)
- 2.1.3. The experts will explain their assigned modal verb to the class. (5th cycle/2 hours)
- 2.1.4. Ss will engage in various written exercises involving modal verbs, using documents provided by the teacher. <http://www.english-practice.at/b1/grammar/modal-verbs/b1-modal-verbs-index.htm> (5th cycle/2 hours)
- 2.1.5. Ss will discuss the events corresponding to chapter 3 making inferences and using modal verbs to express their opinions as much as possible. (5th cycle/1 hour)

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- 2.1.6. Ss will share some negative experiences they have lived with to express their emotions, and the listeners will use modal verbs to express their opinions as much as possible. (5th cycle/1 hour)
- 2.1.7. Ss will be evaluated on the modal verbs usage. (5th cycle/1 hour)

2.2 Classify the modal verbs according to the usage.

- 2.2.1. Ss will be very attentive to apply the corresponding modal verb according to the context given. (Sixth cycle/5 hours)
- 2.2.1.1. Ss will provide advice to a classmate who is unaware of the problem they have. After receiving advice, the classmate can attempt to guess their problem, the St guessing the problem will then sit with their back to the board, and the teacher will write the problem on the board for the classmates to offer various pieces of advice.
Example: St1 You shouldn't eat late at night.
St2 You ought to sleep with all the lights off.
St3 You had better talk to a doc.
St4 If I were you, I would take some sleeping pills.
St5 Oh! Do I have insomnia? I can't sleep, right?
All Ss Correct!
- For the list of problems, every single St will write a problem on blank cards different from this list provided by the teacher:
- Your partner is cheating on you
 - You can't find your dog.
 - You're addicted to computer games.
 - You're gaining weight.
 - Your feet stink.
 - You're failing fifty percent of your classes.
 - Your neighbors' dogs bark all night.
 - Your parents don't like your boyfriend/girlfriend.
 - You are depressed.
- 2.2.1.2. Ss will write an imaginary classroom contract for their teacher using modal verbs of prohibition and obligation about all the rules and regulations they think the teacher should follow. Ss will create an amusing set of rules that will be read to the class to have fun.
- 2.2.1.3. Ss will discuss, in groups, the concept of going on a date using prohibition and necessity. They will then imagine that the date went really well, and as a result they will be taking their girlfriend/boyfriend to dinner with their parents, aiming to make a first good impression.
- 2.2.1.4. Ss will incorporate suggestions, offers, abilities and requests into an ad promoting living in Bogotá, Colombia or studying at Teresiano school.
- 2.2.2. Ss will be evaluated on the correct usage of the modal verbs according to their functions. (6th cycle/1 hour)

2.3 Organize the information collected related to the grammar topics.

- 2.3.1. Ss will check the grammar topics worked in the term in groups having different roles such as leader, secretary, spokesperson. and time keeper. (Seventh cycle/1 hour)
- 2.3.2. Ss will draw some conclusions about the grammar worked. (7th cycle/1 hour)
- 2.3.3. Ss will be evaluated on the grammar topics of the term. (7th cycle/1 hour)
- 2.3.4. Ss will see some videos about steps to write a comic book. https://youtu.be/tLZ9iq2HGzQ?si=yflfaz5aO797_q0I <https://youtu.be/zm6-pk33gOo?si=sPd2BZzkcAbsV9sn> https://youtu.be/2AtGr0Ztru4?si=onxMKg_O4AESOni5 https://youtu.be/aOPnWDvY3IU?si=tqLYtZeozz9us3_v (7th cycle/2 hours)

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- 2.3.5. Ss will list the key elements about the steps to write a comic book, based on the videos watched. (7th cycle/1 hour)
- 2.3.6. Ss will share their lists to agree on the key elements (7th cycle/1 hour)
- 2.3.7. Ss will plan the different scenes of their comic book based on their experiences and the grammar worked in the term. (7th cycle/1 hour)

STAGE 3: My illustrated stories are open to you.

EXECUTION: From Cycle 8 to cycle 10

CRITERIUM: Develop of linguistic competency that involves the mastery of written language in multiple contexts, as well as the functional use of the foreign language.

TASKS:

3.1 Apply the knowledge seen to describe the chosen experiences in a comic book.

- 3.1.1. Ss will look for different types of comic books and their characteristics. (Eighth cycle/1 hour)
- 3.1.2. Ss will socialize their findings. (8th cycle/1 hour)
- 3.1.3. Ss will read a blog where recommendations are given before making a final decision. <https://www.bbcmaestro.com/blog/comic-book-style> (8th cycle/1 hour)
- 3.1.4. Ss will discuss the blog content expressing their opinions on its usefulness. (8th cycle/1 hour)
- 3.1.5. Ss will bring some comic books from their personal collection to be reviewed by their peers. (8th cycle/1 hour)
- 3.1.6. Ss will make decisions about the experiences, grammar, length, elements and type required for their comic book. (8th cycle/2 hours)
- 3.1.7. Ss will sketch their comic book. (8th cycle/1 hour)
- 3.1.8. Ss will be evaluated about the progress of their product. (8th cycle/1 hour)

3.2 Emphasize the decisions made to be shown in the comic book.

- 3.2.1. Ss will work on the different pages of their comic book applying all the corresponding issues required. (Ninth cycle/6 hours)
- 3.2.2. Ss will receive feedback from their peers. (9th cycle/1 hour)
- 3.2.3. Ss will be evaluated about the progress of their product. (9th cycle/1 hour)

3.3. Deploy the creativity to finish the product.

- 3.3.1. Ss will work on the final touches before delivering the final product. (Tenth cycle/5 hours)
- 3.3.2. Ss will hand over their product: comic book. (10th cycle/1 hour)
- 3.3.3. Ss will share their comic books with their pals of the opposite course. (10th cycle/1 hour)
- 3.3.4. Ss will get teacher and pals' feedback identifying the weaknesses and strengths. (10th cycle/1 hour)

3.4. 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.

- 3.4.1. Take advantage of the time given in class for doing the activities and exercises asked by the teacher.
- 3.4.2. Hand in the papers, notes or any homework, or send the tasks on time being responsible and punctual with the learning process.
- 3.4.3. Give feedback respectfully to the other partners and the teacher in order to build knowledge together and contribute to the class environment.

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LEARNING OUTCOMES

SUPERIOR (S)	ACCURATE (A)	AVERAGE (B)	LOW (J)
<p>The student exhibits an exceptional mastery of language in both oral and written communication, demonstrating proficiency and coherence in structuring Knowledge. He/She expresses his/her thoughts, emotions, and opinions with depth and clarity, contributing significantly to constructive dialogue based on critical and ethical judgments where self-regulation of thought, emotions, behavior and well-considered decisions are a hallmark of his/her communication and cognitive abilities.</p>	<p>The student demonstrates a strong mastery of language in both oral and written communication. They effectively structure knowledge with proficiency and coherence, expressing thoughts, emotions and opinions clearly. Contributions to constructive dialogues are notable, reflecting a solid understanding of critical judgment. The student exhibits commendable self-regulation of thought, emotions, and behavior, evident in well-considered decisions.</p>	<p>The student displays language proficiency in both oral and written communication. They structure language adequately expressing thoughts, emotions, and opinions to some extent. Contributions to dialogue are present, although with a basic understanding of critical judgment. The student exhibits reasonable self-regulation of thought, emotions, and behavior making acceptable decisions facing some challenges.</p>	<p>The student does not use language in both oral and written communication. They may struggle to structure knowledge, expressing thoughts, emotions and opinions with difficulty. Contributions to dialogues are limited, reflecting challenges in critical and ethical judgments. The student demonstrates limited self-regulation of thought, emotions, and behavior, leading to compromised decision-making. Proficiency is below average, indicating areas that require additional support and improvement.</p>