



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: *My way or the highway!*

LEVEL: Eleventh (11th)	CLASS: A-B	TEACHER/S: Erika López Neira
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SECOND TERM	KEY SKILLS: Mastering 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 empathic through the acceptance and acknowledgement of each person's dignity.	
FROM: April 22nd TO: August 9th	STANDARD KNOWLEDGES: *Understanding the value of different cultures as well as mine by contrasting and comparing elements from different sources. *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. *How to take notes. *How to answer a multiple choice exercise. *How to make decisions. *How to compare photos.	


WHICH ARE THE COMPREHENSIVE SKILLS WE WANT THE STUDENTS HAVE? *Identifying connectors and other parts of speech to understand the situation and purpose of an oral text. *Using different strategies of listening comprehension according to the type and purpose of the text to understand what I listen. *Inferring the purpose and type of text by listening to an oral text. *Skimming. *Identifying the topic. *Identifying cohesion. *Writing texts that show my knowledge about different subjects and topics. *Using strategies like paraphrasing to compensate communicative difficulties. *Taking strategies to start, maintain and finish a conversation of any topic given. *Identifying other cultures' values to build my own understanding of their identity.	 WHAT TO LEARN FROM THE TERESIAN SKILLS? CB2: Relacional CB4: Comunicación lingüística Conceptual: *Formal letter. *Essay. *Words related to transport, computers and technology. *Collocations and expressions, phrasal verbs, prepositions, word formation. *Conditionals. *Relative clauses. *Reported speech: statements, questions, commands, requests, and reporting verbs. Procedimental: Identify, compare, contrast, observe, select information, reading and listening to details and general ideas, analyze, synthesize, take note, differentiate, comprehend, understand, express, consult, give structure to the writings and oral presentations.	WHICH IS THE SCENERY OR PROBLEMATIC SITUATION? Students have to think in their future going to the university. Going there brings some defying things like how to get there if their parents are not taking them anymore, which could be an eco-friendly way to transport if they do not want to get Transmilenio or SITP, and if they dared to create a new mean of transportation to facilitate their lives with technological devices.
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	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.	
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STUDENT'S ROLE: Transport creator.

CHALLENGE: Students are getting closer to start one of the most challenging times of their lives: The University. They don't want to get Transmilenio or SITP and their parents are not taking them. They have to analyze the mobility scenery of the city (each path or route they take), by going by any mean of transportation to know the price of the ticket, to identify the mobility situation that may appear in the way, and other factors. After doing that, they will think and create an eco-friendly and cheap mean of transport they would take to go to their universities (scooter, car, bus, etc), accomplishing the objectives of identifying parts of technological devices, creating the model; and of using the linguistic elements (vocabulary and grammar) for making the written and oral presentation of it by groups according to the type of model they will create (air, land, aquatic or hybrid).	PRODUCT: A scale mean of transport and its technical datasheet.	PROMOTION: English Day.
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LEARNING EXPERIENCE

STAGE 1: Movers and hackers!

EXECUTION: From Cycle 1 to cycle 4

CRITERIUM: Employ the knowledge acquired (vocabulary and grammar) for accomplishing the linguistic competences of reading, listening and use of English.

TASKS:

1.1 Examine the words of the given topic of transport and technology, collocations, expressions, use of prepositions, and grammatical elements to follow the instructions of the exercises given of Use of English (Vocabulary and Grammar).

*Develop the workshops of basic and complex vocabulary about transport and technology. (Cycle 1, 4 hours)

-Basic vocabulary: https://drive.google.com/file/d/1SET2-T_XBctxu6pQ5jdvG0BH1MW3GP-/view?usp=sharing

-Complex vocabulary: <https://drive.google.com/file/d/1uiaONTBV8PxSZeNDXnye0RdiQt9Y7YIW/view?usp=sharing>

*Note about the explanation of conditionals, relative clauses and reported speech using that knowledge in the workshop. (Cycle 1, 2 hours - Cycle 2, 1 hour)

-Workshop: <https://drive.google.com/file/d/17X0x0overTPbbX0jyK2hBfqyrQ7hIqEF/view?usp=sharing>

-Conditionals: <https://www.youtube.com/watch?v=vQFvG0K9j70>

-Relative clauses: <https://www.youtube.com/watch?v=0ZsQJy3wNd4> <https://www.youtube.com/watch?v=eFmfoeTkhH0>

-Reported speech: <https://www.youtube.com/watch?v=DaDYIxcQYE> <https://www.youtube.com/watch?v=fKrZollWQPU&t=6s>

<https://www.youtube.com/watch?v=XTy2YEpwZHG&t=197s> <https://www.youtube.com/watch?v=3GESjiWveB0>

*Answer the quiz about vocabulary. (Cycle 2, 1 hour)

*Answer the quiz about grammar. (Cycle 2, 1 hour)

1.2 Develop the reading exercises following the checklist given by the teacher.

-Readings Transport: https://www.examenglish.com/B2/b2_reading_transport.htm

<https://www.languages247.com/exam-b1-b2/exam-preparation-b1-b2-lesson-3-travel-and-transport/>

-Readings technology: <https://learnenglishteens.britishcouncil.org/skills/reading/c1-reading/robots-friend-or-foe>

<https://learnenglishteens.britishcouncil.org/skills/reading/b2-reading/your-digital-footprint>

<https://learnenglishteens.britishcouncil.org/skills/reading/b2-reading/video-games-are-good-you>

*Paraphrasing the general and specific ideas of the text to answer questions asked by the teacher or a classmate. (Cycle 2, 1 hour)

*Recognizing the information given in the text to complete sentences and choose the best answer in multiple choice activities. Cycle 2, 1 hour)

*Outlining the linguistic purpose, the pragmatic intentions and any particular point of view of the texts brought by the teacher. Cycle 3, 1 hour)

*Relating to the real experiences and lives of the students to make the text closer to them in the notebook. (Cycle 3, 1 hour)

*Focusing on critical reading process following some steps given in the article named "CRITICAL READING: WHAT IS CRITICAL READING, AND WHY DO I NEED TO DO IT?",

written in the CSU (Cleveland State University) [Critical Reading: What is Critical Reading, and why do I need to do it? | Cleveland State University \(csuohio.edu\)](https://www.csuohio.edu/critical-reading-what-is-critical-reading-and-why-do-i-need-to-do-it/) Taking

advantage of the reading plan book "The Haunted Hotel - A Mystery of Modern Venice" chapters 4-6. (Cycle 3, 2 hours)

1.3 Develop the listening exercises following the checklist given by the teacher.


- Listeners: https://www.youtube.com/watch?v=rnBQXmO_StE

<https://www.youtube.com/watch?v=KppbV37Ldwg>

<https://www.youtube.com/watch?v=0bHRuF98CDc>

<https://www.youtube.com/watch?v=nsO1H6Zk2K4>

*Interpreting what it was heard to answer questions asked by the teacher or classmates. (Cycle 3, 1 hour)

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*Writing down the general and specific ideas of the oral text to complete missing information or to choose the best option in multiple choice exercises. (Cycle 3, 1 hour)

*Analyzing the speaker's intention and the information given in each oral text in speaking exercises done in class. (Cycle 4, 1 hour)

1.4 Select the accurate information to express their ideas orally, according to cultural conventions and versatility of the language and the task given by the teacher.

*Express their opinions, familiar situations and thoughts orally. (Cycle 1-8, 48 hours)

1.5 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.

*Identify the best strategies to use effectively the time in class being reflected on the class work (tasks) and time given for them writing them in the notebook. (Cycle 1-8, 48 hours)

*Hand in the papers, notes or any homework, or send the tasks on time being responsible and punctual with the learning process. (Cycle 1-8, 48 hours)

STAGE 2: Smart Crew!

EXECUTION: From Cycle 5 to cycle 6

CRITERIUM: Recommend their own created mean of transport, orally and in written way, with their advantages and disadvantages according to the analysis of mobility of the path chosen.

TASKS:

2.1 Analyze the mobility scenery of the city (each path or route), by going by any mean of transportation to know the price of the ticket, to identify the mobility situation that may appear in the way, and other factors that may appear, like traffic jams, costs, distance, and more.

***Homework:** Choose one of the possible universities you will go next year and study the traffic and the mobility you will face. It would be better if you go by car or public transport. (Cycle 4, 5 hours)

2.2 Sketch the model by drawing the model in the English notebook, pointing out the parts of the model (technological devices and gadgets).

*Draw in the notebook the sketch of the mean of transport describing the technological parts and function of it. (Cycle 5, 1 hour)

*Look for free-websites to create a 3D model of transport according to the description of the creation. (Cycle 5, 1 hour)

*Create the 3D model of the mean of transport. (Cycle 5, 4 hour)

2.3 Use the vocabulary about transport and technology, and the grammar seen in class, for writing the description of the model, how it is eco-friendly, if it is cheap to make it, why they decided to create that model and not another one in an advantages and disadvantages essay.

*Take notes of the explanation about advantage and disadvantage essay. <https://blog.e2language.com/ielts-task-2-writing-advantages-and-disadvantages-essay/> (Cycle 6, 1 hour)

*Brainstorm of the main and supportive ideas for the advantages and disadvantages you find in your mean of transport and put it in a plan for the essay. (Cycle 6, 1 hour)

*Write the advantages and disadvantages essay according to the characteristics of the transport created. (Cycle 6, 1 hour)

*Design the technical datasheet about the mean of transport. (Cycle 6, 1 hour)

2.4 Identify the best strategies to use effectively the time in class being reflected on the class work (tasks) and time given for them, by doing a planner for the hours given in class.

*Identify the best strategies to use effectively the time in class being reflected on the class work (tasks) and time given for them. (Cycle 1-8, 48 hours)


2.5 Evaluate the previous 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.

*Hand in the papers, notes or any homework, or send the tasks on time being responsible and punctual with the learning process. (Cycle 1-8, 48 hours)

*Take advantage of the time given in class for doing the activities and exercises asked by the teacher. (Cycle 1-8, 48 hours)

STAGE 3: My wheels, my wings, my way!

EXECUTION: From Cycle 7 to cycle 8

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able to be empathic and respectful to others in their feedback.		and is empathic to their classmates and teachers.	he/she delays or did not present the final product (model and datasheet) to the teacher, so he/she could not do the presentation nor the coevaluation.
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