




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

PROJECT'S NAME: We are the world!

LEVEL: Ninth (9th)	CLASS: A-B	TEACHER/S: Janneth Rosas Molina
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SECOND TERM		
FROM: April 22nd TO: August 9th	<p>KEY SKILLS: Using orally and in written 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, news, experiences, and traditions.</p> <p>STANDARD KNOWLEDGES: *Formal and informal conversations. *How to take notes. *How to answer a multiple choice task. *How to deal with a multiple choice (right, wrong, doesn't say). *How to work a multiple choice task. *Debates. *How to choose the best option. *How to compare photos. *Understanding the value of different cultures as well as mine by contrasting and comparing elements from different sources.</p>	


<p>WHICH ARE THE COMPREHENSIVE SKILLS WE WANT THE STUDENTS HAVE?</p> <p>*Identification of key information in real brief and visual conversations. *Using keywords to understand the message of different oral texts. *Identification of ideas repetition in a text. *Identification of meaning relations in a text. *Developing the writings through plans structured by visual frameworks such as mind maps, diagrams, maps, etc. *Writing personal letters and notes asking for or conveying simple information of immediate relevance getting across the point I feel to be important. *Taking rounds of participation in discussions about planned topics. *Giving reasons and examples to support what you say. *Exploiting a wide range of simple language flexibly to express much of I want. *Recognizing elements from different cultures establishing similarities and differences with my culture.</p>	 <p>CB2: Relacional CB4: Comunicación lingüística</p> <p>WHAT TO LEARN FROM THE TERESIAN SKILLS?</p> <p>Conceptual: *Words related to towns, cities, character & parties. *Zero, first, second and third conditional. Reported speech for statements and questions. *Understanding the value of different cultures as well as mine by contrasting and comparing elements from different sources. *Word formation, collocations & expressions, prepositions, and phrasal verbs. *Reported speech for statements and questions.</p>	<p>WHICH IS THE SCENERY OR PROBLEMATIC SITUATION?</p> <p>Promoting the understanding and appreciation of diverse cultures is important to address potential cultural differences and misunderstandings.</p>
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	<p>Procedimental: Define, label, name, discuss, express, summarize, show, illustrate, apply, analyze, contrast, debate, create, propose, evaluate.</p> <p>Attitudinal: Proactivity, creativity, reliability, resilience, empathy, confidence, solidarity, creating a favorable climate for the development and mastery learning making use of teamwork.</p>	
<p>STUDENT'S ROLE: Researcher, cultural ambassador and event planner.</p>		
<p>CHALLENGE: Conduct in depth research on various cultures, traditions, and celebrations/festivals worldwide. Explore historical and cultural backgrounds as well as significant customs and practices. Share insights, traditions and personal experiences to enhance understanding and bridge cultural gaps. Plan and organize a cultural event or celebration to promote understanding and appreciation of diverse cultures.</p>	<p>PRODUCT: Cultural event or celebration/festival.</p>	<p>PROMOTION: To students of eighth level in the corresponding English class that they have.</p>

LEARNING EXPERIENCE

<p>STAGE 1: The way celebrations take place around the world.</p> <p>EXECUTION: From Cycle 1 to cycle 3</p> <p>CRITERIUM: Recognizing social conventions, values, cultural aspects, and the versatility of language based on context and intention.</p> <p>TASKS:</p> <p>1.1. Explore the universe of cities, towns, and celebrations around the world.</p> <p>1.1.1. Identify vocabulary related to cities, towns and celebrations by workshop activities to broaden your lexicon. (First cycle 1 hour)</p> <p>1.1.2. Search information about celebrations/festivals in different cities and towns around the world to increase your cultural knowledge. (First cycle 1 hour)</p> <p>1.1.3. Listen to a couple of texts related to some celebrations. https://learnenglishteens.britishcouncil.org/skills/listening/b1-listening/celebrations and answer the questions. (Download book) https://youtu.be/IBjh-CFLRv8?si=IGHQe9cr5nihpFdD (12') 15 amazing festivals in the world. Ss will listen to it while identifying key info through the use of illustrations made by themselves. (First cycle 2 hours)</p> <p>1.1.4. Read the different texts to solve the activities provided. https://www.teachingenglish.org.uk/teaching-resources/teaching-secondary/lesson-plans/intermediate-b1/festivals Download book: "Happy Chinese new year, The day of the dead, The festival of color, and Do we know why we celebrate?" (First cycle 2 hours)</p> <p>1.2. Identify useful grammar functions and structures.</p> <p>1.2.1. Search information about the different conditionals: zero, first, second, and third and take notes based on the info gathered illustrating the key elements, functions of every single conditional with examples to demonstrate your understanding. (First cycle 2 hours)</p> <p>1.2.2. Lab practice. Do some exercises to practice the different structures. (Second cycle 2 hours)</p> <p>https://www.perfect-english-grammar.com/zero-conditional-exercise-1.html (20 exercises)</p>

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<https://www.perfect-english-grammar.com/first-conditional-exercise-1.html> (20 exercises)

<https://www.perfect-english-grammar.com/second-conditional-exercise-1.html> (21 exercises)

<https://www.perfect-english-grammar.com/third-conditional-exercise-1.html> (20 exercises)

<https://www.perfect-english-grammar.com/first-second-third-conditionals-exercise.html> (22 exercises)

1.2.3. Create a comic strip for each conditional (zero, 1st, 2nd, and 3rd), summarizing the last chapter you have read from the reading plan book to have another opportunity to practice the conditionals. (Second cycle 2 hours)

1.2.4. Answer the tasks given in the quiz about conditionals. (Second cycle 1 hour)

1.2.5. Find out the function and structures of reported speech and take note of the relevant info. in the English notebook to deepen your grammar knowledge. (Second cycle 1 hour)

1.2.6. Do the survey provided by your teacher and the illustration activity provided by the teacher to practice the grammar focused on reported speech. (Second cycle 1 hour)

1.2.7. Practice written sentence transformation. The teacher will provide some sentences to be changed either from direct to reported speech or vice versa to have another opportunity to deal with the grammar topic. (Second cycle 1 hour/Third cycle 1 hour)

1.2.8. Lab practice: Read the info provided in the links and solve the Tests 1 and 2. <https://learnenglish.britishcouncil.org/grammar/b1-b2-grammar/reported-speech-statements> (8 exercises Gram Test 1 & 8 exercises Gram Test 2) Solve the activities provided by the teacher in the link given below too.

<https://www.flo-joe.co.uk/preliminaryenglish/grammar/reported-speech.htm> (2 Check reported speech 4 exercises & 3 Sentence transformation practice 6 exercises) (Third cycle 2 hours)

1.2.9. Illustrate a possible conversation that will take place in the next chapter of the reading plan book applying direct and reported speech. (Third cycle 1 hour)

1.2.10. Solve the different options about reported speech assigned in the quiz. (Third cycle 1 hour)

1.3. Apply grammar to the information collected.

1.3.1. Write down your own conditional sentences according to the info gathered on the activity 1.1.2. Remember that you are a cultural ambassador! (Third cycle 1 hours)

1.3.2. Create a News Broadcast where you report on various cultural events using reported speech. Based on the activity 1.1.2. (Third cycle 2 hours)

*Ss can see the following ideas to work on their activity: <https://youtu.be/WbQaYiIWazE?si=UJR7Is1e1RgJWfIV> (Sample Newscast)

<https://youtu.be/1c3iQWFEDJI?si=AfSuennlrLopLxlx> (BBC news school report)

STAGE 2: I want to celebrate

EXECUTION: From Cycle 4 to cycle 6

CRITERIUM: Illustrating an empathetic ability to put oneself in the place of other people by reading, listening, analyzing, and taking into account opinions different from one's own with sensitivity and a critical spirit.

TASKS:

2.1. Compare the different cultures celebrations/festivals in cities and towns around the world.


2.1.1. Share with the class your findings on activity 1.1.2. to show your empathic ability. (Fourth cycle 1 hour)

2.1.2. Take notes about the info provided by your partners organizing them on a graphic organizer.

(mind map, diagram, map, etc.) so that the teacher can observe the similarities and differences among various cultural celebrations and festivals. (Fourth cycle 1 hour)

2.1.3. Write a personal letter asking for information about a particular celebration or festival, ensure that you effectively convey the important point you feel about it and compare it with a celebration or festival in Colombia. https://www.canva.com/design/DAF-pDAkfxk/xs-CyCybsEwceplRGV3c-Q/edit?utm_content=DAF-pDAkfxk&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton (Fourth cycle 3 hours)

2.2. Examine new vocabulary to expand your lexicon.

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- 2.2.1. Find out the meaning and use of different Word formations, collocations & expressions, prepositions, and phrasal verbs according to the context to broaden your lexicon. The teacher will give her students the corresponding words. (Download Book) (Fourth cycle 3 hours)
- 2.2.2. Make an illustrated dictionary based on the words given by the teacher as well as the ones you did not know from the reading plan book to reinforce the acquisition of unknown vocabulary. (Fifth cycle 2 hours)
- 2.2.3. Create a role play to practice the vocabulary included in your illustrated dictionary to practice orally the words. (Fifth cycle 4 hours)
- 2.3. Revise the grammar, the vocabulary and the information gathered about celebrations and festivals in cities and towns around the world.**
- 2.3.1. Solve the different exercises related to grammar and vocabulary consolidation given in the test. (Fifth cycle 1 hour)
- 2.3.2. invent a festival for a specific calendar event using the table worked on the activity 1.1.4. (Copies given by your teacher and worked in groups about festivals around the world) to structure your discussion, when your table is completed, write a short description of your festival on a cardboard card given to be displayed around the classroom. Finally, after checking your partners' festivals, which one would you like to attend? (Fifth cycle 1 hour and Sixth cycle 4 hours)
- 2.3.3. Write a text where you, as ambassador of one of the cultures you have researched about, express your opinion about another culture with a critical spirit but appreciating the diversity. Take into account the grammar, vocabulary seen during the term. (Sixth cycle 4 hours)

STAGE 3: Join us to celebrate!

EXECUTION: Cycles 7 and 8

CRITERIUM: Supporting one's ideas and emotions adequately, both in substance and form, demonstrate mastery of oral and written language in multiple contexts. This includes the functional use of the language while being aware of effective communication strategies.

TASKS:

3.1. Choose the celebration or festival you will plan to showcase.


- 3.1.1. Agree on the special features of the festival or celebration you will focus on, and write your conclusions in your English notebook. (Seventh cycle 2 Hours)
- 3.1.2. Assign responsibilities to each member of your group based on the features above. Take notes in your English notebook. (Seventh cycle 2 Hours)
- 3.1.3. Present an outline of how you will introduce the festival or celebration to the audience highlighting its historical and cultural background. (Seventh cycle 2 Hours)
- 3.1.4. Explain how you will invite the audience to participate and outline the development of the festival or celebration. (Seventh cycle 2 Hours)
- 3.1.5. Explain how you will contribute to encourage the audience to reflect on the cultural value of diversity as a bridge among different cultures. (Eighth cycle 1 Hour)

3.2. Evaluate the performance.

- 3.2.1. Express your opinion on the cultural celebration or festival you planned. Answering these questions: (Eighth cycle 2 Hours)
- Did the auditory enjoy it? why/why not?
 - Did all the members of the group were actively involved?
 - Did you feel well doing your product?
 - What could you or your group have done better to improve your product?
- 3.2.2. Evaluate the other festivals or celebrations organized by your classmates providing critical feedback that takes into account both strengths and weaknesses. (Eighth cycle 1 Hour)

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.

- 3.3.1. Follow the instructions given by the teacher for developing the activities of the reading plan. (All the cycles every hour)
- 3.3.2. Take advantage of the time given in class for doing the activities and exercises asked by the teacher. (All the cycles every hour)

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- 3.3.3. Hand in the papers, notes or any homework, or send the tasks on time being responsible and punctual with the learning process. (All the cycles every hour)
- 3.3.4. Give feedback respectfully to the other partners and the teacher in order to build knowledge together and contribute to the class environment. (All the cycles every hour)
- 3.3.5. Solve the different activities planned to check the level of language competence taking into account the grammar, vocabulary, reading comprehension and use of English in the test of the period.

LEARNING OUTCOMES			
SUPERIOR (S)	ACCURATE (A)	AVERAGE (B)	LOW (J)
<p>The student exhibits an exceptional understanding and application of social conventions, values, and cultural aspects. They effortlessly navigate the versatility of language, demonstrating a nuanced awareness of context and intention. Their empathic abilities are highly developed, as they consistently place themselves in the shoes of others. They excel in reading, listening, and analyzing diverse opinions with remarkable sensitivity and a discerning critical spirit. When expressing ideas and emotions, they not only do so with clarity and depth but also exhibit a high degree of creativity and a clear example is the product presented. Their mastery of oral and written language in various contexts, coupled with a functional and versatile language use, places them into the forefront of linguistic proficiency. Their abilities extend beyond comprehension and application racing into a domain of analysis, synthesis, and evaluation.</p>	<p>The student showcases a strong grasp of social conventions, values, and cultural aspects. They effectively incorporate the versatility of language, demonstrating a nuanced based on context and intentions, demonstrating a solid understanding of linguistic issues. Their empathic abilities are notable, as they consistently consider perspectives different from their own sensitivity and a constructive mindset. When expressing ideas and emotions, they communicate with clarity and display a good balance between substance and form which was demonstrated in their product. Their mastery of oral and written language is evident in diverse contexts, and their functional use of language is commendable, positioning them as proficient communicators. They exhibit a solid understanding and application of the subject matter.</p>	<p>The student demonstrates a reasonable awareness of social conventions, values, and cultural aspects. They navigate the versatility of language, adequately in various contexts demonstrating a moderate understanding of linguistic issues. Their empathic abilities are present, allowing them to consider different opinions with sensitivity and a developing critical spirit. Expressing ideas and emotions, while generally clear, may lack in depth or originality, this was observed in their product, in terms of language mastery, they perform adequately in oral and written contexts, displaying a functional use of language that meets standard expectations. They reflect a competent level of application.</p>	<p>The student exhibits a limited awareness of social conventions, values, and cultural aspects. Their use of language lacks the versatility needed for diverse contexts, and they may struggle to understand and apply linguistic subtleties based on context and intention. Empathic abilities are underdeveloped, with challenges in consistently considering opinions different from their own with sensitivity. Expressing ideas and emotions may be unclear or lack coherence which was checked in their product's presentation. In terms of language mastery, they struggle in both oral and written communication, with a limited functional use of language that may impede effective expression. They have difficulties in the application and synthesis of knowledge.</p>