Ejemplo de Malla Curricular

para 11° de las Instituciones Educativas del Distrito MEB

Plan Distrital de Bilingüismo

BRITISH COUNCIL

ALCALDÍA MAYOR DE BOGOTÁ D.C.

SECRETARÍA DE EDUCACIÓN

BOGOTÁ

Apreciados directivos docentes y docentes de inglés,

Enseñar una segunda lengua es un proceso enriquecedor y lleno de retos para nuestros docentes del Distrito, por esta razón, estamos implementando estrategias orientadas a fortalecer la calidad de la enseñanza del inglés como segunda lengua.

Hoy les presentamos tres modelos diferenciados de trabajo curricular en inglés, cada uno ajustado a las tipologías de las Instituciones Educativas del Distrito: Fortalecimiento, Jornada Única y Modelo Educativo Bilingüe. Esta propuesta, tiene en cuenta los factores en común, necesidades y retos de nuestra comunidad educativa, y brinda una propuesta que facilita los procesos de análisis, alineación e implementación del Currículo Sugerido de Inglés del Ministerio de Educación Nacional.

Los invitamos a utilizar estos recursos, que seguro servirán de guía para que nuestros maestros y maestras puedan avanzar en el camino hacia la meta trazada en sus proyectos de bilingüismo.

Desde la Secretaría de Educación de Bogotá y el British Council nos esforzamos por cerrar las brechas y brindar una educación pertinente y de calidad, para que todos nuestros estudiantes se formen íntegramente, como ciudadanos exitosos y competentes para el siglo XXI.

Grado 11

Hours per week:
5-6 hours
(MEB Type A)

Total of hours:
45-54 hours
(MEB Type A)

Module 1: Sustainability

Sustainable Actions

This scope and sequence sample is underpinned by the principle of adaptability, understood as the ability of the IED to appropriate the curriculum and adapt it to its own context and reality. It also supposes the principle of curricular autonomy for the IED to make decisions according to its experience, needs and educational emphasis and, especially, according to its commitment and responsibility to its educational community. Therefore, this scope and sequence is a reference that integrates pedagogical inputs from the

Suggested English Curriculum
https://aprende.colombiaaprende.edu.co/sites/default/files/naspublic/Anexo%2012%20Esquema%20Curricular%20Espa.pdf

And the Basic Learning Rights
https://aprende.colombiaaprende.edu.co/ckfinder/userfiles/files/cartillaDBA.pdf

Therefore, this scope and sequence only works as an example that implies adaptation actions for the

IED through the addition or subtraction of activities, formulation of additional or differentiated learning objectives, the development of linguistic skills according to the school contexts and the harmonization of this scope and sequence within the entire school curriculum.

The scope and sequence also proposes 21st Century Skills at the macro level; which must be adapted in the lesson plans in dialogue with the other 21st Century Skills.

English Language Basic Learning Rights

- Identifies the purpose of medium length oral and written texts related to topics of general and academic interest and shares it with others.

- Explains orally and in written forms the causes and effects as well as the problem and the solution of a situation.

- Identifies opinions of the author in oral and written texts related to his/her school environment.

- Writes opinion texts about academic topics using a clear and simple structure.

- Expresses his/her position on a familiar topic in written and oral form, taking into consideration his/her audience.

- Expresses orally his/her point of view about a controversial subject previously studied.

- Maintains previously prepared formal discussions about academic topics.

- Narrates personal experiences or familiar stories in oral or written form.

Main Goal
Propose sustainable actions based on the 17 proposed UN objectives.

Problem Based Lesson Planning

Key points to remember when using this guideline to work on Problem Based Lesson plans:

- PBLs offer multiple examples of simple and practical ways to incorporate problem-based learning. Stimulates the students' creativity, and encourages research to solve problems through self-guided learning.

- It is not necessary to know a lot about the subject since it is written in a simple and clear way. Centered on the students' interests and on the capacities, they have to develop critical thought.

- PBLs offer learning opportunities from a variety of perspectives. PBLs use assessment not only to verify the students' learning but also as an instrument of improvement.

CEFR B1.3

21st Century Skills

Macro skill: Skills for work and life: including flexibility and adaptability, initiative and self direction, productivity and responsibility.

Learning and innovation: including critical thinking and problem solving, communication and cooperation, as well as creativity and innovation.

📅 Week 1

Proposed Methodological Insights 1

Illustrate how to strengthen problem solving skills in students through the incorporation of problem-based learning, through Internet resources, technology, and math.

Generate self-motivated and independent students for problem solving

Language Function 2

Describe characteristics of defined topics

Language Objective 3

Express points of view in simple argumentative written and oral texts about academic subjects

Performance Indicators 4

Identifies specific information about a topic of interest in oral and written texts

Content 5

Lexical
Words related to the 17 objectives of the UN (United Nations)
Poverty, hunger, health, education
Equality, gender, inequality
Environment, climate, oceans, seas, marine resources, ecosystems, water, energy, sanitation
Justice, peaceful, inclusion, safety, employment, economy, industrialization

Expressions to request clarification, further information
Would you please repeat?
Can I ask a question?
Sorry, I am not sure what you mean
What I hear you saying is... Am I right?

The objective of this stage is to motivate students to participate in tasks related to the topic proposed, but also to let them state what they already know about the topic

To introduce the topic, show a video. (The sustainable development goals) Use the following link:
https://www.youtube.com/watch?v=HW76iOQ7qVQ

*If teachers do not have audiovisual resources, they can use a story to introduce the topic

Length of the activity: 5 hours
Interaction: T-Ss / Ss- Ss / Whole Class

Methodology and Assessment 6

Teaching Strategies for Problem-based Learning
Talk to the students about what they know about the 17 objectives proposed by the UN, and explore their knowledge on subjects related to these objectives

Write down the ideas suggested on the board. When they have shared their prior knowledge on the subject, explain they will be carrying out a project in English about the sustainability actions that should be considered in Colombia considering these objectives and that they must propose their learning path

Clearly explain to them that they must include listening, reading, speaking, and writing activities
While the students work on their plans, teachers supervise and take notes on errors that arise to review them as a group in grammar, vocabulary, and functions

These workshops may include:
1 Modeling an oral report and discussing with the students the moments and language required to do so

2 Modeling the writing process of an argumentative text providing the different stages from brainstorming, initial draft, and review

Suggested projects include:
1 Present to the class an oral report on the written research work describing the possible actions to perform based on the 17 objectives established by the UN

2 Show their knowledge through oral presentations, using graphs, tables, photos, etc.
(This project in groups of 3-4 Ss will be presented at the end of the term)

Every class, teacher can give 20'-30' to students to work on their projects
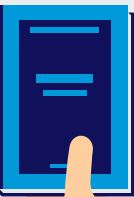
📅 Week 2

Proposed Methodological Insights — 1

Illustrate how to strengthen problem solving skills in students through the incorporation of problem-based learning, through Internet resources, technology, and math.

Generate self-motivated and independent students for problem solving

Language Function — 2

Make presentations about assigned topics

Language Objective — 3

Identify explicit and implicit information in different types of texts about subjects of general interest

Performance Indicators — 4

Defines the causes and effects of a topic of general interest

Content — 5

Grammar
Future tense, perfect tense
Conditionals
Present and past tense
Reported Speech
Connectors of cause and effect

Expressions of cause and effect
Because of...then
In spite of, it was...
Therefore, because of A, B happened.

Teachers can bring images about the 17 objectives of the UN. And ask questions in pairs to find out what students know about:
a. What problem do you see in the pictures?
b. What is the cause of this problem?
d. What are the possible solutions?

Teachers monitor the use of English practice and expressions studied during this week
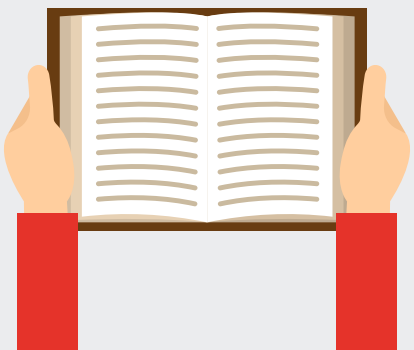
Length of the activity: 5 hours
Interaction: T-Ss / Ss- Ss / Pairs

Methodology and Assessment — 6

In-class Activities
SS describe the 17 objectives of the UN using the expressions and vocabulary studied in class

SS classify the 17 objectives of the UN using pictures and asking the students

Teacher gives 20'-30' of each class to students to work on their projects

Proposed Methodological Insights 1

Illustrate how to strengthen problem solving skills in students through the incorporation of problem-based learning, through Internet resources, technology, and math.

Generate self-motivated and independent students for problem solving

Language Function 2

Justify opinions based on quotes and references

Language Objective 3

Structure different types of texts related to general and personal topics of interest

Performance Indicators 4

Identifies basic structures of present, past, and future tense and perfect tense

Content 5

Grammar
Future tense, perfect tense
Conditionals
Present and past tense
Reported Speech
Connectors of cause and effect

Expressions to propose actions
I suggest we...
If we did... we could make the world a better place.
I propose...
Taking poverty into consideration, we could
The point is to help change by improving health conditions

Teachers match images with sustainability actions and classify them in a table
Teachers write on the board the keywords Ss mention in English
Teachers monitor the activity with the previous vocabulary and grammar studied
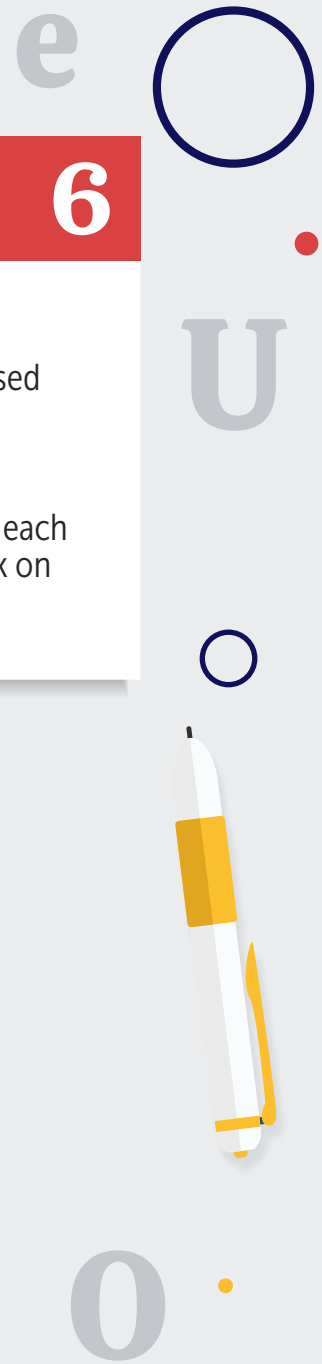Teachers provide extra activities to those students who need more

Length of the activity: 5 hours
Interaction: T-Ss / Ss- Ss / Group work

Methodology and Assessment 6

In-class Activities
Ss present a list of sustainability actions based on the 17 objectives proposed by the UN

Teacher gives 20'-30' of each class to students to work on their projects

Week 4

1 Proposed Methodological Insights

Illustrate how to strengthen problem solving skills in students through the incorporation of problem-based learning, through Internet resources, technology, and math.

Generate self-motivated and independent students for problem solving

2 Language Function

Express opinions and points of view

3 Language Objective

Exchange oral information about topics of general and personal interest in debates

4 Performance Indicators

Differentiates the structures of real and unreal conditionals

5 Content

Sociolinguistic/Intercultural
Learning through interaction
Skills to analyze, interpret and relate

Respect for others
Adaptability to different forms of communication and learning

Curiosity and discovery

Teachers present again the list of sustainability actions based on the 17 objectives proposed by the UN

Ss design a survey to determine how much other people know about those objectives and what actions their friends and teachers propose

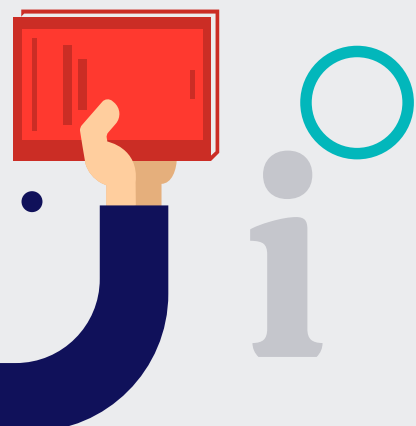Ss design posters to disclose the most relevant sustainability actions

Length of the activity: 5 hours
Interaction: T-Ss / Ss- Ss / Group work

6 Methodology and Assessment

In-class Activities
Ss present the posters to disclose the most relevant sustainability actions

Students must plan the development of the project in stages, giving each stage an objective on what to do and how to do it

Teacher gives 20'-30' of each class to students to work on their projects

Week 5

Proposed Methodological Insights — 1

Illustrate how to strengthen problem solving skills in students through the incorporation of problem-based learning, through Internet resources, technology, and math.

Generate self-motivated and independent students for problem solving

Language Function — 2

Describe characteristics of defined topics

Language Objective — 3

Express points of view in simple argumentative written and oral texts about academic subjects

Performance Indicators — 4

Identifies specific information about a topic of interest in oral and written texts

Content — 5

■ **Lexical**

■ **Words related to the 17 objectives of the UN (United Nations)**
Poverty, hunger, health, education
Equality, gender, inequality
Environment, climate, oceans, seas, marine resources, ecosystems, water, energy, sanitation
Justice, peaceful, inclusion, safety, employment, economy, industrialization

■ **Expressions to request clarification, further information**
Would you please repeat?
Can I ask a question?
Sorry, I am not sure what you mean
What I hear you saying is... Am I right?

Teacher makes a review about the topics studied in class
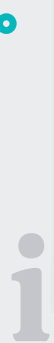Also, teacher reviews the vocabulary about sustainability

Length of the activity: 5 hours
Interaction: T-Ss / Ss- Ss / pair work

Methodology and Assessment — 6

■ **Quiz 1**
Teacher implements the quiz about the topics studied at this time

Teachers assess the quiz and bring the scores to grade students

Teacher gives 20'-30' of each class to students to work on their projects

1 Proposed Methodological Insights

Illustrate how to strengthen problem solving skills in students through the incorporation of problem-based learning, through Internet resources, technology, and math.

Generate self-motivated and independent students for problem solving

2 Language Function

Make presentations about assigned topics

3 Language Objective

Identify explicit and implicit information in different types of texts about subjects of general interest

4 Performance Indicators

Defines the causes and effects of a topic of general interest

5 Content

Pronunciation
Recognition of blendings
Recognize stress in short phrases:
Sorry, I'm not sure what you mean

Discourse
Logical relations of cause, effect, and contrast

Teachers do an activity where students recognize words and expressions of the sustainability problems (This could be made in groups 3-4 Ss)

Also, Teacher work on the pronunciation of some words and expressions

Length of the activity: 5 hours
Interaction: T-Ss / Ss- Ss / Group work

6 Methodology and Assessment

In-class Activities
Ss design a survey to determine how much other people know about those objectives and what actions their friends and teachers propose

Teachers monitor the vocabulary and grammar of the surveys. They also recommend students some words and useful discourse expressions

Teacher gives 20'-30' of each class to students to work on their projects

Week 7

1. Proposed Methodological Insights

Illustrate how to strengthen problem solving skills in students through the incorporation of problem-based learning, through Internet resources, technology, and math.

Generate self-motivated and independent students for problem solving

2. Language Function

Justify opinions based on quotes and references

3. Language Objective

Structure different types of texts related to general and personal topics of interest

4. Performance Indicators

Identifies basic structures of present, past, and future tense and perfect tense

5. Content

Grammar
Future tense, perfect tense
Conditionals
Present and past tense
Reported Speech
Connectors of cause and effect

Expressions to propose actions
I suggest we...
If we did... we could make the world a better place.
I propose...
Taking poverty into consideration, we could
The point is to help change by improving health conditions

Students monitor their acquisition of vocabulary through activities in class and with peers, and the teacher provides extra activities to those students who need more
Teacher makes a review about the topics studied in class
Also, teacher reviews the vocabulary about sustainability and the causes / effects of it
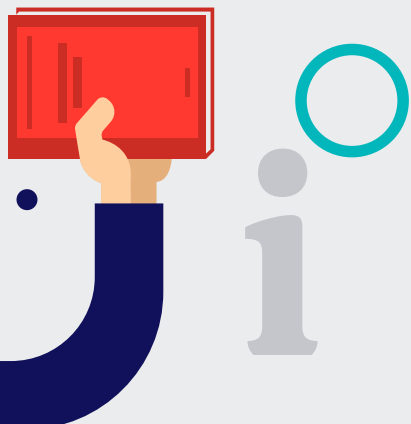
Length of the activity: 5 hours
Interaction: Ss- Ss / Group work /Whole class

6. Methodology and Assessment

In-class Activities
Ss design posters to disclose the most relevant sustainability actions

Ss identify what vocabulary, structures, or expressions they must use for the activity

Teacher gives 20'-30' of each class to students to work on their projects

1 Proposed Methodological Insights

Illustrate how to strengthen problem solving skills in students through the incorporation of problem-based learning, through Internet resources, technology, and math.

Generate self-motivated and independent students for problem solving

2 Language Function

Describe characteristics of defined topics

3 Language Objective

Express points of view in simple argumentative written and oral texts about academic subjects

4 Performance Indicators

Identifies specific information about a topic of interest in oral and written texts

5 Content

Grammar
Future tense, perfect tense
Conditionals
Present and past tense
Reported Speech
Connectors of cause and effect

Expressions to request clarification, further information
Would you please repeat?
Can I ask a question?
Sorry, I am not sure what you mean
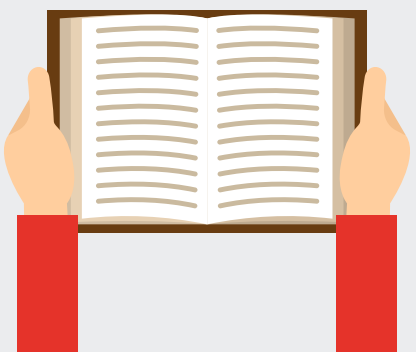What I hear you saying is... Am I right?

Teacher makes a review about the topics studied in class
Also, teacher reviews the vocabulary about sustainability

Length of the activity: 5 hours
Interaction: T-Ss / Ss- Ss / pair work

6 Methodology and Assessment

Quiz 2
Teacher implements the quiz about the topics / grammar studied at this time

Teachers assess the quiz and bring the scores to grade students
Teacher gives 20'-30' of each class to students to work on their projects

Week 9

1 Proposed Methodological Insights

Illustrate how to strengthen problem solving skills in students through the incorporation of problem-based learning, through Internet resources, technology, and math.

Generate self-motivated and independent students for problem solving

2 Language Function

Make presentations about assigned topics

3 Language Objective

Identify explicit and implicit information in different types of texts about subjects of general interest

4 Performance Indicators

Defines the causes and effects of a topic of general interest

5 Content

Pronunciation
Recognition of blendings
Recognize stress in short phrases:
Sorry, I'm not sure what you mean

Discourse
Logical relations of cause, effect, and contrast

Grammar
Future tense, perfect tense
Conditionals
Present and past tense
Reported Speech
Connectors of cause and effect
Check final projects with the rubric of assessment

Self-assessment
Teacher asks students:
What activities did you enjoy the most?
What did you learn?
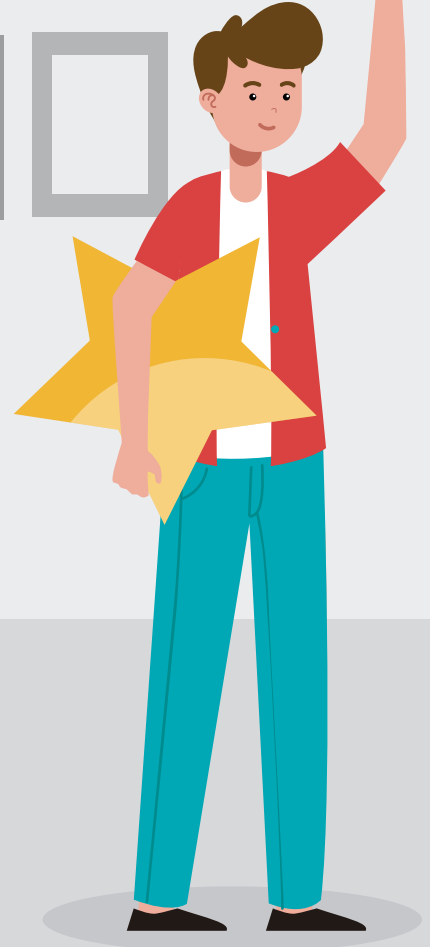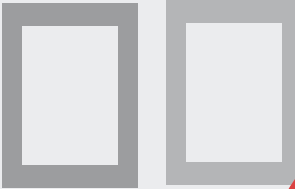What was the most important learning in this term?

Length of the activity: 5 hours
Interaction: T-Ss / Ss- Ss / Group work

6 Methodology and Assessment

Final oral presentation of the project
Students present their projects to the group and select the best proposals of sustainability actions

The student writes an argumentative text presenting his position on the subject and receives feedback from the teacher
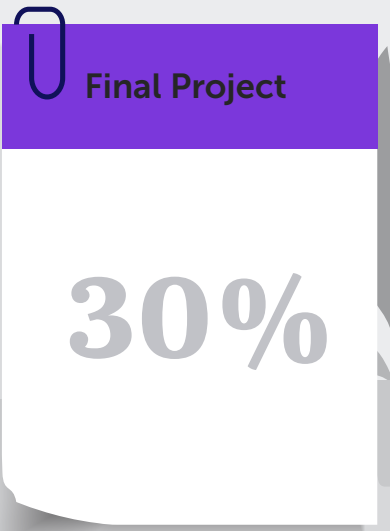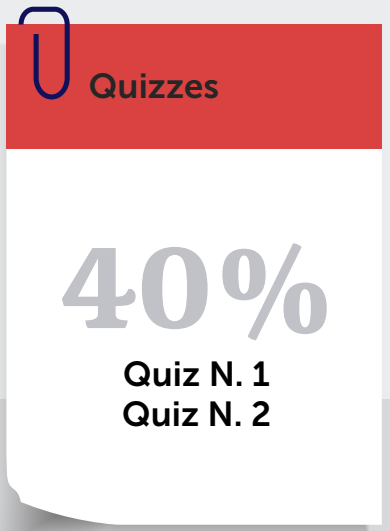
1st Term Evaluation

Teacher can assess:
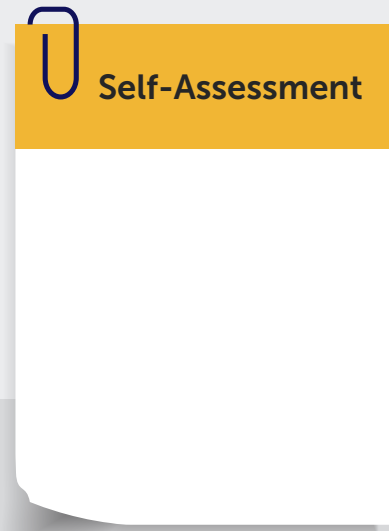
Activities in class   Final Project   Quizzes   Self-Assessment

In each of the students' books draw the following chart

Self-Assessment	Activities	Quizzes	Final Project
	30%	40%	30%
		Quiz N. 1 Quiz N. 2	

*At the end, teachers could get the number of points of each of the students to give them a final score

Grado 11

Hours per week:
5-6 hours
(MEB Type A)

Total of hours:
45-54 hours
(MEB Type A)

Module 2: Health

Health Services

English Language Basic Learning Rights

- Identifies the purpose of medium length oral and written texts related to topics of general and academic interest and shares it with others.

- Explains orally and in written forms the causes and effects as well as the problem and the solution of a situation.

- Identifies opinions of the author in oral and written texts related to his/her school environment.

- Writes opinion texts about academic topics using a clear and simple structure.

- Expresses his/her position on a familiar topic in written and oral form, taking into consideration his/her audience.

- Expresses orally his/her point of view about a controversial subject previously studied.

- Maintains previously prepared formal discussions about academic topics.

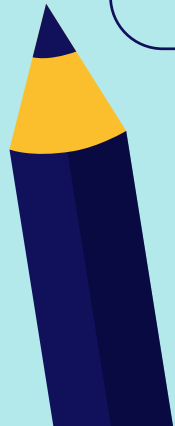- Narrates personal experiences or familiar stories in oral or written form.

Main Goal

Pose routes for obtaining health services in my community.

Problem Based Lesson Planning

Key points to remember when using this guideline to work on Problem Based Lesson plans:

- PBLs offer multiple examples of simple and practical ways to incorporate problem-based learning. Stimulates the students' creativity, and encourages research to solve problems through self-guided learning.

- It is not necessary to know a lot about the subject since it is written in a simple and clear way. Centered on the students' interests and on the capacities, they have to develop critical thought.

- PBLs offer learning opportunities from a variety of perspectives. PBLs use assessment not only to verify the students' learning but also as an instrument of improvement.

CEFR B1.3

21st Century Skills

Macro skill: Skills for work and life: including flexibility and adaptability, initiative and self direction, productivity and responsibility.

Learning and innovation: including critical thinking and problem solving, communication and cooperation, as well as creativity and innovation.

Week 1

1 — Proposed Methodological Insights

Illustrate how to strengthen problem solving skills in students through the incorporation of problem-based learning, through Internet resources, technology, and math.

Generate self-motivated and independent students for problem solving

2 — Language Function

Express opinions on subjects defined

3 — Language Objective

Produce simple oral and written argumentative texts about subjects of other disciplines

4 — Performance Indicators

Identifies specific information about a topic of interest in oral and written texts

5 — Content

Lexical
Health Services
X-rays
Doctor appointments

Laboratory
Dentist
Women's health
Pediatrics

- -

Expressions to complain
I have a complaint to make...
Sorry to bother you but...
I'm sorry to say this but...
I'm afraid I've got a complaint about...
I'm afraid there is a problem with...
Excuse me but there is a problem about...
I want to complain about...
I'm angry about...

The objective of this stage is to motivate students to participate in tasks related to the topic proposed, but also to let them state what they already know about the topic

To introduce the topic, show a video. (Safe, appropriate care with the Healthcare)
Use the following link
https://www.youtube.com/watch?v=m3Tp-_ZOK6Y

If teachers do not have audiovisual resources, they can use a story to introduce the topic

Length of the activity: 5 hours
Interaction: T-Ss / Ss- Ss / Whole Class

6 — Methodology and Assessment

In groups of 3 or 4 students, work to:

Investigate the most common health care problems in their community and create a list

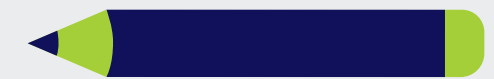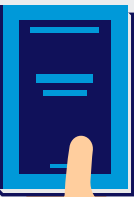Propose possible alternatives of solution to such problems

Propose paths to obtain health services in their community

Support opinions in a round table

This project in groups of 3-4 Ss will be presented at the end of the term

Every class, the teacher gives 20'-30' to students to work on their projects

📅 Week 2

Proposed Methodological Insights — 1

Illustrate how to strengthen problem solving skills in students through the incorporation of problem-based learning, through Internet resources, technology, and math.

Generate self-motivated and independent students for problem solving

Language Function — 2

Express agreements and disagreements

Language Objective — 3

Identify specific information in long written argumentative texts related to subjects of other disciplines

Performance Indicators — 4

Distinguish points of view and expressions that indicate advantage and disadvantage about topics of interest

Content — 5

Expressions to answer complaints:
Positive response to complaints:
I'm so sorry, but this will never occur / happen again
I'm sorry, we promise never to make that mistake again
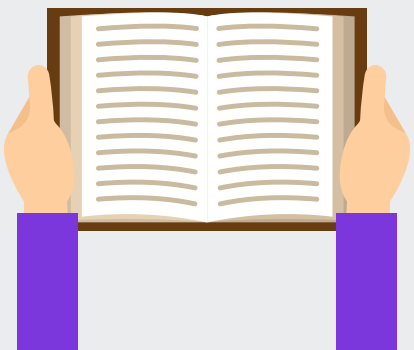I'm really sorry; we'll do our utmost/best not to make the same mistake again

Negative response to complaints:
Sorry, there is nothing we can do about that

I'm afraid there isn't much we can do about that

Teachers bring images about health services in the community

Ask students to describe what they see in the pictures

Teachers monitor the use of English practice and expressions studied during this week

Length of the activity: 5 hours
Interaction: T-Ss / Ss- Ss / Pairs

Methodology and Assessment — 6

In-class Activities
Produce a written text proposing conclusions reached on the health service problems (150-180 written text)

Teacher gives 20'-30' of each class to students to work on their projects

📅 Week 3

1 — Proposed Methodological Insights

Illustrate how to strengthen problem solving skills in students through the incorporation of problem-based learning, through Internet resources, technology, and math.

Generate self-motivated and independent students for problem solving

2 — Language Function

Describe experiences, events, and feelings

3 — Language Objective

Exchange, orally, opinions and ideas in spontaneous interactions about subjects of other disciplines

4 — Performance Indicators

Recognizes the vocabulary related to health services, bibliographic sources, comparisons

5 — Content

Grammar
Reported speech
Present, past, and future simple tense
Present and past continuous tense
Past perfect tense

Expressions to summarize information
In conclusion…
To sum up…
In short…
Teachers match images with health service problems
Teachers also introduce the grammar topic in this week
Ss make some exercises to reinforce the grammar issues as well as their writing
Teachers monitor the activity with the previous vocabulary and grammar studied
Teachers provide extra activities to those students who need more

Length of the activity: 5 hours
Interaction: T-Ss / Ss- Ss / Group work

6 — Methodology and Assessment

In-class Activities

Students make their plans to approach a health service problem situation and will find solutions

Teacher gives 20'-30' of each class to students to work on their projects

Week 4

Proposed Methodological Insights — 1

Illlustrate how to strengthen problem solving skills in students through the incorporation of problem-based learning, through Internet resources, technology, and math.

Generate self-motivated and independent students for problem solving beings in an ecosystem

Language Function — 2

Establish comparisons between defined subjects

Language Objective — 3

Produce simple oral and written argumentative texts about subjects of other disciplines

Performance Indicators — 4

Identifies specific information about a topic of interest in oral and written texts

Content — 5

Expressions to present advantages and disadvantages

On the other hand, ...
The good/bad thing is/ are
One advantage/disadvantage is
Teachers use flashcards in English with the target vocabulary

Ss answer the questions and follow into a conversation
Introduce materials on which students can associate images with target vocabulary. For example, include worksheets where students can pick the health service problems

Teacher monitors the activities and gives input (explains the topic-exercises)
Students monitor their acquisition of vocabulary through activities in class and with peers, and the teacher provides extra activities to those students who need more

Length of the activity: 5 hours
Interaction: T-Ss / Ss- Ss / Group work
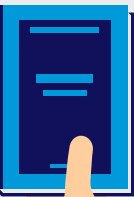
Methodology and Assessment — 6

In-class Activities
Students create a mind map about the most common health problems in the country

The idea is also to find possible solutions by using expressions studied in previous classes

Teacher gives 20'-30' of each class to students to work on their projects

📅 Week 5

Proposed Methodological Insights **1**

Illustrate how to strengthen problem solving skills in students through the incorporation of problem-based learning, through Internet resources, technology, and math.

Generate self-motivated and independent students for problem solving beings in an ecosystem

Language Function **2**

Express agreements and disagreements

Language Objective **3**

Identify specific information in long written argumentative texts related to subjects of other disciplines

Performance Indicators **4**

Distinguish points of view and expressions that indicate advantage and disadvantage about topics of interest

Content **5**

Grammar
Reported speech
Present, past, and future simple tense
Present and past continuous tense
Past perfect tense

Expressions to answer complaints
Positive response to complaints
I'm so sorry, but this will never occur / happen again
I'm sorry, we promise never to make that mistake again
I'm really sorry; we'll do our utmost/best not to make the same mistake again

Negative response to complaints
Sorry, there is nothing we can do about that
I'm afraid there isn't much we can do about that
Teacher makes a review about the topics studied in class

Also, teacher reviews the vocabulary about health service problems / complaints

Length of the activity: 5 hours
Interaction: T-Ss / Ss- Ss / pair work

Methodology and Assessment **6**

Quiz 1
Teacher implements the quiz about the topics studied at this time

Teachers assess the quiz and bring the scores to grade students

Teacher gives 20'-30' of each class to students to work on their projects

Week 6

Proposed Methodological Insights 1

Illustrate how to strengthen problem solving skills in students through the incorporation of problem-based learning, through Internet resources, technology, and math.
Generate self-motivated and independent students for problem solving beings in an ecosystem

Language Function 2

Describe experiences, events, and feelings

Language Objective 3

Exchange, orally, opinions and ideas in spontaneous interactions about subjects of other disciplines

Performance Indicators 4

Recognizes the vocabulary related to health services, bibliographic sources, comparisons

Content 5

Expressions to answer complaints
Positive response to complaints
I'm so sorry, but this will never occur / happen again
I'm sorry, we promise never to make that mistake again
I'm really sorry; we'll do our utmost/best not to make the same mistake again

Negative response to complaints
Sorry, there is nothing we can do about that
I'm afraid there isn't much we can do about that

Sociolinguistic/Intercultural
Skills to analyze, interpret and relate
Respect for others
Knowledge of the impact of culture and situational, social, and historical contexts

Each group of Ss can mention positive aspects about the health system in the country (or duty), and teachers can write them on the board in English

Bring a list of illustrated health system situations in labels and ask students to classify them in two columns
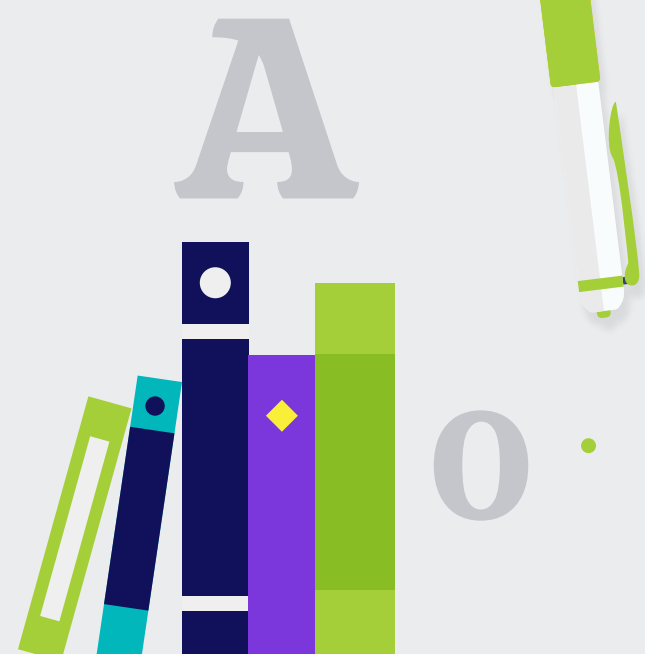
This activity can be done in small groups with cut outs

Length of the activity: 5 hours
Interaction: T-Ss / Ss- Ss / Group work

Methodology and Assessment 6

In-class Activities

Ss prepare a poster with the most common health care problems in their community

Teacher gives 20'-30' of each class to students to work on their projects

Week 7

1 Proposed Methodological Insights

Illustrate how to strengthen problem solving skills in students through the incorporation of problem-based learning, through Internet resources, technology, and math.

Generate self-motivated and independent students for problem solving

2 Language Function

Express opinions on subjects defined

3 Language Objective

Produce simple oral and written argumentative texts about subjects of other disciplines

4 Performance Indicators

Identifies specific information about a topic of interest in oral and written texts

Content

Pronunciation
Recognition of blendings
Recognize stress in short phrases.

Expressions to answer complaints
Positive response to complaints
I'm so sorry, but this will never occur / happen again
I'm sorry, we promise never to make that mistake again
I'm really sorry; we'll do our utmost/best not to make the same mistake again

Students monitor their acquisition of vocabulary through activities in class and with peers, and the teacher provides extra activities to those students who need more

Teacher makes a review about the topics studied in class

Also, teacher reviews the vocabulary about expressions related to health care problems in their community

Length of the activity: 5 hours
Interaction: Ss- Ss / Group work /Whole class

Methodology and Assessment

In-class Activities

Ss design a short questionnaire in English with the support of the teacher, to ask questions about health services in their community
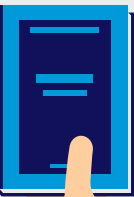
Teacher gives 20'-30' of each class to students to work on their projects

📅 Week 8

Proposed Methodological Insights 1

Illustrate how to strengthen problem solving skills in students through the incorporation of problem-based learning, through Internet resources, technology, and math.

Generate self-motivated and independent students for problem solving beings in an ecosystem

Language Function 2

Express agreements and disagreements

Language Objective 3

Identify specific information in long written argumentative texts related to subjects of other disciplines

Performance Indicators 4

Distinguish points of view and expressions that indicate advantage and disadvantage about topics of interest

Content 5

Grammar
Reported speech
Present, past, and future simple tense
Present and past continuous tense
Past perfect tense

Expressions to answer complaints
Positive response to complaints:
I'm so sorry, but this will never occur / happen again
I'm sorry, we promise never to make that mistake again
I'm really sorry; we'll do our utmost/best not to make the same mistake again

Negative response to complaints:
Sorry, there is nothing we can do about that
I'm afraid there isn't much we can do about that
Teacher makes a review about the topics studied in class
Also, teacher reviews the vocabulary about health service problems / complaints
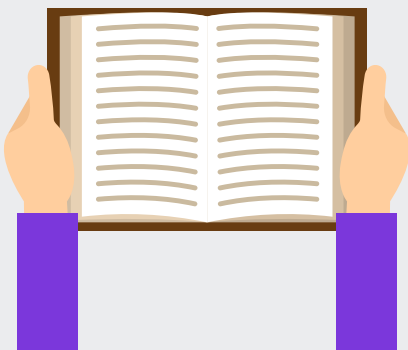
Length of the activity: 5 hours
Interaction: T-Ss / Ss- Ss / pair work

Methodology and Assessment 6

Quiz 2
Teacher implements the quiz about the topics / grammar studied at this time

Teachers assess the quiz and bring the scores to grade students

Teacher gives 20'-30' of each class to students to work on their projects

1 Proposed Methodological Insights

Illustrate how to strengthen problem solving skills in students through the incorporation of problem-based learning, through Internet resources, technology, and math.

Generate self-motivated and independent students for problem solving

2 Language Function

Express opinions on subjects defined

3 Language Objective

Produce simple oral and written argumentative texts about subjects of other disciplines

4 Performance Indicators

Identifies specific information about a topic of interest in oral and written texts

5 Content

Expressions to answer complaints
Positive response to complaints
I'm so sorry, but this will never occur / happen again
I'm sorry, we promise never to make that mistake again
I'm really sorry; we'll do our utmost/best not to make the same mistake again

Negative response to complaints:
Sorry, there is nothing we can do about that
I'm afraid there isn't much we can do about that
Check final projects with the rubric of assessment

Self-assessment
Teacher asks students:
What activities did you enjoy the most?
What did you learn?
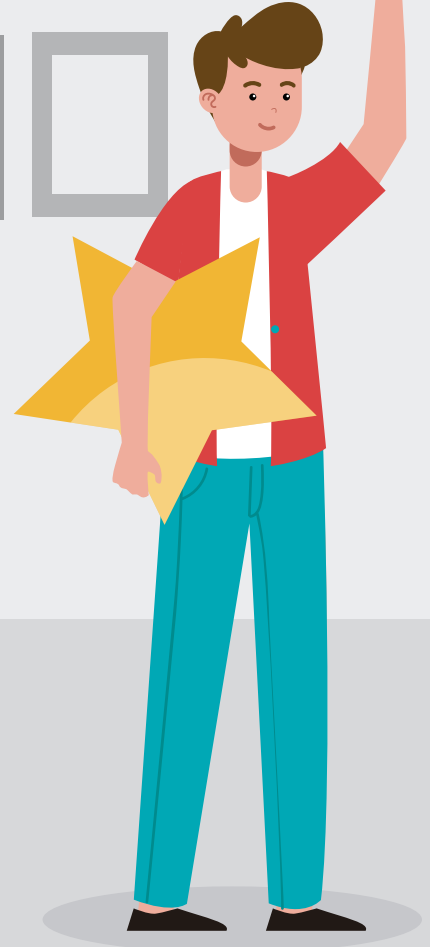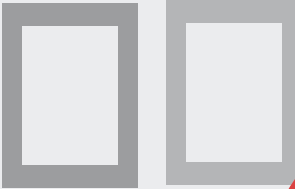What was the most important learning in this term?

Length of the activity: 5 hours
Interaction: T-Ss / Ss- Ss / Group work

6 Methodology and Assessment

Final oral presentation of the project

Students present their projects to the group and select the best proposals of common health service problems

The student writes an argumentative text presenting his position on the subject and receives feedback from the teacher
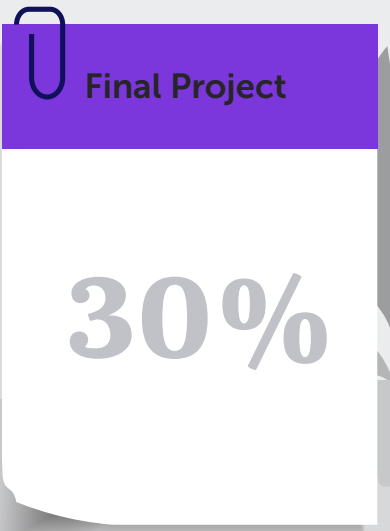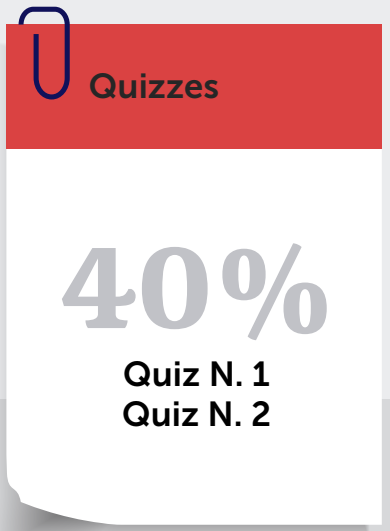
2st Term Evaluation

Teacher can assess:

Activities in class — Final Project — Quizzes — Self-Assessment

In each of the students' books draw the following chart

Self-Assessment	Activities	Quizzes	Final Project
	30%	40%	30%
		Quiz N. 1 Quiz N. 2	
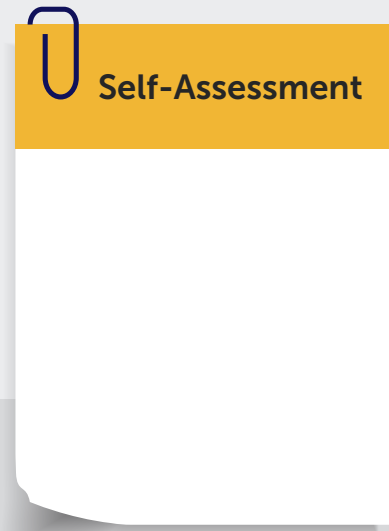
*At the end, teachers could get the number of points of each of the students to give them a final score

Grado 11

Hours per week:
5-6 hours
(MEB Type A)

Total of hours:
45-54 hours
(MEB Type A)

Module 3: Democracy and Peace

Reconciliation

English Language Basic Learning Rights

- Identifies the purpose of medium length oral and written texts related to topics of general and academic interest and shares it with others.

- Explains orally and in written forms the causes and effects as well as the problem and the solution of a situation.

- Identifies opinions of the author in oral and written texts related to his/her school environment.

- Writes opinion texts about academic topics using a clear and simple structure.

- Expresses his/her position on a familiar topic in written and oral form, taking into consideration his/her audience.

- Expresses orally his/her point of view about a controversial subject previously studied.

- Maintains previously prepared formal discussions about academic topics.

- Narrates personal experiences or familiar stories in oral or written form.

Main Goal

Evaluate daily reconciliation actions for the construction of peace.

Problem Based Lesson Planning

Key points to remember when using this guideline to work on Problem Based Lesson plans:

- PBLs offer multiple examples of simple and practical ways to incorporate problem-based learning. Stimulates the students' creativity, and encourages research to solve problems through self-guided learning.

- It is not necessary to know a lot about the subject since it is written in a simple and clear way. Centered on the students' interests and on the capacities, they have to develop critical thought.

- PBLs offer learning opportunities from a variety of perspectives. PBLs use assessment not only to verify the students' learning but also as an instrument of improvement.

CEFR B1.3

21st Century Skills

Macro skill: Skills for work and life: including flexibility and adaptability, initiative and self direction, productivity and responsibility.

Learning and innovation: including critical thinking and problem solving, communication and cooperation, as well as creativity and innovation.

📅 Week 1

1 Proposed Methodological Insights

Illustrate how to strengthen problem solving skills in students through the incorporation of problem-based learning, through Internet resources, technology, and math.

Intends to generate self-motivated and independent students for problem solving

2 Language Function

Express opinions on defined subjects

3 Language Objective

Identify main points and specific information in different

4 Performance Indicators

Identifies relevant information in a text of general interest

5 Content

Lexical
Social
Peace, cooperation, collaboration,
love, honesty, etc.
Equality, dignity, sacrifice,
Acceptance, etc.
Integration, unity, humanitarianism, inclusion,
Forgiveness, absolution,
reconciliation, amnesty, clemency

Citizen participation
Election
Vote for
Democracy
Opinions
Civil protection
Human rights

The objective of this stage is to motivate students to participate in tasks related to the topic proposed, but also to let them state what they already know about the topic

To introduce the topic, show a video (Wellbeing for Children: Identity and Values) Use the following link:
https://www.youtube.com/watch?v=om3INBWfoxY

If teachers do not have audiovisual resources, they can use a story to introduce the topic

Length of the activity: 5 hours
Interaction: T-Ss / Ss- Ss / Whole Class
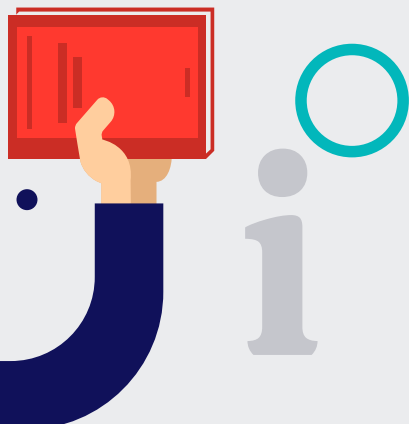
6 Methodology and Assessment

Teaching Strategies for Problem-based Learning

Ss will propose everyday actions that contribute to the reconciliation inside the family

Propose alternative solutions to conflict in the Institution
Propose everyday actions that contribute to reconciliation in the community

This project in groups of 3-4 Ss will be presented at the end of the term

Every class, the teacher gives 20'-30' to students to work on their projects

1 Proposed Methodological Insights

Illustrate how to strengthen problem solving skills in students through the incorporation of problem-based learning, through Internet resources, technology, and math.

Intends to generate self-motivated and independent students for problem solving

2 Language Function

Express agreements and disagreements

3 Language Objective

Written and oral texts about personal and academic topics of interest

4 Performance Indicators

Recognizes the mechanisms for citizen participation

5 Content

Expressions to present a topic
Today, we would like to discuss...
On today's agenda, we want to express...
The major theme today is...

Grammar
Third conditional
Adverbs and intensifiers

Teachers can bring images about social values. And ask questions in pairs to find out what students know about:
a. What problem do you see in society?
b. What is the cause of this problem?
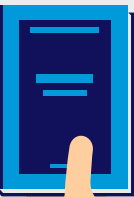d. What are the possible solutions of these one?

Teachers monitor the use of English practice and expressions studied during this week

Length of the activity: 5 hours
Interaction: T-Ss / Ss- Ss / Pairs

6 Methodology and Assessment

In-class Activities

SS describe actions that contribute to the reconciliation inside the family using the expressions and vocabulary studied in class

Teacher gives 20'-30' of each class to students to work on their projects

1 Proposed Methodological Insights

Illustrate how to strengthen problem solving skills in students through the incorporation of problem-based learning, through Internet resources, technology, and math.

Intends to generate self-motivated and independent students for problem solving

2 Language Function

Describe experiences, events, and feelings

3 Language Objective

Express points of view about personal and academic topics of interest

4 Performance Indicators

Distinguishes expressions related to social Values

5 Content

Grammar
Third conditional
Adverbs and intensifiers

Expressions to defend points of view and opinions
My opinion/view is that...
I hold the opinion that...
I have the feeling that... I would say that...

Expressions to summarize sources
Also, according to ... and ... the idea is...

Expressing similarities and differences
Holmes and Watson agree that...
Differing viewpoints demonstrate that...
Teachers match images with actions that contribute to the reconciliation inside the family in a table
Teachers write on the board the keywords Ss mention in English
Teachers monitor the activity with the previous vocabulary and grammar studied
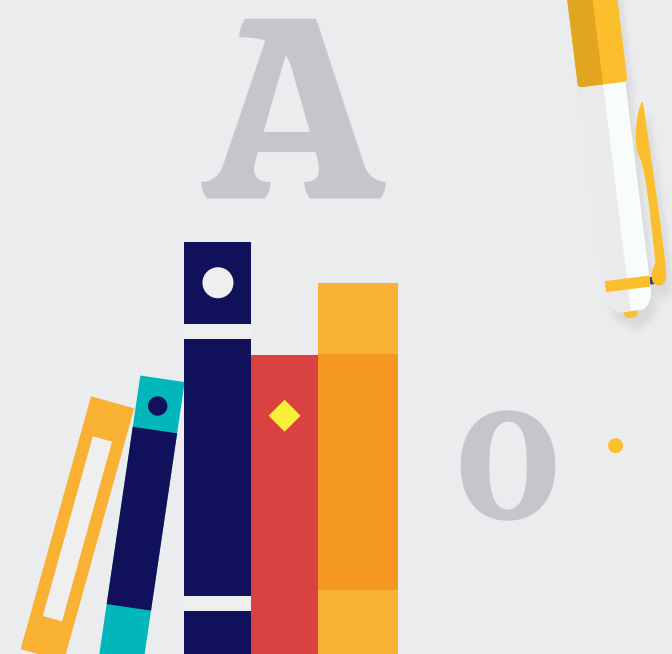Teachers provide extra activities to those students who need more

Length of the activity: 5 hours
Interaction: T-Ss / Ss- Ss / Group work

6 Methodology and Assessment

In-class Activities

Ss present a list of actions that contribute to the reconciliation inside the family

Teacher gives 20'-30' of each class to students to work on their projects

Week 4

1 Proposed Methodological Insights

Illustrate how to strengthen problem solving skills in students through the incorporation of problem-based learning, through Internet resources, technology, and math.

Intends to generate self-motivated and independent students for problem solving

2 Language Function

Defend a proposal with valid arguments

3 Language Objective

Exchange information orally about personal and academic topics of interest

4 Performance Indicators

Differentiates the structures of real and unreal conditionals

5 Content

Discourse
Logical and ordinal connectors

Sociolinguistic / Intercultural
Learning through interaction

Skills to analyze, interpret and relate information
Abilities to listen and observe

Respect for others

Knowledge of the impact of culture and the situational, social, and historical contexts

Teachers present actions that contribute to the reconciliation inside the family

Ss design a survey to determine how much other people know about those objectives and what actions that contribute to the reconciliation inside the family

Ss design posters to disclose the most relevant sustainability actions

Length of the activity: 5 hours
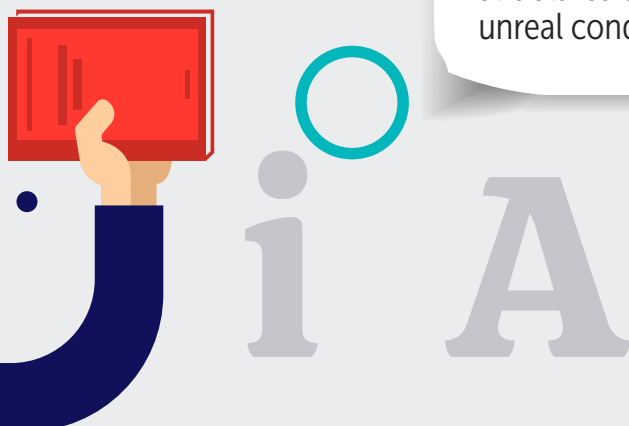*Interaction: T-Ss / Ss- Ss / Group work*
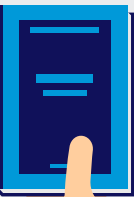
6 Methodology and Assessment

In-class Activities

Ss present the posters to disclose the actions that contribute to the reconciliation inside the family

Students must plan the development of the project in stages, giving each stage an objective on what to do and how to do it

Teacher gives 20'-30' of each class to students to work on their projects

1 Proposed Methodological Insights

Illustrate how to strengthen problem solving skills in students through the incorporation of problem-based learning, through Internet resources, technology, and math.

Intends to generate self-motivated and independent students for problem solving

2 Language Function

Express opinions on defined subjects

3 Language Objective

Identify main points and specific information in different

4 Performance Indicators

Identifies relevant information in a text of general interest

5 Content

Grammar
Third conditional
Adverbs and intensifiers

Expressions to complain
I have a complaint to make...
Sorry to bother you but...
I'm sorry to say this but...
I'm afraid I've got a complaint about...
I'm afraid there is a problem with...
Excuse me but there is a problem about...
I want to complain about...
I'm angry about...

Teacher makes a review about the topics studied in class
Also, teacher reviews the vocabulary about actions that contribute to the reconciliation inside the family

Length of the activity: 5 hours
Interaction: T-Ss / Ss- Ss / pair work

6 Methodology and Assessment

Quiz 1
Teacher implements the quiz about the topics studied at this time

Teachers assess the quiz and bring the scores to grade students

Teacher gives 20'-30' of each class to students to work on their projects

1 Proposed Methodological Insights

Illustrate how to strengthen problem solving skills in students through the incorporation of problem-based learning, through Internet resources, technology, and math.

Intends to generate self-motivated and independent students for problem solving

2 Language Function

Express agreements and disagreements

3 Language Objective

written and oral texts about personal and academic topics of interest

4 Performance Indicators

Recognizes the mechanisms for citizen participation

5 Content

Pronunciation
Recognition of blendings
Recognize stress in short phrases

Discourse
Logical and ordinal connectors
Teachers do an activity where students recognize words and expressions that contribute to the reconciliation inside the family

(This could be made in groups 3-4 Ss)

Also, Teachers work on the pronunciation of some words and expressions

Length of the activity: 5 hours
Interaction: T-Ss / Ss- Ss / Group work

6 Methodology and Assessment

In-class Activities

Ss design a survey to determine how much other people know about those objectives and what contribute to the reconciliation inside the family

Teachers monitor the vocabulary and grammar of the surveys. They also recommend students some words and useful discourse expressions

Teacher gives 20'-30' of each class to students to work on their projects

Week 7

1 Proposed Methodological Insights

Illustrate how to strengthen problem solving skills in students through the incorporation of problem-based learning, through Internet resources, technology, and math.

Intends to generate self-motivated and independent students for problem solving

2 Language Function

Defend a proposal with valid arguments

3 Language Objective

Exchange information orally about personal and academic topics of interest

4 Performance Indicators

Differentiates the structures of real and unreal conditionals

5 Content

Grammar
Third conditional
Adverbs and intensifiers

Expressions to defend points of view and opinions
My opinion/view is that...
I hold the opinion that...
I have the feeling that... I would say that...

Expressions to summarize sources
Also, according to ... and ... the idea is...

Expressing similarities and differences
Holmes and Watson agree that...

Differing viewpoints demonstrate that...

Students monitor their acquisition of vocabulary through activities in class and with peers, and the teacher provides extra activities to those students who need more

Teacher makes a review about the topics studied in class
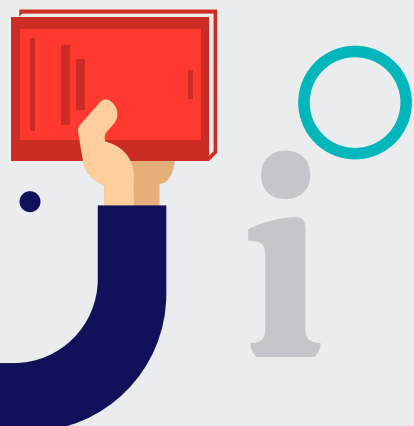Also, teacher reviews the vocabulary about what contributes to the reconciliation inside the family

Length of the activity: 5 hours
Interaction: Ss- Ss / Group work /Whole class

6 Methodology and Assessment

In-class Activities

Ss design posters to disclose the most relevant to contribute to the reconciliation inside the family

Ss identify what vocabulary, structures, or expressions they must use for the activity
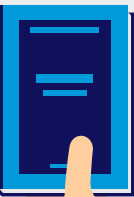Teacher gives 20'-30' of each class to students to work on their projects

1 Proposed Methodological Insights

Illustrate how to strengthen problem solving skills in students through the incorporation of problem-based learning, through Internet resources, technology, and math.

Intends to generate self-motivated and independent students for problem solving

2 Language Function

Describe experiences, events, and feelings

3 Language Objective

Express points of view about personal and academic topics of interest

4 Performance Indicators

Distinguishes expressions related to social Values

5 Content

Grammar
Third conditional
Adverbs and intensifiers

Expressions to complain
I have a complaint to make...
Sorry to bother you but...
I'm sorry to say this but...
I'm afraid I've got a complaint about...
I'm afraid there is a problem with...
Excuse me but there is a problem about...
I want to complain about...
I'm angry about...

Teacher makes a review about the topics studied in class
Also, teacher reviews the vocabulary about actions to contribute to the reconciliation inside the family

Length of the activity: 5 hours
Interaction: T-Ss / Ss- Ss / pair work

6 Methodology and Assessment

Quiz 2
Teacher implements the quiz about the topics / grammar studied at this time

Teachers assess the quiz and bring the scores to grade students

Teacher gives 20'-30' of each class to students to work on their projects

Proposed Methodological Insights — 1

Illustrate how to strengthen problem solving skills in students through the incorporation of problem-based learning, through Internet resources, technology, and math.

Intends to generate self-motivated and independent students for problem solving

Language Function — 2

Defend a proposal with valid arguments

Language Objective — 3

Exchange information orally about personal and academic topics of interest

Performance Indicators — 4

Differentiates the structures of real and unreal conditionals

Content — 5

■ **Pronunciation**
Recognition of blendings
Recognize stress in short phrases

■ **Discourse**
Logical and ordinal connectors
Grammar
Third conditional
Adverbs and intensifiers
Check final projects with the rubric of assessment

■ **Self-assessment**
Teacher asks students
What activities did you enjoy the most?
What did you learn?
What was the most important learning in this term?
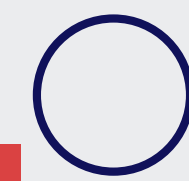
Length of the activity: 5 hours
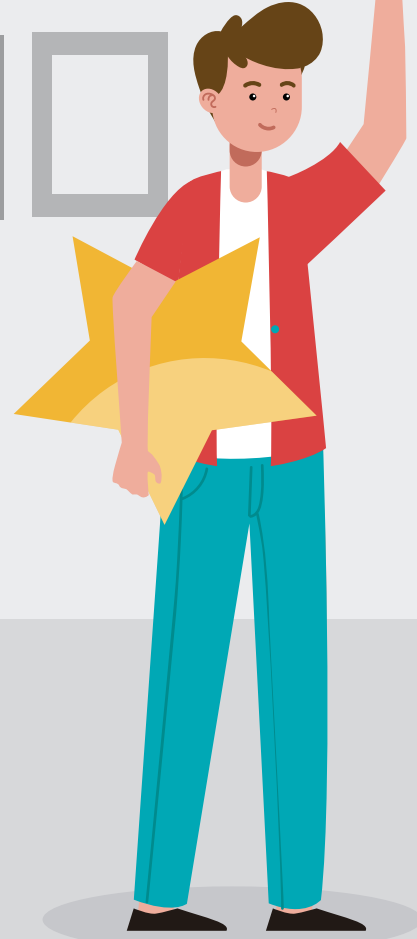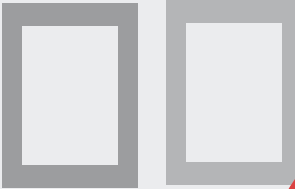*Interaction: T-Ss / Ss- Ss / Group work*

Methodology and Assessment — 6

■ **Final oral presentation of the project**

Students present their projects to the group and select the best proposals of actions that contribute to the reconciliation inside the family

The student writes an argumentative text presenting his position on the subject and receives feedback from the teacher
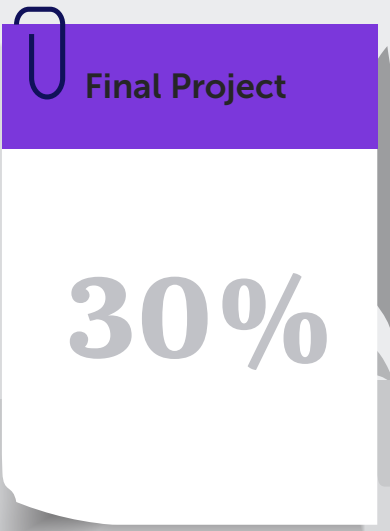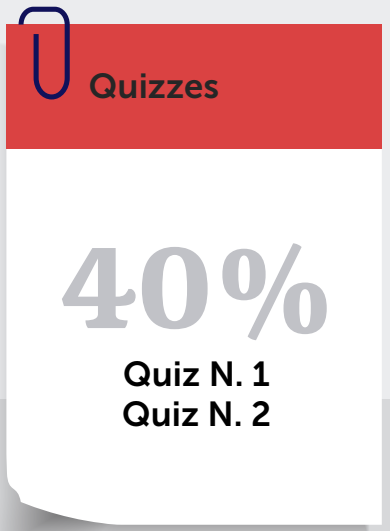
3st Term Evaluation

Teacher can assess:
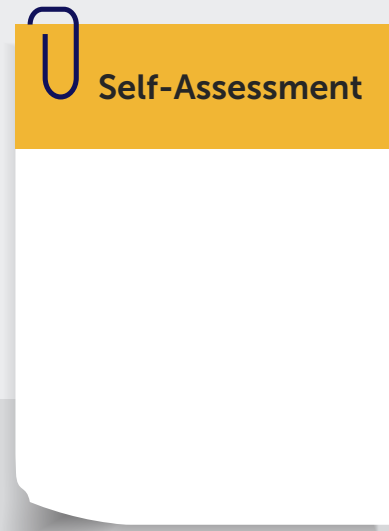
Activities in class | Final Project | Quizzes | Self-Assessment

In each of the students' books draw the following chart

Self-Assessment	Activities	Quizzes	Final Project
	30%	**40%** **Quiz N. 1** **Quiz N. 2**	**30%**

*At the end, teachers could get the number of points of each of the students to give them a final score

Grado 11

Hours per week:
5-6 hours
(MEB Type A)

Total of hours:
45-54 hours
(MEB Type A)

Module 4: Globalization

Technology and Privacy

English Language Basic Learning Rights

- Identifies the purpose of medium length oral and written texts related to topics of general and academic interest and shares it with others.

- Explains orally and in written forms the causes and effects as well as the problem and the solution of a situation.

- Identifies opinions of the author in oral and written texts related to his/her school environment.

- Writes opinion texts about academic topics using a clear and simple structure.

- Expresses his/her position on a familiar topic in written and oral form, taking into consideration his/her audience.

- Expresses orally his/her point of view about a controversial subject previously studied.

- Maintains previously prepared formal discussions about academic topics.

- Narrates personal experiences or familiar stories in oral or written form.

Main Goal Promote the responsible use of technology to protect privacy.

Problem Based Lesson Planning

Key points to remember when using this guideline to work on Problem Based Lesson plans:

- PBLs offer multiple examples of simple and practical ways to incorporate problem-based learning. Stimulates the students' creativity, and encourages research to solve problems through self-guided learning.

- It is not necessary to know a lot about the subject since it is written in a simple and clear way. Centered on the students' interests and on the capacities, they have to develop critical thought.

- PBLs offer learning opportunities from a variety of perspectives. PBLs use assessment not only to verify the students' learning but also as an instrument of improvement.

CEFR B1.3

21st Century Skills

Macro skill: Skills for work and life: including flexibility and adaptability, initiative and self direction, productivity and responsibility.

Learning and innovation: including critical thinking and problem solving, communication and cooperation, as well as creativity and innovation.

📅 Week 1

1 Proposed Methodological Insights

Illustrate how to strengthen problem solving skills in students through the incorporation of problem-based learning, through Internet resources, technology, and math.

Intends to generate self-motivated and independent students for problem solving

2 Language Function

Express opinion and justify points of view

3 Language Objective

Identify explicit and implicit information in argumentative texts related to academic topics

4 Performance Indicators

Identifies essential information in an oral or written text

Differentiates the structure of real and unreal conditionals

5 Content

Lexical

Social networks
Twitter
Facebook

Youtube
Google +
Badoo

Linkedin
Reddit
Instagram

Expressions for rules on etiquette

Remember the Human
Adhere to the same standards of behavior online that you follow in real life
Know where you are in Cyberspace

Respect other people's time and bandwidth
Make yourself look good online
Share expert knowledge
Respect other people's privacy
Do not abuse your power
Be forgiving of other people's mistakes

The objective of this stage is to motivate students to participate in tasks related to the topic proposed, but also to let them state what they already know about the topic

To introduce the topic, show a video (Privacy and Social Media)
Use the following link:
https://www.youtube.com/watch?v=sMLVkBxke20

If teachers do not have audiovisual resources, they can use a story to introduce the topic

Length of the activity: 5 hours
Interaction: T-Ss / Ss- Ss / Whole Class

6 Methodology and Assessment

Teaching Strategies for Problem-based Learning

In groups of 3 or 4 students, they should answer trough developing a project the following question:

What would you do to prevent cyber bullying?

What actions would you propose to prevent the invasion of privacy of persons in social networks?

What alternatives are more viable to prevent videos of fights, discussions, mockery, etc. from circulating so easily in social networks, violating the privacy of those who appear in the same?

Analyze the information obtained

Prepare solution alternatives, following the stages.
Hand in a final presentation of the project

Teacher gives 20'-30' of each class to students to work on their projects

📅 Week 2

1 — Proposed Methodological Insights

Illustrate how to strengthen problem solving skills in students through the incorporation of problem-based learning, through Internet resources, technology, and math. Intends to generate self-motivated and independent students for problem solving beings in an ecosystem

2 — Language Function

Express agreements and disagreements

3 — Language Objective

Structure medium length argumentative written texts about academic topics

4 — Performance Indicators

Defines causes and effects in a topic of general interest

5 — Content

Expressions related to opinions
I think that …
I consider ….
I agree …
I disagree …
Bearing in mind…
I believe…
In my opinion, that one would be better
If you ask me, this one is better
I think, this one is fine
I'm not so sure about that…

Teachers bring images about preventing cyberbullying

Ask students to describe what they see in the pictures

Teachers monitor the use of English practice and expressions studied during this week
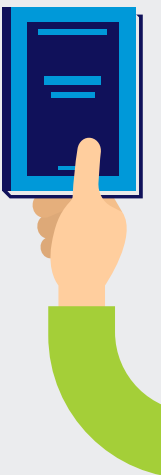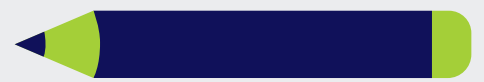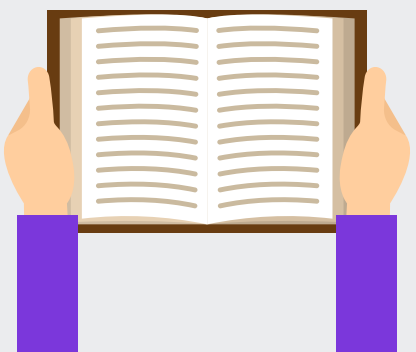
Length of the activity: 5 hours
Interaction: T-Ss / Ss- Ss / Pairs

6 — Methodology and Assessment

In-class Activities

Produce a written text proposing conclusions reached on preventing cyber bullying (150-180 written text)

Teacher gives 20'-30' of each class to students to work on their projects

📅 Week 3

1
Illustrate how to strengthen problem solving skills in students through the incorporation of problem-based learning, through Internet resources, technology, and math. Intends to generate self-motivated and independent students for problem solving beings in an ecosystem

Language Function 2
Express agreements and disagreements

Language Objective 3
Exchange information orally about a subject of general interest

Performance Indicators 4
Recognizes expressions related to social networks, mass media, rules of etiquette

Content 5

Grammar
Third conditional

Expressions for rules on etiquette
Remember the Human
Adhere to the same standards of behavior online that you follow in real life
Know where you are in
Cyberspace
Respect other people's time and bandwidth
Make yourself look good online
Share expert knowledge
Respect other people's privacy
Do not abuse your power
Be forgiving of other
people's mistakes

Teachers match images of preventing cyber bullying
Teachers also introduce the grammar topic in this week
Ss make some exercises to reinforce the grammar issues as well as their writing

Teachers monitor the activity with the previous vocabulary and grammar studied

Teachers provide extra activities to those students who need more

Length of the activity: 5 hours
Interaction: T-Ss / Ss- Ss / Group work

Methodology and Assessment 6

In-class Activities

Students make their plans to prevent cyber bullying problem situations and will allow to find solutions to the same

Teacher gives 20'-30' of each class to students to work on their projects

Week 4

Proposed Methodological Insights 1

Illustrate how to strengthen problem solving skills in students through the incorporation of problem-based learning, through Internet resources, technology, and math. Intends to generate self-motivated and independent students for problem solving beings in an ecosystem

Language Function 2

Describe experiences, events, and feelings

Language Objective 3

Support orally personal points of view about an established academic subject

Performance Indicators 4

Recognizes expressions related to social networks, mass media, rules of etiquette

Content 5

Expressions related to opinions
I think that ...
I consider ....
I agree ...
I disagree ...
Bearing in mind...
I believe...
In my opinion, that one would be better
If you ask me, this one is better
I think, this one is fine
I'm not so sure about that...
Teachers use flashcards in English with the target vocabulary

Ss answer the questions and follow into a conversation Introduce materials on which students can associate images with target vocabulary. For example, include worksheets where students can pick on preventing cyber bullying

Teacher monitors the activities and gives input (explains the topic-exercises)

Students monitor their acquisition of vocabulary through activities in class and with peers, and the teacher provides extra activities to those students who need more

Length of the activity: 5 hours
Interaction: T-Ss / Ss- Ss / Group work

Methodology and Assessment 6

In-class Activities

Students create a mind map about preventing cyber bullying

The idea is also to find possible solutions by using expressions studied in previous classes

Teacher gives 20'-30' of each class to students to work on their projects

Proposed Methodological Insights **1**

Illustrate how to strengthen problem solving skills in students through the incorporation of problem-based learning, through Internet resources, technology, and math. Intends to generate self-motivated and independent students for problem solving beings in an ecosystem

Language Function **2**

Express opinion and justify points of view

Language Objective **3**

Identify explicit and implicit information in argumentative texts related to academic topics

Performance Indicators **4**

Differentiates the structure of real and unreal conditionals

Content **5**

Grammar
Third conditional

Expressions for rules on etiquette
Remember the Human
Adhere to the same standards of behavior online that you follow in real life
Know where you are in Cyberspace
Respect other people's time and bandwidth
Make yourself look good online
Share expert knowledge
Respect other people's privacy
Do not abuse your power
Be forgiving of other people's mistakes

Teacher makes a review about the topics studied in class
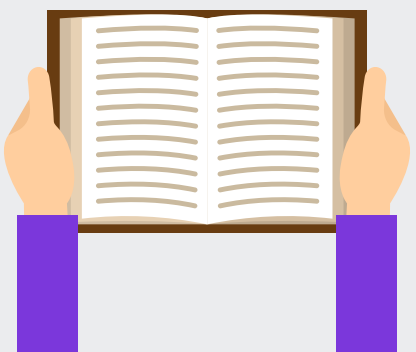Also, teacher reviews the vocabulary about preventing cyber bullying

Length of the activity: 5 hours
Interaction: T-Ss / Ss- Ss / pair work

Methodology and Assessment **6**

Quiz 1
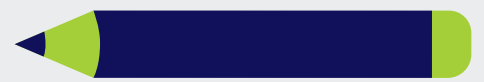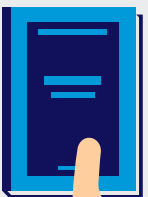Teacher implements the quiz about the topics studied at this time

Teachers assess the quiz and bring the scores to grade students

Teacher gives 20'-30' of each class to students to work on their projects

📅 Week 6

Proposed Methodological Insights — 1

Illustrate how to strengthen problem solving skills in students through the incorporation of problem-based learning, through Internet resources, technology, and math. Intends to generate self-motivated and independent students for problem solving beings in an ecosystem

Language Function — 2

Express agreements and disagreements

Language Objective — 3

Exchange information orally about a subject of general interest

Performance Indicators — 4

Recognizes expressions related to social networks, mass media, rules of etiquette

Content — 5

Expressions related to opinions
I think that ...
I consider ....
I agree ...
I disagree ...
Bearing in mind...

I believe...
In my opinion, that one would be better
If you ask me, this one is better
I think, this one is fine
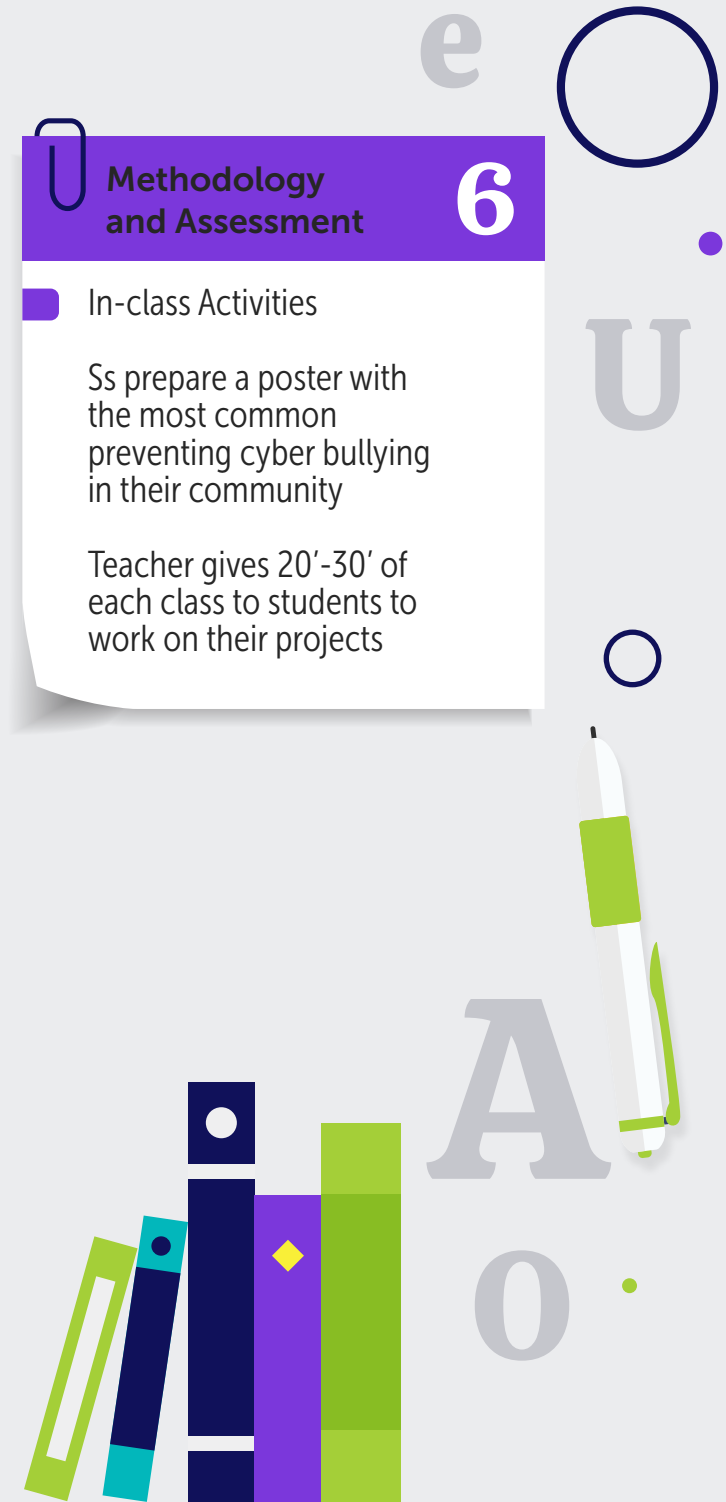I'm not so sure about that...

Discourse
Logical and sequence connectors

Sociolinguistic / Intercultural
Self-critical reflection
Adaptability to the different forms of communication and learning
Curiosity and discovery
Each group of Ss can mention positive aspects about preventing cyber bullying and teachers write them on the board in English
Bring a list of illustrated preventing cyber bullying situations in labels and ask students to classify them in two columns
This activity can be done in small groups with cut outs

Length of the activity: 5 hours
Interaction: T-Ss / Ss- Ss / Group work

Methodology and Assessment — 6

In-class Activities

Ss prepare a poster with the most common preventing cyber bullying in their community

Teacher gives 20'-30' of each class to students to work on their projects

Week 7

1. Proposed Methodological Insights

Illustrate how to strengthen problem solving skills in students through the incorporation of problem-based learning, through Internet resources, technology, and math.

Intends to generate self-motivated and independent students for problem solving

2. Language Function

Describe experiences, events, and feelings

3. Language Objective

Support orally personal points of view about an established academic subject

4. Performance Indicators

Recognizes expressions related to social networks, mass media, rules of etiquette

Content

Pronunciation
Recognize stress in short phrases and blendings

Expressions for rules on etiquette
Remember the Human
Adhere to the same standards of behavior online that you follow in real life
Know where you are in
Cyberspace
Respect other people's time and bandwidth
Make yourself look good online
Share expert knowledge
Respect other people's privacy
Do not abuse your power
Be forgiving of other people's mistakes

Teacher makes a review about the topics studied in class

Students monitor their acquisition of vocabulary through activities in class and with peers, and the teacher provides extra activities to those students who need more

Teacher makes a review about the topics studied in class Also, teacher reviews the vocabulary about expressions related to preventing cyber bullying in their community

Length of the activity: 5 hours
Interaction: Ss- Ss / Group work /Whole class

Methodology and Assessment

In-class Activities

Ss design a short questionnaire in English with the support of the teacher, to ask questions about preventing cyber bullying in their community

Teacher gives 20'-30' of each class to students to work on their projects

Week 8

1 — Proposed Methodological Insights

Illustrate how to strengthen problem solving skills in students through the incorporation of problem-based learning, through Internet resources, technology, and math. Intends to generate self-motivated and independent students for problem solving beings in an ecosystem

2 — Language Function

Express opinion and justify points of view

3 — Language Objective

Identify explicit and implicit information in argumentative texts related to academic topics

4 — Performance Indicators

Differentiates the structure of real and unreal conditionals

5 — Content

Grammar
Third conditional

Expressions for rules on etiquette
Remember the Human
Adhere to the same standards of behavior online that you follow in real life
Know where you are in
Cyberspace
Respect other people's time and bandwidth
Make yourself look good online
Share expert knowledge
Respect other people's privacy
Do not abuse your power
Be forgiving of other people's mistakes

Teacher makes a review about the topics studied in class. Also, teacher reviews the vocabulary about preventing cyber bullying in their community

Length of the activity: 5 hours
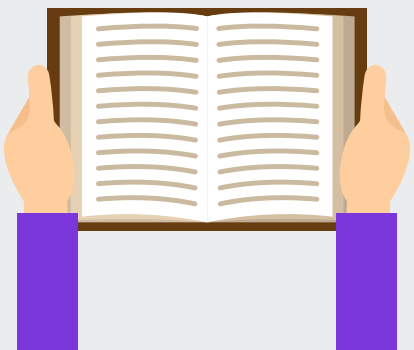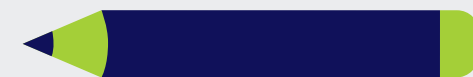*Interaction: T-Ss / Ss- Ss / pair work*

6 — Methodology and Assessment

Quiz 2
Teacher implements the quiz about the topics / grammar studied at this time

Teachers assess the quiz and bring the scores to grade students

Teacher gives 20'-30' of each class to students to work on their projects

📅 Week 9

1 Proposed Methodological Insights

Illustrate how to strengthen problem solving skills in students through the incorporation of problem-based learning, through Internet resources, technology, and math.

Intends to generate self-motivated and independent students for problem solving

2 Language Function

Express opinions on subjects defined

3 Language Objective

Produce simple oral and written argumentative texts about subjects of other disciplines

4 Performance Indicators

Identifies specific information about a topic of interest in oral and written texts

5 Content

■ **Expressions related to opinions**
I think that ...
I consider ....
I agree ...
I disagree ...
Bearing in mind...

I believe...
In my opinion, that one would be better
If you ask me, this one is better
I think, this one is fine
I'm not so sure about that...

- -

■ **Discourse**
Logical and sequence connectors

Sociolinguistic / Intercultural
Self-critical reflection
Adaptability to the different forms of communication and learning
Curiosity and discovery
Check final projects with the rubric of assessment

Self-assessment
Teacher asks students:
What activities did you enjoy the most?
What did you learn?
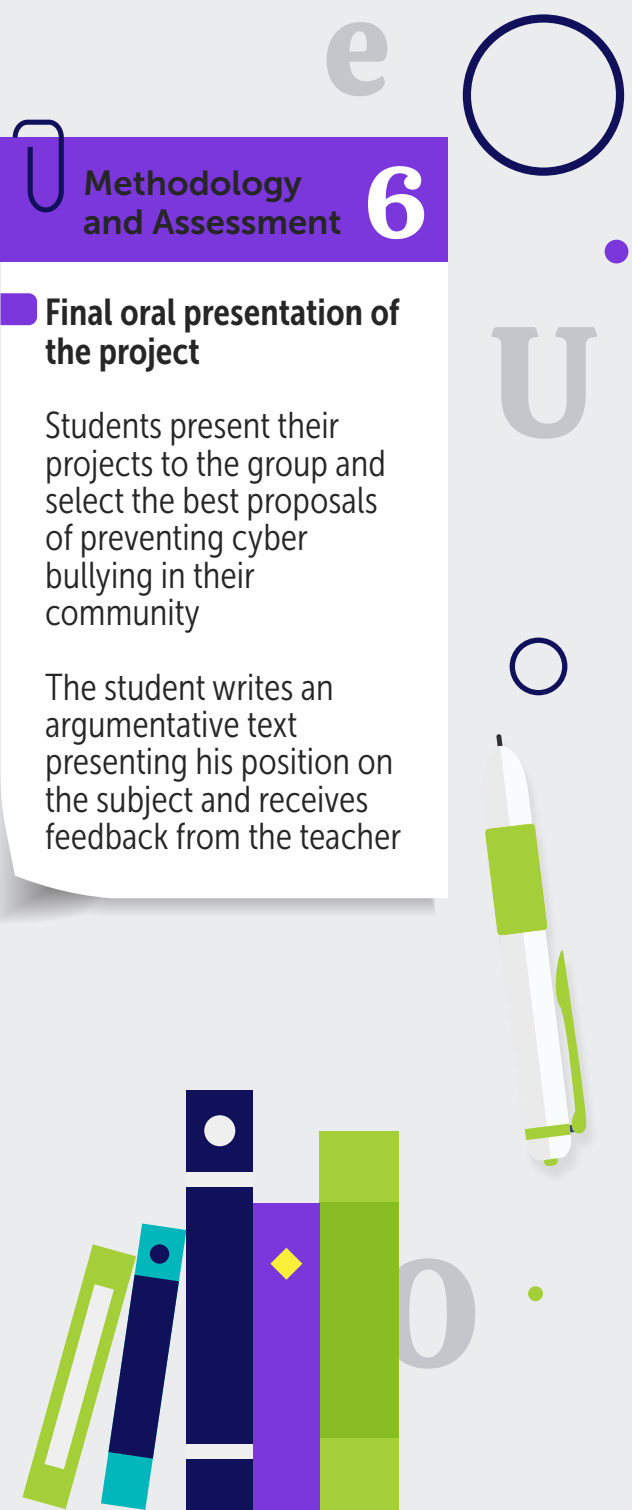What was the most important learning in this term?

Length of the activity: 5 hours
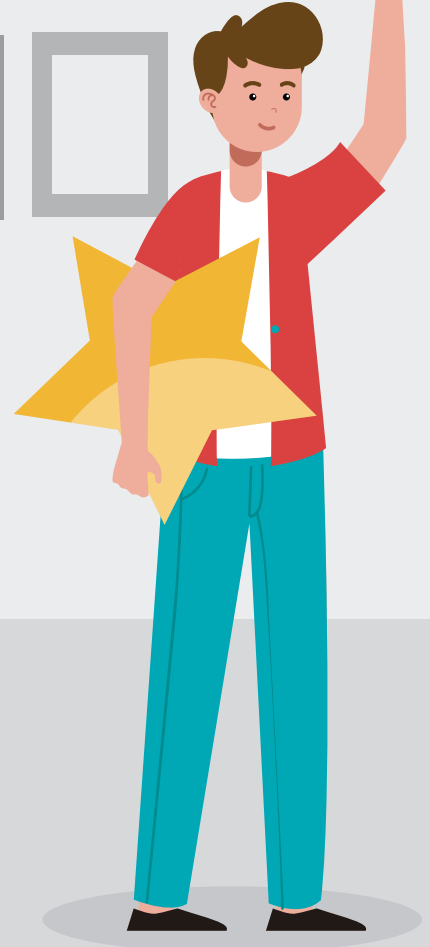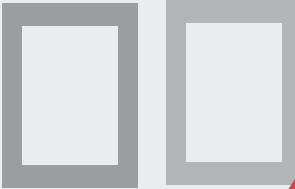*Interaction: T-Ss / Ss- Ss / Group work*

6 Methodology and Assessment

■ **Final oral presentation of the project**

Students present their projects to the group and select the best proposals of preventing cyber bullying in their community

The student writes an argumentative text presenting his position on the subject and receives feedback from the teacher
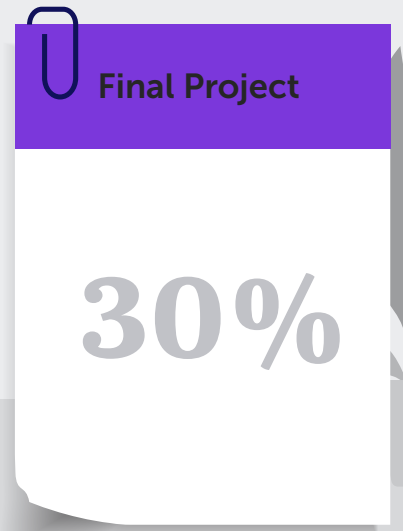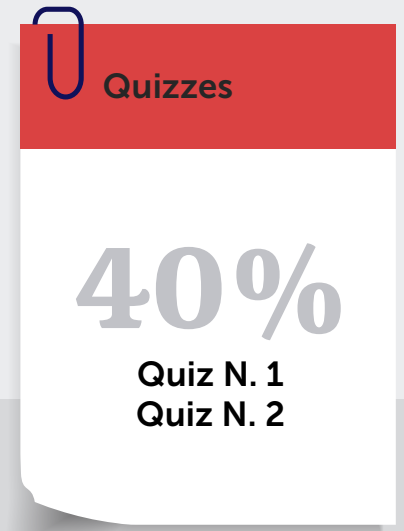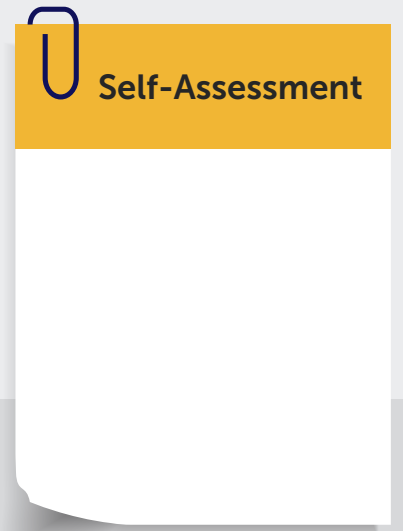
4st **Term Evaluation**

Teacher can assess:

Activities in class Final Project Quizzes Self-Assessment

In each of the students' books draw the following chart

Self-Assessment

Activities

30%

Quizzes

40%

Quiz N. 1
Quiz N. 2

Final Project

30%

*At the end, teachers could get the number of points of each of the students to give them a final score