Plan Distrital de Bilingüismo

Ejemplo de Malla Curricular

para 11° de las Instituciones Educativas del Distrito MEB

Edición actualizada

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Apreciados directivos docentes y docentes de inglés,

Enseñar una lengua extranjera 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 lengua extranjera.

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 del Distrito 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.

Apreciados docentes de inglés, como parte del perfeccionamiento continuo de las herramientas ofrecidas, hemos actualizado algunos de los contenidos de esta cartilla. Cuando vean el ícono de la parte superior izquierda sobre uno de los temas, sabrán que se trata de una actualización.

Term 1 of 4

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 are a reference that integrates pedagogical inputs from the:

Suggested English Curriculum

https://tinyurl.com/2adwsdt4

And the Basic Learning Rights

https://tinyurl.com/tbuy859j

Therefore, this scope and sequence only work 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.

Go to the last page of this Scope and Sequence to explore the Teacher's Toolkit with recommendations, resources, and pedagogical strategies.

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 form the causes and effects as well as the problem and the solution to a situation.
- Identifies the 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 capacities, they have to develop critical thinking.
- 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

Describe characteristics of defined topics.

3 Language Objective

By the end of the week, I will be able to express three points of view on a selected academic subject, using a minimum of five expressions to give opinion, seen during the week.

4 Performance Indicators

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

5 Content

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://tinyurl.com/58axn3pz

*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
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 taking into account 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

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

By the end of the week, I will be able to identify explicit and implicit information in four different types of texts about subjects of general interest by identifying general and specific information.

4 Performance Indicators

Defines the causes and effects of a topic of general interest.

5 Content

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

6 Methodology and Assessment

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.

Extra resource for Saber 11 Test preparation: Book Know Now 2.0 (Training Part 6. "Inferential reading comprehension" - Pages 53 - 55 / Answer key page 87):

https://tinyurl.com/2p8sxk9j

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

Justify opinions based on quotes and references.

3 Language Objective

By the end of the week, I will be able to structure three different types of texts related to general and personal topics of interest with at least 60% accuracy.

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.

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 for 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 sustainability actions based on the 17 objectives proposed by the UN and justify their selection.

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

By the end of the week, I will be able to participate in two oral debates on general and personal topics, defending their viewpoints with a minimum participation rate of four interventions.

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

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

By the end of the week, I will be able to express four points of view on a selected academic subject, using a minimum of five expressions to give opinion, seen during the week.

4 Performance Indicators

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

5 Content

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

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.

Week 6

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

By the end of the week, I will be able to identify explicit and implicit information in five different types of texts about subjects of general interest by identifying general and specific information.

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 works 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.

Extra resource for Saber 11 Test preparation: Book Know Now 2.0 (Training Part 6. "Inferential reading comprehension" - Pages 56 - 57 / Answer key page 87):

https://tinyurl.com/2p8sxk9j

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

By the end of the week, I will be able to structure three different types of texts related to general and personal topics of interest with at least 80% accuracy.

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.

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.

Generate self-motivated and independent students for problem solving.

2 Language Function

Describe characteristics of defined topics.

3 Language Objective

By the end of the week, I will be able to express four points of view on a selected academic subject, using a minimum of five expressions to give opinion, seen during the week.

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

By the end of the week, I will be able to identify explicit and implicit information in five different types of texts about subjects of general interest by identifying general and specific information.

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

Peer-assessment
Students peer-assess 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.

Extra resource for Saber 11 Test preparation: Book Know Now 2.0 (Training Part 6. "Inferential reading comprehension" - Pages 58 - 60 / Answer key page 87): https://drive.google.com/file/d/1SxL1Ad5d7sydiXMp6ImwzLi6NAfAsVdc/view?usp=sharing

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% Quiz N. 1 Quiz N. 2	30%

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

Para explorar el Teacher's Toolkit con recomendaciones, recursos y estrategias pedagógicas dirígite a la última página de esta malla.

Term 2 of 4

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

Go to the last page of this Scope and Sequence to explore the Teacher's Toolkit with recommendations, resources, and pedagogical strategies.

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

By the end of the week, I will be able to produce two simple oral and written argumentative texts about subjects from other disciplines, with clear arguments and supporting evidence, as assessed through productive skills rubrics.

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

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 agreements and disagreements.

3 Language Objective

By the end of the week, I will be able to identify specific information in long written argumentative texts related to subjects from other disciplines, by highlighting key details and main ideas in these texts.

4 Performance Indicators

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

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.

Teachers bring images about health services into 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

6 Methodology and Assessment

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

By the end of the week, I will be able to confidently exchange three opinions and ideas orally in spontaneous interactions about subjects from other disciplines during class discussions and group activities, as assessed through peer evaluations.

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 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 for 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

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 beings in an ecosystem.

2 Language Function

Establish comparisons between defined subjects.

3 Language Objective

By the end of the week, I will be able to produce two simple oral and written argumentative texts about subjects from other disciplines, with clear arguments and supporting evidence, as assessed through productive skills rubrics.

4 Performance Indicators

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

5 Content

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

6 Methodology and Assessment

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

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 beings in an ecosystem.

2 Language Function

Express agreements and disagreements.

3 Language Objective

By the end of the week, I will be able to identify specific information in two long written argumentative texts related to subjects from other disciplines, by highlighting key details and main ideas in these texts.

4 Performance Indicators

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

5 Content

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

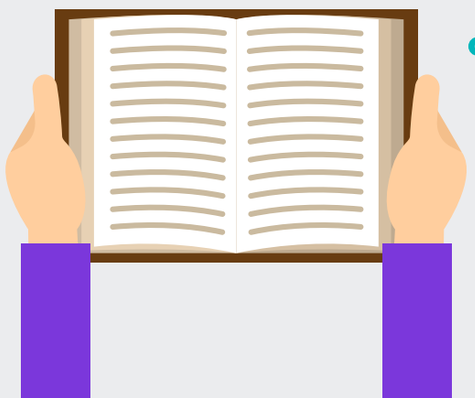
Length of the activity: 5 hours
Interaction: T-Ss / Ss- Ss / pair work

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.



Week 6

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 beings in an ecosystem.

2 Language Function

Describe experiences, events, and feelings.

3 Language Objective

By the end of the week, I will be able to confidently exchange four opinions and ideas orally in spontaneous interactions about subjects from other disciplines during class discussions and group activities, as assessed through peer evaluations.

4 Performance Indicators

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

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.

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 on labels and ask students to classify them in two columns.

This activity can be done in small groups with cut outs.

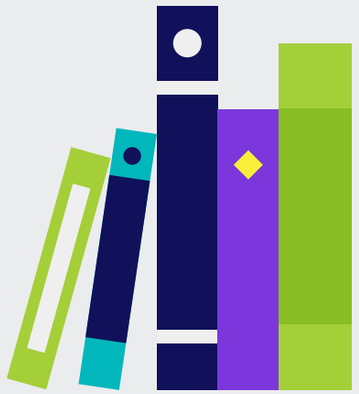
Length of the activity: 5 hours
Interaction: T-Ss / Ss- Ss / Group work

6 Methodology and Assessment

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

By the end of the week, I will be able to produce four simple oral and written argumentative texts about subjects from other disciplines, with clear arguments and supporting evidence, as assessed through productive skills rubrics.

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 for those students who need more.

Teacher makes a review about the topics studied in class.

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

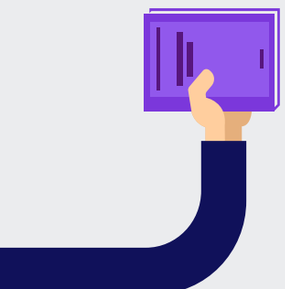
Length of the activity: 5 hours
Interaction: Ss- Ss / Group work /Whole class

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. Then, they briefly report their findings in small groups.

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.

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

2 Language Function

Express agreements and disagreements.

3 Language Objective

By the end of the week, I will be able to identify specific information in two long written argumentative texts related to subjects from other disciplines, by highlighting their rhetorical structure.

4 Performance Indicators

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

5 Content

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, the teacher reviews the vocabulary about expressions health service problems / complaints.

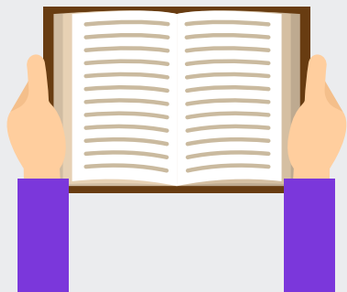
Length of the activity: 5 hours
Interaction: T-Ss / Ss- Ss / pair work

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

Express opinions on subjects defined.

3 Language Objective

By the end of the week, I will be able to produce four simple oral and written argumentative texts about subjects from other disciplines, with clear arguments, supporting evidence and relevant examples, as assessed through productive skills rubrics.

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?

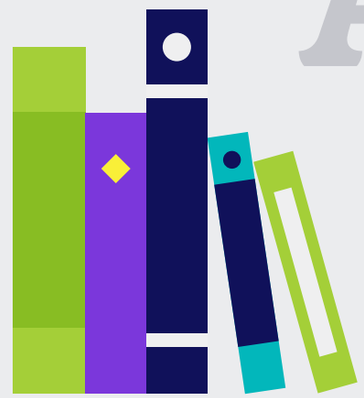
Length of the activity: 5 hours
Interaction: T-Ss / Ss- Ss / Group work

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% Quiz N. 1 Quiz N. 2	30%

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

Para explorar el Teacher's Toolkit con recomendaciones, recursos y estrategias pedagógicas dirígite a la última página de esta malla.

Term 3 of 4

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

Go to the last page of this Scope and Sequence to explore the Teacher's Toolkit with recommendations, resources, and pedagogical strategies.

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

By the end of the week, I will be able to identify the main points and specific information in two written texts, with a minimum rate of 80% accuracy in both in-class exercises and peer assessments.

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,

Extra resource for Saber 11 Test preparation: Book Know Now 2.0 (Training Part 7. "Grammatical and lexical knowledge" - Pages 62 - 64 / Answer key page 87): https://drive.google.com/file/d/1SxL1Ad5d7sydiXMp6ImwzLi6NAfAsVdc/view?usp=sharing

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.

2 Language Function

Express agreements and disagreements.

3 Language Objective

By the end of the week, I will be able to produce two coherent and well-structured written and oral texts on a range of topics of personal and academic interest, demonstrating proficiency in content, organization, grammar, and vocabulary usage, as assessed through productive skills rubrics.

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.

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.

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

2 Language Function

Describe experiences, events, and feelings.

3 Language Objective

By the end of the week, I will be able to express points of view, both in writing and orally, on a wide range of personal and academic topics of interest, effectively using appropriate vocabulary and language structures, as demonstrated through successful participation in class discussions and written assignments.

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 for 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

By the end of the week, I will be able to exchange information, both orally and in an organized manner, on a variety of personal and academic topics of interest, effectively engaging in dialogues and discussions with peers, demonstrating proficiency through successful class interactions and assessments.

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.

Week 5

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

By the end of the week, I will be able to identify the main points and specific information in two written texts, with a minimum rate of 80% accuracy in both in-class exercises and peer assessments.

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.

Extra resource for Saber 11 Test preparation: Book Know Now 2.0 (Training Part 7. "Grammatical and lexical knowledge " - Reinforce the strategy - Page 65 / Answer key page 87): https://drive.google.com/file/d/1SxL1Ad5d7sydiXMp6ImwzLi6NAfAsVdc/view?usp=sharing

Week 6

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

By the end of the week, I will be able to produce two coherent and well-structured written and oral texts on a range of topics of personal and academic interest, demonstrating proficiency in content, organization, grammar, and vocabulary usage, as assessed through productive skills rubrics.

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 **done** 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

By the end of the week, I will be able to exchange information, both orally and in an organized manner, on a variety of personal and academic topics of interest, effectively engaging in dialogues and discussions with peers, demonstrating proficiency through successful class interactions and assessments.

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 for those students who need more.

Teacher makes a review about the topics studied in class
Also, the 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.

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.

2 Language Function

Describe experiences, events, and feelings.

3 Language Objective

By the end of the week, I will be able to express points of view, both in writing and orally, on a wide range of personal and academic topics of interest, effectively using appropriate vocabulary and language structures, as demonstrated through successful participation in class discussions and written assignments.

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

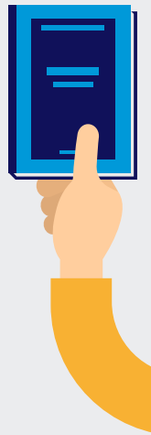
6 Methodology and Assessment

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.

Extra resource for Saber 11 Test preparation: Book Know Now 2.0 (Training Part 7. "Grammatical and lexical knowledge " - Test your skills in class - Page 66 - 68 / Answer key page 87): https://drive.google.com/file/d/1SxL1Ad5d7sydiXMp6ImwzLi6NAfAsVdc/view?usp=sharing



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

Defend a proposal with valid arguments.

3 Language Objective

By the end of the week, I will be able to exchange information, both orally and in an organized manner, on a variety of personal and academic topics of interest, effectively engaging in dialogues and discussions with peers, demonstrating proficiency through successful class interactions and assessments.

4 Performance Indicators

Differentiates the structures of real and unreal conditionals.

5 Content

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

6 Methodology and Assessment

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 from each of the students to give them a final score.

Para explorar el Teacher's Toolkit con recomendaciones, recursos y estrategias pedagógicas dirígite a la última página de esta malla.

Term 4 of 4

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

Go to the last page of this Scope and Sequence to explore the Teacher's Toolkit with recommendations, resources, and pedagogical strategies.

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

By the end of the week, I will be able to identify both explicit and implicit information in two argumentative texts, specifically those related to academic subjects, with a success rate of at least 85% on comprehensive assessments.

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

By the end of the week, I will be able to structure two medium-length argumentative written texts about academic topics, consistently applying appropriate formatting, organization, and coherence, as demonstrated through a portfolio of written work.

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 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

By the end of the week, I will be able to exchange information, both orally and in an organized manner, on a subject of general interest, effectively engaging in dialogues and discussions with peers, demonstrating proficiency through successful class interactions and assessments.

4 Performance Indicators

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

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

Teachers match images of preventing cyber bullying
Teachers also introduce the grammar topic 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 prevent cyber bullying problem situations and will allow finding solutions to the same.

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 beings in an ecosystem.

2 Language Function

Describe experiences, events, and feelings.

3 Language Objective

By the end of the week, I will be able to support two personal points of view about established academic subjects through articulate and well-structured oral presentations, effectively utilizing appropriate language functions, clear arguments, and relevant evidence in at least two academic discussions.

4 Performance Indicators

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

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 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 for 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 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.

Week 5

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

By the end of the week, I will be able to identify both explicit and implicit information in two argumentative texts, specifically those related to academic subjects, with a success rate of at least 70% on comprehensive assessments.

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, the teacher reviews the vocabulary about preventing cyber bullying.

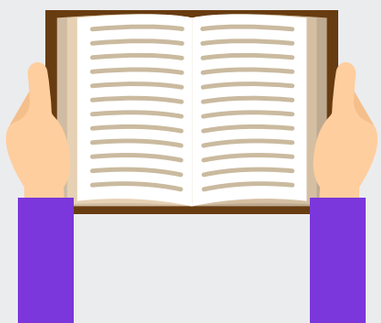
Length of the activity: 5 hours
Interaction: T-Ss / Ss- Ss / pair work

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.



Week 6

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

By the end of the week, I will be able to exchange information, both orally and in an organized manner, on a subject of general interest, effectively engaging in dialogues and discussions with peers, demonstrating proficiency through successful class interactions and assessments.

4 Performance Indicators

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

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
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 tips for preventing cyber bullying situations in labels and ask students to classify them into two columns.
This activity can be done in small groups with cut outs.

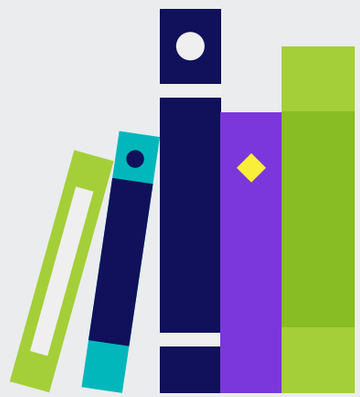
Length of the activity: 5 hours
Interaction: T-Ss / Ss- Ss / Group work

6 Methodology and Assessment

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

By the end of the week, I will be able to support four personal points of view about established academic subjects through articulate and well-structured oral presentations, effectively utilizing appropriate language functions, clear arguments, and relevant evidence in at least two academic discussions.

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 **does** 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 for 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

By the end of the week, I will be able to identify both explicit and implicit information in two argumentative texts, specifically those related to academic subjects, with a success rate of at least 80% on comprehensive assessments.

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, the teacher reviews the vocabulary about preventing cyber bullying in their community.

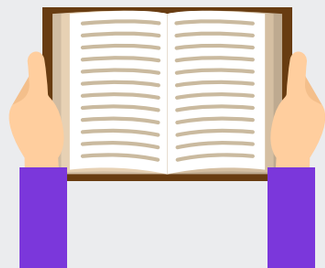
Length of the activity: 5 hours
Interaction: T-Ss / Ss- Ss / pair work

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

By the end of the week, I will be able to produce four simple oral and written argumentative texts about subjects from other disciplines, with clear arguments, supporting evidence and relevant examples, as assessed through productive skills rubrics.

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	Quizzes	Final Project
	30%	40% Quiz N. 1 Quiz N. 2	30%

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

Para explorar el Teacher's Toolkit con recomendaciones, recursos y estrategias pedagógicas dirígite a la última página de esta malla.

My Teacher Toolkit

En esta página encontrarás recomendaciones, recursos y páginas de interés con estrategias pedagógicas y de evaluación.

Recomendaciones generales

Para el uso de esta malla, los invitamos a considerar las siguientes recomendaciones:

Al elegir el nivel de lengua:

- Realizar la alineación de los niveles de inglés basándose en el diagnóstico **https://eco.colombiaaprende.edu.co/evaluation-tools/** o el nivel identificado en el Marco Común Europeo del grupo.
- Luego, tener en cuenta la alineación con los DBA, estándares y objetivos del Currículo Sugerido de Inglés para ese nivel. Esto puede no coincidir siempre con el grado y el nivel sugerido según los estándares nacionales.

Al realizar el proceso de evaluación:

- Convertir los objetivos de aprendizaje en un checklist para el proceso de evaluación y autoevaluación.

Al elegir los DBA:

- Seleccionar los DBA según el nivel de competencia lingüística de los estudiantes en lugar de basarse en el grado, con el objetivo de adaptar el currículo.
- Elegir el DBA que se considere más adecuado según el tema, período o semana.
- Incluir los DBA de la asignatura de contenido en caso de trabajar proyectos transversales o tener un currículo MEB.
- No es necesario considerar todos los DBA al mismo tiempo; se pueden redistribuir según planificación y disponibilidad de horas.

Exploración de Recursos Adicionales:

- Explorar recursos adicionales para complementar las actividades propuestas en esta malla. Puedes acceder a ECO Web **https://eco.colombiaaprende.edu.co/** y al Portal Red Académica **https://www.redacademica.edu.co/plandistritaldebilinguismo**

My Teacher Toolkit

En esta página encontrarás recomendaciones, recursos y páginas de interés con estrategias pedagógicas y de evaluación.

Plantillas

Quiz primaria (con modelo)

- Ejemplo quiz primaria https://n9.cl/uqqj4
- Quiz primaria https://n9.cl/udtcu

Quiz secundaria (con modelo)

- Link PDF https://n9.cl/k78rf

Rúbrica de writing (primaria)

- Ejemplo rúbrica https://n9.cl/pvj2s5

Rúbrica de speaking (primaria)

- Ejemplo rúbrica https://n9.cl/9xytf

Rúbrica de writing (secundaria)

- Ejemplo rúbrica https://n9.cl/qt4k5

Rúbrica de speaking (secundaria)

- Ejemplo rúbrica https://n9.cl/hpdmn

Recursos de interés

Principios para diseñar e implementar un quiz

- **Link.** https://tinyurl.com/26493trh

Implementación rúbricas de productive skills

- **Link 1.** https://n9.cl/muivn
- **Link 2.** https://n9.cl/06alf

Principios o buenas prácticas del proceso de evaluación

- **Módulo 1.** https://n9.cl/t2aru
- **Módulo 2.** https://n9.cl/8mmk0
- **Módulo 3.** https://n9.cl/neodqs
- **Módulo 4.** https://n9.cl/3295r

Principios o buenas prácticas de evaluación sumativa y formativa

- **Link 1.** https://n9.cl/t5amyj
- **Link 2.** https://n9.cl/cxw0z
- **Link 3.** https://n9.cl/6gnu6

Principios o buenas prácticas acerca de usar tecnología en el aula

- **Link 1.** https://n9.cl/tq5o8
- **Link 2.** https://n9.cl/phzim

Cómo enseñar con habilidades del siglo XXI

- **Habilidades siglo XXI** https://n9.cl/gpruf

Know Now 2.0

- **Achieving Skills, Preparing for Life** https://tinyurl.com/5n7e39ku
- **Keys to your Future** https://tinyurl.com/yvz9vkmh

Aprendizaje basado en tareas, proyectos y problemáticas

- **Currículo Sugerido de Inglés Principio Metodológicos** https://n9.cl/hulcd
- **Currículo Sugerido de Inglés Principio Sobre Evaluación** https://n9.cl/6f0dp