Dirección de Desarrollo Curricular
Departamento de Tercer Ciclo y Educación Diversificada

Teacher´s Guide for the English Curriculum

Tenth Grade

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Forward letter to the teachers

Dear Teacher,

This module focuses on supporting you as facilitators as you help your colleagues in the process of understanding and implementing the new English syllabus. Thank you for your commitment to the goal of transforming English Classrooms across Costa Rica through Action-Oriented Teaching and Learning.

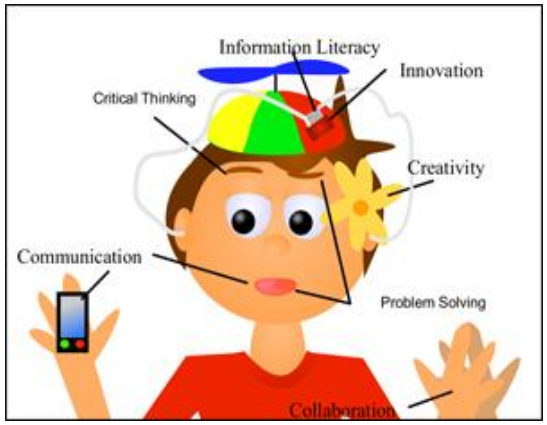
This document contains a range of resources and key elements to assist you in collaborative environments as you make your way through the four following stages (proposed by Patrick Moran, a respected authority in language teacher education):

* Knowing about--by understanding the concepts and principles of the curricular English teaching and learning reform.
* Knowing why--by internalizing the purpose of the English reform as a response to contributing to the formation of the new citizen the country requires.
* Knowing how--by developing and implementing the action-oriented learning tasks when designing lesson plans, assessment instruments and follow up actions to best serve learners.
* Knowing oneself--by reflecting upon and reviewing your personal beliefs and teaching practices.

In conjunction with the materials in this module, we are encouraging you to build partnerships with other colleagues and to contextualize the material and ideas given according to your students' needs and context.
Furthermore, we invite you to develop your knowledge and skills as lifelong learners to improve mediation practices and to build confidence and motivation to teach. To assist you with this ongoing process, we will continue to develop and provide online digital resources and professional development opportunities.

Best,
Marianella and Alfredo

Summary of the Syllabus Theoretical Framework



Introduction: Why a new English Curriculum?

1. Learners need an updated curriculum that reflects the knowledge, skills, and abilities needed to succeed in the information age as 21st century learners.
2. Pre-school, elementary, and secondary school´s curriculum required an update in order to have more pertinent target content.
3. Learners who receive English lessons in elementary and high schools are not reaching the expected English proficiency levels after eleven or twelve years of instruction.
4. Citizens need to possess a number of competences to communicate effectively in the global context and to face the challenges of an interconnected world. Purpura (2016) summarized these competences as follows:

> Over the years, the geopolitical and technological forces in the workplace have increased the knowledge, skills, and abilities (KSAs) that people need to perform their jobs. We are now asked to read, listen, and synthesize large amounts of information from several sources via multiple modalities; search for information, judge its accuracy, and evaluate its applicability; and use communication technologies to collaborate in teams whose members represent a diverse global community (National Research Council, 1999, 2001). Importantly, many of us are asked to do this in a second, foreign, or heritage language (L2), requiring competencies for communicating ideas and establishing relationships in culturally respectful ways (p. 190).

In addition, he stated that:

> To succeed in this environment, L2 users must demonstrate that they have the skills needed to process information, reason from evidence, make decisions, solve problems, self-regulate, collaborate, and learn – and they need to do this in their L2 (p. 190).

Education for a new citizenship reinforces the need of 21st century learners who integrate proactively in a globalized world while strengthening their national and global identity.

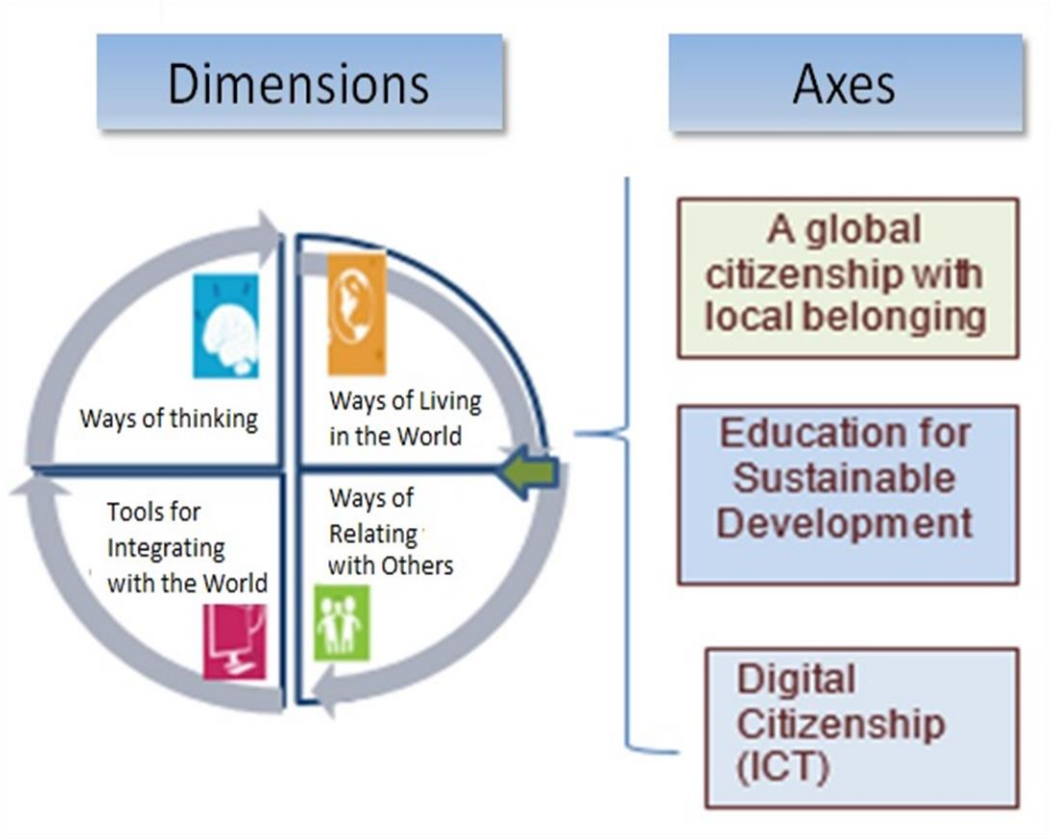
Source: http://web.tech4learning.com/blog-0/bid/45149/The-21st-century-classroom-where-the-3-R-s-meet-the-4-C-s

The Learner as a New Citizen

Education for a new citizenship envisions learners as active agents of change able to:

- Use knowledge, skills, and abilities beyond school contexts.
- Express their own points of view.
- Practice peaceful conflict resolution and search for democratic solutions.
- Harmonize social and economic development and environmental sustainability.
- Take action in favor of sustainability of local, national, and global resources.
- Be aware of a global world where national borders have become more diffused.
- Use ICTs and access to knowledge networks as tools for communication, innovation, and proactive social service.
- Be compassionate national and global citizens.
- Practice democratic principles such as freedom of expression and religion, respect for plurality and cultural diversity (sexual, linguistic, and ethnic) as stated in the Costa Rican Constitution.
- Defend and protect Human Rights and be against all forms of discrimination.

Figure 2. Dimension for Educating for a New Citizenship

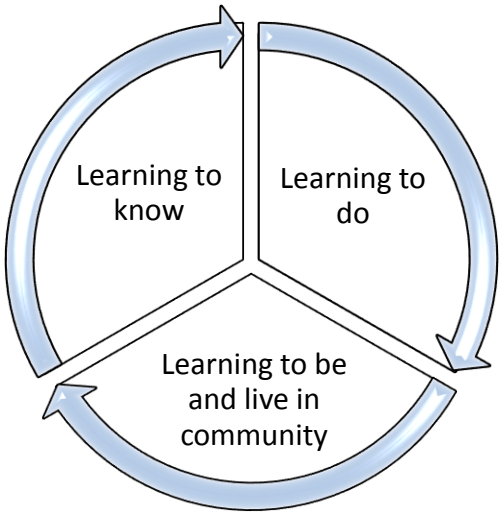


What are the legal underpinnings and how are they related to language teaching and learning?

Policy for the 21th Century highlights three philosophical trends:

	Rationalism	Humanism	Constructivism
Understanding	Development of complex, challenging, creative and critical thinking skills,	Full realization of the human being, as a person with rights and responsibilities.	Construction and reconstruction of understandings and learnings
Implications for teaching	Cooperative learning and pedagogical scaffolding	Sensitivity to and awareness of learning styles and affective variables	Problem solving, inductive and deductive teaching, and experiential learning

The policy "*The School as the Core of the Quality of Costa Rican Education"* recognizes three dimensions of learning:



Language Learning Considerations

Considerations	Understanding	Implications for Language Learning
Philosophical	It focuses on the learner as a social agent who is active, independent, critical, reflective, creative, innovative, inquisitive, and respectful of human rights.	Learning environments and experiences should promote dialogue and creative responses to solve real-life problems.
Psychological	It seeks the whole development of the person and is associated with the person´s affective dispositions.	Pedagogic mediation is flexible, inclusive, and culturally relevant, respecting the individual differences of each student in the classroom.
Neurological	It is related to the brain's architecture and how maturational processes influence language development.	Underscores the importance of starting the learning of foreign languages early in life and in scaffolding the L1 to help L2 acquisition.
Socio-cognitive	It is related to the brain's architecture (attention, short-term long-term working memory) and how it functions to process information (metacognition) related to learning and communication.	Connects to the complexity and the cognitive load of tasks presented to students.
Socio-cultural	It includes the elements of diversity, interdependence, and interconnection with among others.	Addresses learning new behaviors, values, and social skills in line with a human rights approach and through democratic participation.

Which pedagogical trends influence the teaching practices?

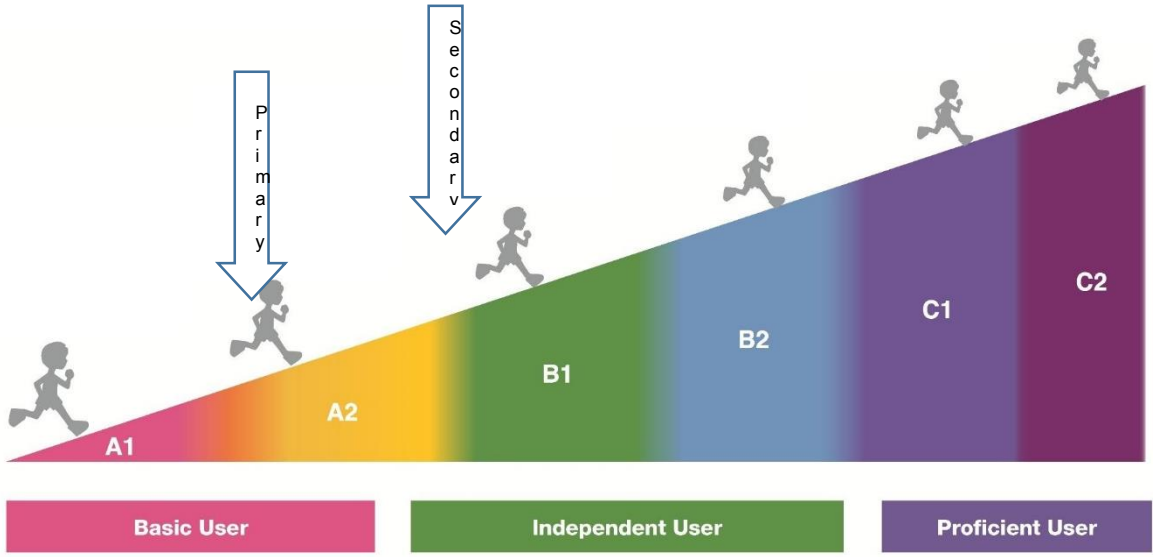
Socio-constructivism	Holism	Critical Pedagogy
• The learner as a responsible member of a world community	• Reality as a set of systems, a network of connections; everything is affected and interdependent.	• Learners become producers of knowledge, not just consumers.

The Common European Framework of Reference (CEFR)

***CEFR** describes proficiency levels based on accumulated evidence gathered over time from learner activities, tasks, or projects.*

Implications:

- Standard Terminology
- Track student progress
- Descriptors – teaching, learning, and assessment
- Students monitor and take responsibility
- Transferability across settings
- Parent communication



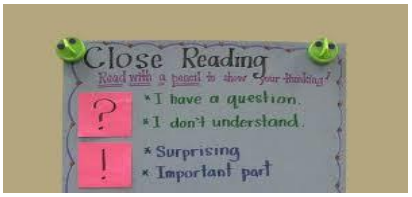
Costa Rican general descriptors according to CEFR English proficiency bands

Basic User	A1	• Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. • Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. • Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. • Can show limited ability to use simple grammatical structures and conventions, such as punctuation and capitalization. **EXTENSION OF THE CEFR STANDARDS - INTEGRATION OF LANGUAGE ABILITIES** • Can use A1 level, grade level and age appropriate linguistic (e.g. present verb forms), socio-cognitive (e.g., associating strategies) and socio-affective (e.g., cooperating or coping strategies) resources to integrate topical content from oral and written text to perform a goal-oriented product (mini-project) based on an integrated sequence of activities within a domain, scenario, and theme. Linguistic resources include grammatical forms and meanings; socio-cognitive resources include a range of meta-cognitive strategies (planning) and cognitive strategies (revising); and socio-affective resources consist of strategies such as cooperating and coping. • Can use A1 level, grade level and age appropriate digital and telecommunication resources to research, plan, and implement the mini-project. • Can give, receive, and respond to feedback at critical stages of the creative process. • Can use level and age appropriate linguistic resources to integrate information from a reading, listening or other inputs to perform from one skill modality to another (e.g., listening to speak, reading to write) to achieve the goal of the scenario. • Can display awareness and development of non-cognitive dispositions (such as effort, perseverance, engagement, empathy, and focus).
	A2	• Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., very basic personal and family information, shopping, local geography, employment). • Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. • Can describe in simple terms aspects of his/her background, immediate environment, and matters in areas of immediate need. • Can use some simple structures accurately but continues to systematically exhibit basic errors (such as verbs tenses, use of prepositions, articles).

Basic User	A2	**EXTENSION OF THE CEFR STANDARDS- INTEGRATION OF LANGUAGE ABILITIES** • Can use A2 level, grade level and age appropriate linguistic (e.g. past verb forms), socio-cognitive (e.g., grouping strategies) and socio-affective (e.g., cooperating or questioning for clarification strategies) resources to integrate topical content from oral and written text to perform a goal-oriented product (mini-project) based on an integrated sequence of activities within a domain, scenario and theme. Linguistic resources include grammatical forms and meanings; socio-cognitive resources including a range of meta-cognitive strategies (monitoring) and cognitive strategies (resourcing); and socio-affective resources consisting of strategies such as cooperating and coping. • Can use the A2 level, grade level and age appropriate digital and telecommunication resources to research, plan, and implement the mini-project. • Can give, receive, and respond to feedback at critical stages of the creative process. • Can use level and age appropriate linguistic resources to integrate information from a reading, listening, or other input to perform from one skill modality to another (e.g., listening to speak, read to write)in order to achieve the goal of the scenario (e.g. - • Can display awareness and development of non-cognitive dispositions (such as effort, perseverance, engagement, empathy, and focus).
Independent User	B1	• Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, and/or leisure time like a radio or TV program when the delivery is relatively slow and clear. • Can understand texts that consist mainly of high frequency every day or job-related language. • Can understand the description of events, feelings, and wishes in personal letters. • Can deal with most situations likely to arise while travelling in an area where the language is spoken. • Can enter into conversations unprepared, on topics that are familiar, of personal interest, or pertinent to everyday life (e.g., family, hobbies, work, travel and current events). • Can produce simple connected text on topics, which are familiar, or of personal interest. • Can narrate a story from a book or film and describe personal reaction. • Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans. • Can express self reasonably accurately in familiar, predictable situations and know enough vocabulary to talk about family, hobbies and interests, work, travel, and news and current events. **EXTENSION OF THE CEFR STANDARDS - INTEGRATION OF LANGUAGE ABILITIES**

Independent User	B1	• Can use the B1 level, grade level and age appropriate linguistic (e.g., complex verb forms), socio-cognitive (e.g., deduction/induction, inference strategies) and socio-affective (e.g., cooperating or questioning for clarification strategies) resources to integrate topical content from oral and written text to perform a goal-oriented product (mini-project) based on an integrated sequence of activities within a domain, scenario and theme. Linguistic resources include grammatical forms and meanings; socio-cognitive resources include a range of meta-cognitive strategies (evaluating) and cognitive strategies (resourcing); and socio-affective resources consist of strategies such as cooperating and coping. • Can use the B1 level, grade level and age appropriate digital and telecommunication resources to research, plan, and implement the mini-project. • Can give, receive, and respond to feedback at critical stages of the creative process. • Can use level and age appropriate linguistic resources to integrate information from a reading or a listening input or other inputs to perform from one skill modality to another (e.g., listening to speak, read to write) to achieve the goal of the scenario. • Can display awareness and development of non-cognitive dispositions (such as effort, perseverance, engagement, empathy, and focus).

The Action-Oriented Approach

Learner 	• An agent/performer with intercultural awareness skills. • Autonomous, works cooperatively, interacts with others, investigates and solves problems using the tools at his/her disposal (general and specific competences). • Develops metacognitive, reflective and critical thinking strategies for successful completion of the task.
Teacher 	• Facilitator, coach, resource person, guide, advisor, and observer. • Helps the learner become autonomous and be successful in the completion of the task. • Provides effective feedback in the process of learning. • Shows expert role but shares this responsibility with the learner.
Learning Resources 	• Oral or written authentic texts: business cards, bus tickets, newspaper articles, book excerpts, wikis, bus schedules, city maps, bulletin boards, voice messages, and announcements. • Appropriate to the learner´s needs and competence level. • Intercultural perspective
Aims of communicative activities/tasks 	• Communicative activities become actions that the learner/social agent performs in order to build up general competences and communicative language competences. • The goal is successful action and accomplishment of tasks in a particular scenario and domain aligned to the learner's life experience and personality.
Learning Environment 	• Real-world contexts (personal, public, educational and vocational domain) collaborative, stimulating, mediated by ICTs.
Assessment 	• Assessment is based on what the social agent is able to do in real-life situations or scenarios and the process he/she requires to develop the competences. Authentic assessment is favored. • The acquisition and refinement of general and communicative competences is a continuous process, both at school and in the world beyond the school.

Basic Principles of the Action-Oriented Approach

1. The students are social agents that use the target language to perform specific actions in real life contexts meaningfully.

2. Language performances, in oral or written form, respond to language functions and are carried out in specific scenarios.

3. Enabling and communicative activities are task-based and real-life.

4. Learners use authentic materials ensuring comprehensible input, as much as possible.

5. The ICT becomes an important tool to create meaningful learning experiences.

6. A great degree of autonomy is placed on the learner; therefore, the teacher works in the development of learners' meta-cognitive, meta-affective, and meta-social strategies.

7. Intercultural awareness plays an important role for getting meaning across and facilitating communication among cultures.

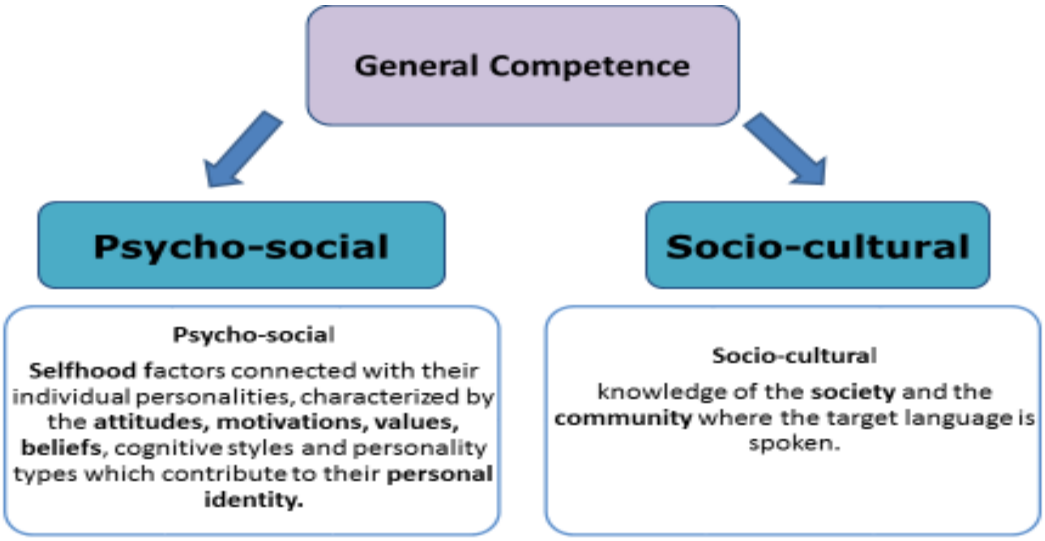
8. Vocabulary, syntax, cohesive forms, and phonology are taught with the purpose of facilitating communication

General competences

Consist of knowledge, skills, and abilities to learn existential competences that are not language-specific but learners need to know when performing different actions included in language activities.

Competence

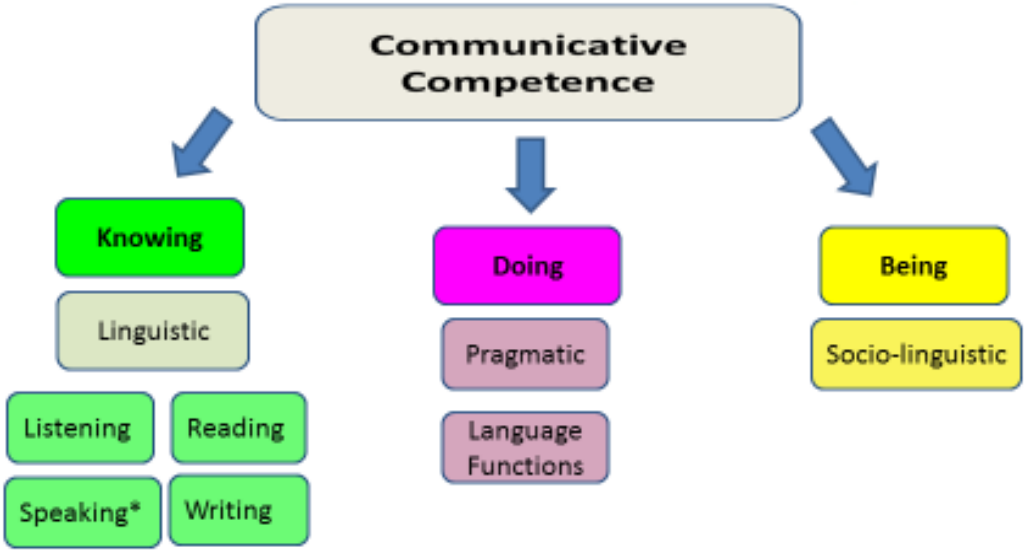
The CEFR defines competences as "the sum of knowledge, skills and characteristics that allow a person to perform actions in society."



Communicative competence

The communicative language competences involve knowledge, skills, and understanding of each of the following three components:

- **Linguistic Component:** Deals with the knowledge of phonology, morphology, lexicon and syntax.
- **Sociolinguistic Component:** Refers to the socio-cultural conditions of language use such as social group repertoires or politeness rules.
- **Pragmatic Component:** Covers, among others, speaker´s and receptor´s attitudes and beliefs, their understanding of the context of an utterance and the functional use of language; for example, the use in specific scenarios of how to act in a given social event or how to participate in a job interview.



Communication

The CEFR defines communication as a social act, where learners are social agents, developing a range of general and specific communicative language competences, moving from learning about the language to learning to communicate in the language in active, spontaneous, and authentic language interaction.

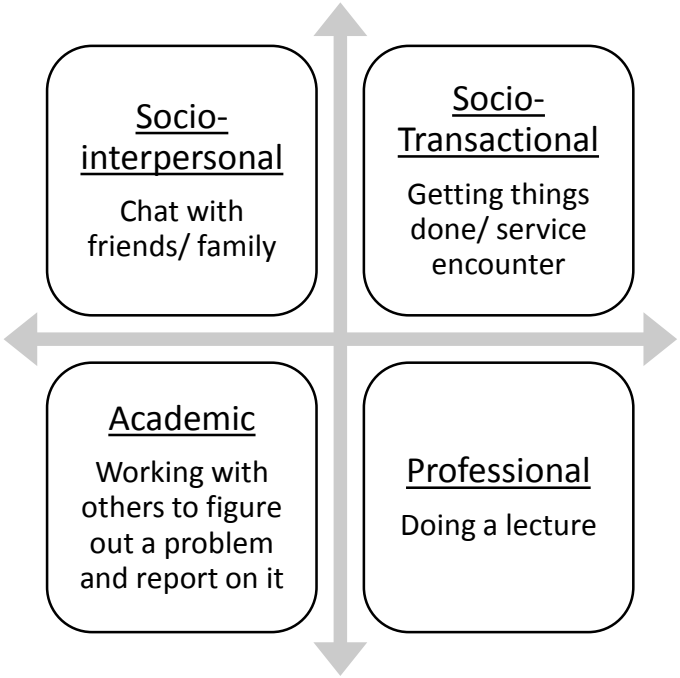
Tasks

Tasks are defined as any purposeful action considered by an individual, necessary to achieve a given result in the context of a problem to be solved, an obligation to fulfill, or an objective to be achieved. This product may be a brochure for tourists, a blog entry, or a fundraising project for a humanitarian cause.

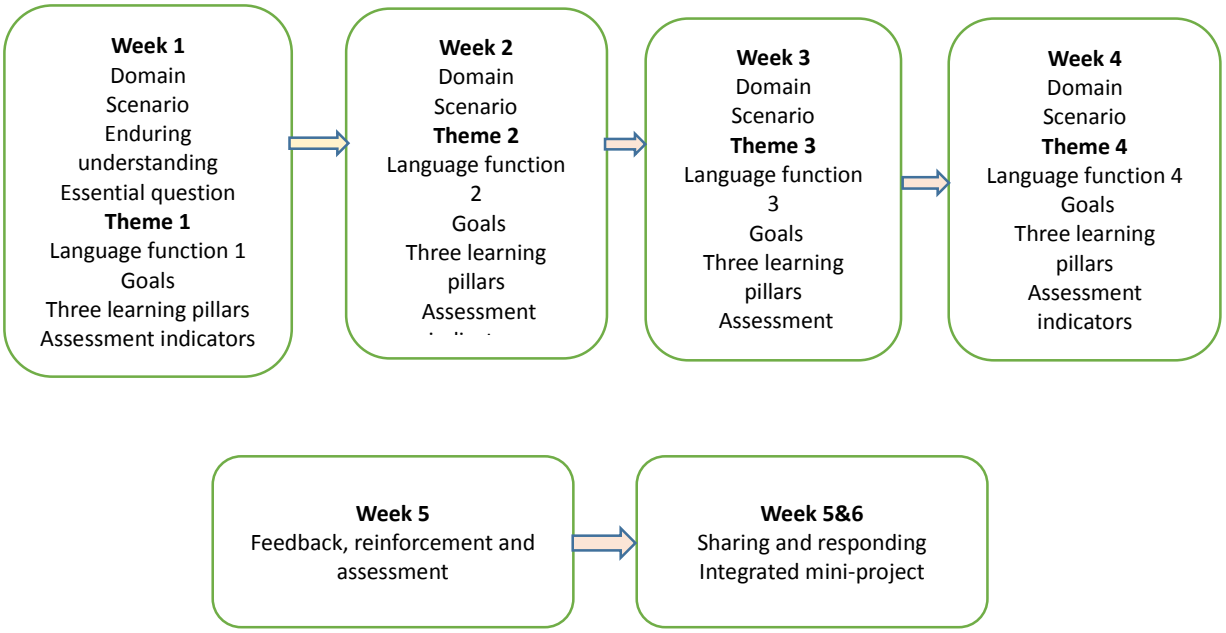
Task accomplishment by an individual involves the strategic activation of specific linguistic competences (linguistic, pragmatic and socio-linguistic) along with a range of socio-cognitive competences in order to carry out a set of purposeful actions in a particular domain (interpersonal, transactional, academic and professional) with a clearly defined goal and a specific outcome.

How are lessons planned?

Lesson planning will be developed based on scenarios that focus on one or more of four different domains.



A unit is six weeks. Lesson plans are created weekly based on themes. Here is an example of how it can be done.



Didactic Planning for Secondary

Term:	**Level:**	**Unit:**	**Week:**

Domain:	**Scenario:**	**Theme:**

Enduring Understanding:

Essential Question:

New Citizenship:

Dimensions
1. Ways of thinking ( )
2. Ways of living in the world ( )
3. Ways of relating with others ( )
4. Tools for integrating with the world ( )

Learn to Know	**Learn to Do**	**Learn to Be and Live in Community**
Grammar & Sentence Frames **Vocabulary** **Phonology**	**Function** **Discourse Markers**	**Psycho-social** **Socio-cultural**

Assessment Strategies & indicators of learning (Diagnostic, formative, summative)	**Goals**	**Pedagogical Mediation/ Didactic Sequence**	**Time**
Learner…	Learner can		
Integrated Mini-Project			**Time**
Phase: _____			

Reflective Teaching		
What worked well	What didn't work well	How to improve
Enduring Understanding Reflection		

Template Elements	
Level	Grade level of the unit
Unit	1 of 6 in a year, includes Scenario, 4 themes, Enduring Understanding, Essential Question, Goals, pillars of learning, mediation strategies, assessment, and an Integrated Mini Project
Domain	Refers to the broad sectors of social life in which social agents (learners) operate
Scenario	A real-life context referenced for an entire unit
Themes	The focus of attention for each week that refers back to the real life scenario. (context rather than content)
Enduring Understanding	Big ideas to guide the teacher that give importance and meaning to a set of curriculum expectations and have a lasting value for learners, beyond the classroom. (1 per unit)
Essential Question	A question which fosters understanding and critical thinking in learners. (Can be adapted to theme.)
Linguistic Competencies	Oral and Written Comprehension (listening and reading); Oral and Written Production (spoken interaction, spoken production, writing).
Goals	Can-do performance descriptors
Oral and Written Comprehension	What a learner can understand or can do when listening and/or reading.
Oral and Written Production	What a learner can speak and write.
Learn to Know	Learning pillar that includes Grammar and sentence frames, Vocabulary, and Phonetic Awareness/Phonology.
Grammar & Sentence Frame	The grammatical components that will be covered in the unit.
Phonemic Awareness/ Phonology	The part of the lesson that addresses the Learner's ability to hear, identify, and manipulate sounds.
Vocabulary	Words learners need to know to communicate effectively within a domain, scenario, and theme.
Learn to Do	Learning pillar that includes Functions and Discourse Markers
Function	The use of spoken discourse and/or written texts in communication for a particular purpose (e.g. asking and giving information, describing).
Discourse Markers	Linking words or phrases that connect one piece of discourse with another one (e.g., *and*, *because*).
Learn to Be and Live in Community	The Learning pillar that includes Psycho-social, Sociocultural, Social Language, Idioms, and quotes.

Template Elements	
Psycho-social	Attitudes, motivations, values, beliefs, cognitive styles, and personality factors.
Sociocultural	Politeness conventions, expressions of folk wisdoms, register differences, dialects and accents
Suggested Mediation Strategies	Organized, purposeful and scaffolded learning experiences
Assessment Strategies	Required evidence of student´s learning
Integrated Mini Project	A more complex task which includes a four-phase process (participating, thinking, acting out, responding and sharing) that integrates skills and unit's goals and leads to a final product.

General Mediation Principles for Third Cycle and Diversified Education

English teaching places priority on the fine-tuning of learners' communicative competence involving oral comprehension and oral and written communication so that they become independent users of English and can reach the B1 or A2+ level, based on the descriptors of the CEFR.

- Teachers can select three or four goals per week from the units. They can combine oral or written comprehension with oral and written production, depending on the pedagogical purpose of the lesson.
- Teachers start each theme of a unit's scenario and lesson with a warm-up activity. Then they share the essential question with the learners and the learning goals/expected outcomes for that day or week.
- The enduring understanding is shared by the teacher at the beginning of each unit to connect students with the core ideas that have lasting value beyond the classroom.
- Lessons follow a task-based approach combined with the action-oriented approach.
- Grammar is developed by combining both inductive and deductive instruction within a meaningful context.
- The teacher follows a set of integrated sequence procedures as presented below to develop the different linguistic competences.

Mediation Sequence

Comprehension		Production	
Oral	**Written**	**Oral**	**Written**
• *Planning* ✓ pre-listening ✓ motivating ✓ contextualizing ✓ explaining task goal • *Listening for the first time* (general understanding); • *Pair/group feedback* • *Listening for the second time* (more detailed understanding) • *Self/co- assessment*	• *Planning* ✓ pre-reading ✓ explaining task goal ✓ use typographical clues ✓ list difficulties and strategies on how to cope • *Reading for the first time* • *Pair/group feedback* • *Reading for the second time*, *post–reading* (for reacting to the content or focusing on features/language forms) • *Self/co-assessment*	• *Spoken interaction* ✓ Planning ✓ Organizing ✓ Rehearsing ✓ interacting • *Spoken production* ✓ Planning ✓ Organizing ✓ Rehearsing Producing	• *Pre-writing* • *Drafting* • *Revising* • *Editing* • *Publishing*

- Teacher makes sure that all learners understand task instructions.
- Teachers should ensure learners know how to use strategies through teacher scaffolding and modeling, peer collaboration and individual practice.
- Learners have at their disposition useful words, phrases and idioms that they need to perform the task. It could be an audio recording with the instructions and the pronunciation of the words and phrases needed.
- The task could involve the integration of listening and speaking or reading and writing and is given to students individually, in pairs, or teams.

- The learners complete the task together using all resources they have. They rehearse their presentation, revise their written report, present their spoken reports or publish their written reports.
- Teacher monitors the learners' performance and encourages them when necessary.
- The learners consciously assess their language performances (using rubrics, checklists and other technically designed instruments that are provided and explained to them in advance). Teachers assess performance, provide feedback in the form of assistance, bring back useful words and phrases to learners' attention, and provide additional pedagogical resources to learners who need more practice.
- At the end of each unit, the learners develop and present Integrated Mini-Projects to demonstrate mastery of the unit goals.
- The enduring understanding and essential question are central to articulate the three learnings: learn to know, learn to do and learn to be and live in community. The Integrated Mini-Project is an opportunity for students to integrate these three learnings in a single task.
- Teach and plan English lessons in English to engage learners socially and cognitively.

Classroom Setting in the Action Oriented Approach

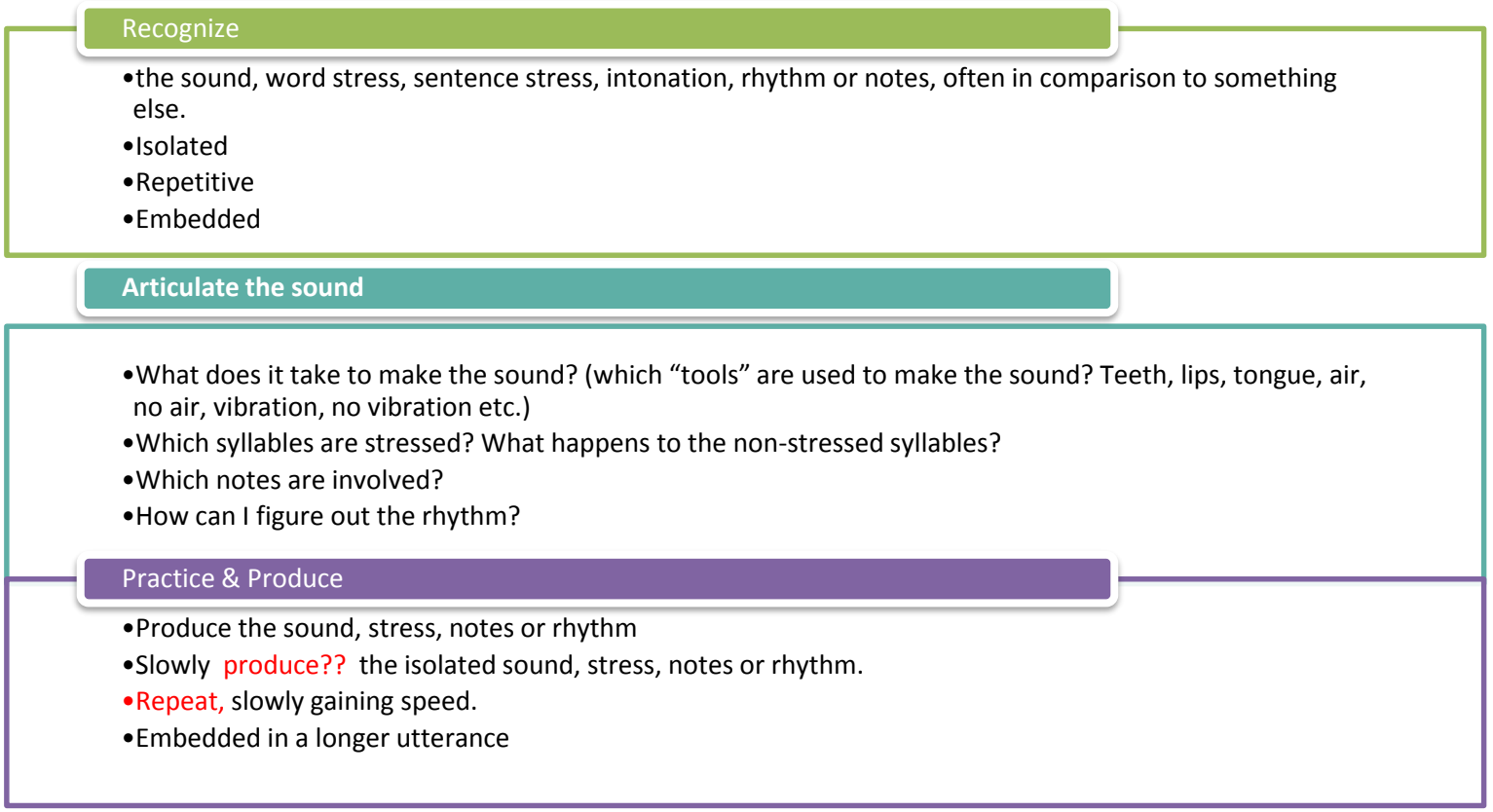
When implementing the action oriented lessons in your English class; remember to:

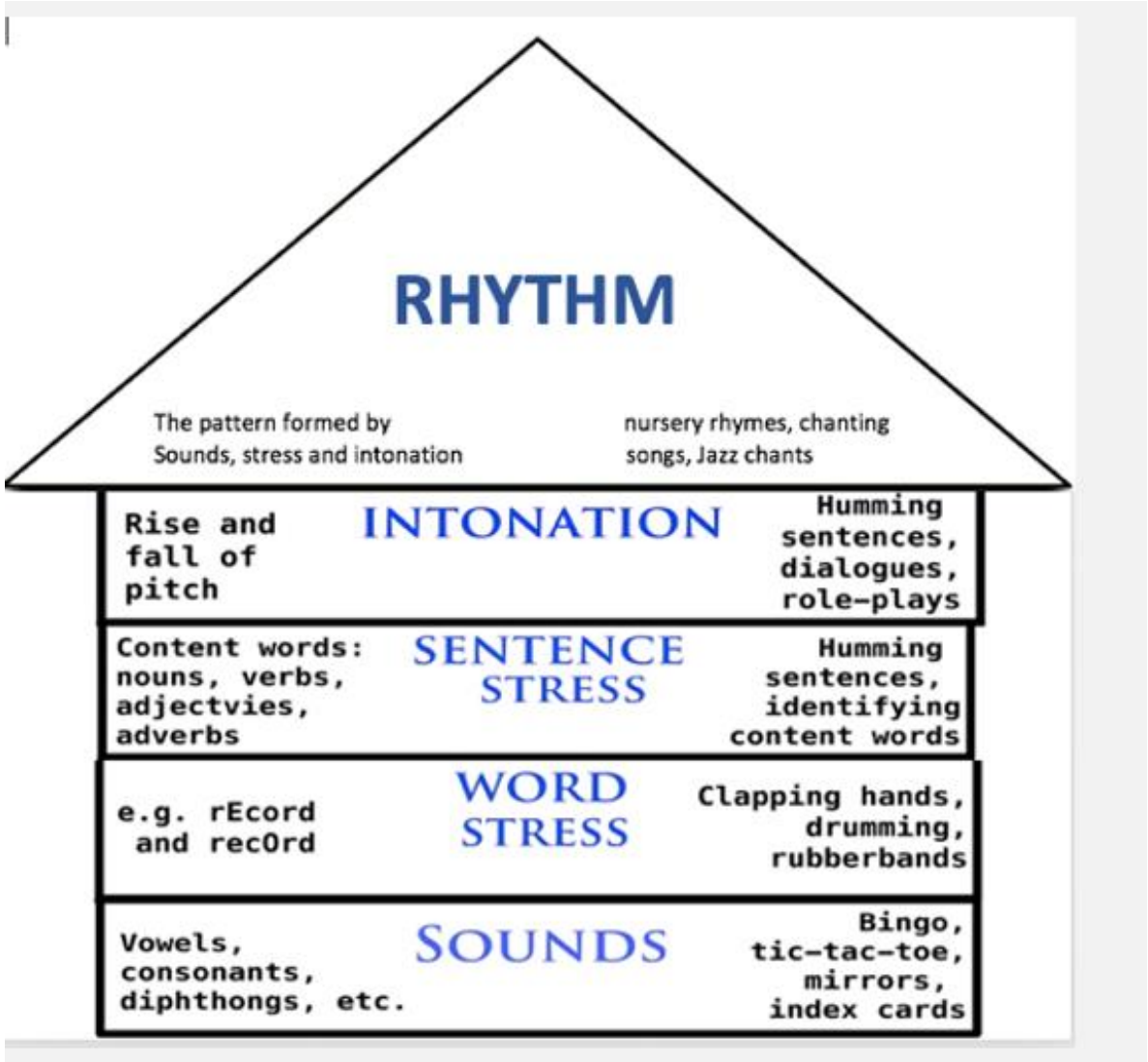
a) Consider learners' interests and needs.
b) Offer opportunities to work in pairs, in small groups, and as a whole class.
c) Create a context for learning and reflecting.
d) Provide multiple opportunities to develop communicative competence.
e) Use different classroom layouts: the horseshoe, chairs in a circle, traditional rows and nested tables in groups.

Phonological Competence and the Use of RAPPP…

Phonological competence is the ability to recognize and produce the distinctive meaningful sounds of a language, including: consonants, Vowels, tone patterns, intonation patterns, stress and rhythm.

What to do to learn and teach phonological competence

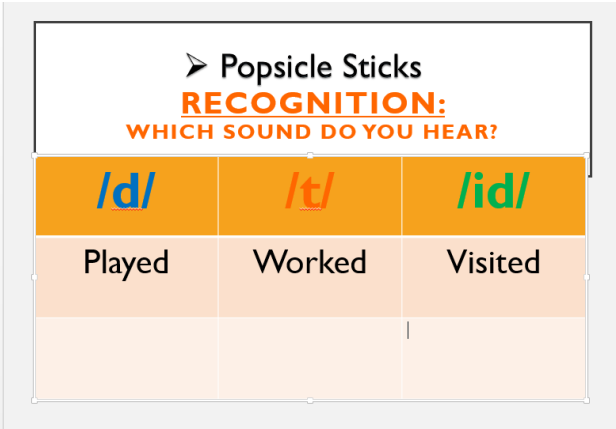


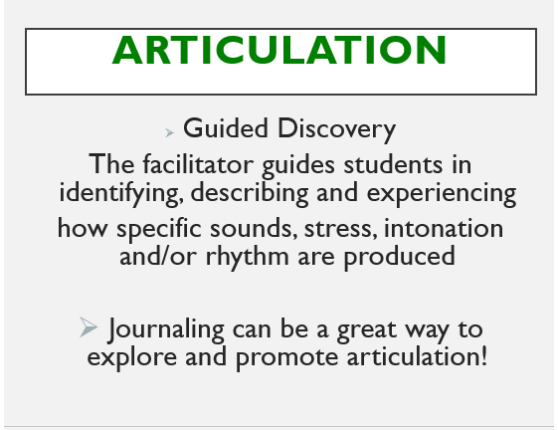

RHYTHM
The pattern formed by Sounds, stress and intonation
nursery rhymes, chanting songs, Jazz chants
Rise and fall of pitch
INTONATION
Humming sentences, dialogues, role-plays
Content words: nouns, verbs, adjectvies, adverbs
SENTENCE STRESS
Humming sentences, identifying content words
e.g. rEcord and recOrd
WORD STRESS
Clapping hands, drumming, rubberbands
Vowels, consonants, diphthongs, etc.
SOUNDS
Bingo, tic-tac-toe, mirrors, index cards

And you can also use

R.A.P.P.P.P.P.P.

- **Recognition (aural and cognitive)**
- **Articulation**
- **Productive Practice**
- **They are not linear. But can be... But don't have to be**





Source: Ramirez, R., Scholl, M. Zalazar, L., Cárdenas, N., Rossi, A. Centro Espiral Maná (2017)

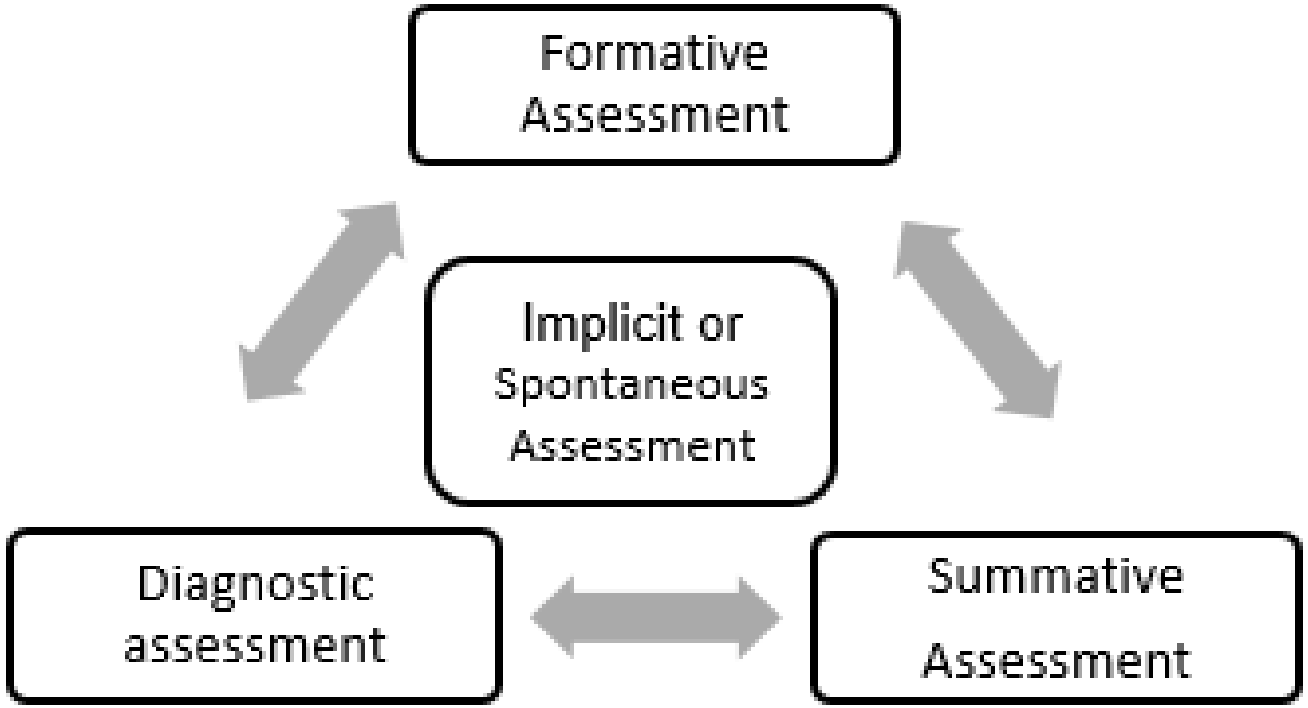
How is learning assessed?

Assessment is a purposeful, continuous, contextualized, authentic, reflective, investigative, systematic and multi-phase process, which responds to these four fundamental questions: Why assess learning? What learning to assess? How to assess it? Which are the pedagogical implications in the learning?

The purpose of assessment is to serve each learner's growth and learning. To prevent student's failure and allow timely intervention, assessment allows teachers to detect learning gaps so that learners can receive the support needed to be successful. The "what" of assessment involves gaining clarity about the knowledge, skills, abilities, and attitudes (learn to know, learn to do, learn to be and live in community) that learners have to develop as established in the curriculum goals or "can do performance descriptors". This implies that assessment will mainly be performance-based. Learners are required to demonstrate through integrated-skills tasks within a domain, scenario and theme, specified knowledge, skills and abilities using the target language. Assessment can also be discrete point, which means the use of selected response tasks to isolate and measure discrete units of grammatical knowledge, which encompasses grammatical, semantic and pragmatic knowledge -- form, meaning and use (Purpura, 2014, p 9). Assessment will also be authentic which means that the assessment task will simulate real-life situations within domains and scenarios beyond the classroom setting, and the socio-cognitive, socio-affective, socio-cultural and linguistic demands on the learner will be similar to the one of a speaker in a target language setting.

Classroom assessment mirrors the learning goals, content of instruction and instructional practices; therefore, curriculum, teaching, and assessment must be coherent for learning goals to be achieved and learners' communicative competence to be developed.

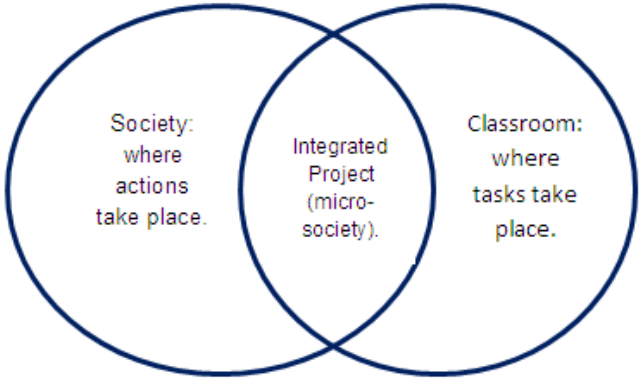
Task design, task performance, and assessment become a fundamental unit of instructed learning; tools such as analytic and/or holistic scales, rubrics, progress indicators and checklists play an important role for obtaining valid and reliable qualitative and quantitative data about students´ learning and performance.


Formative Assessment
Implicit or Spontaneous Assessment
Diagnostic assessment
Summative Assessment

Integrated Mini- Project

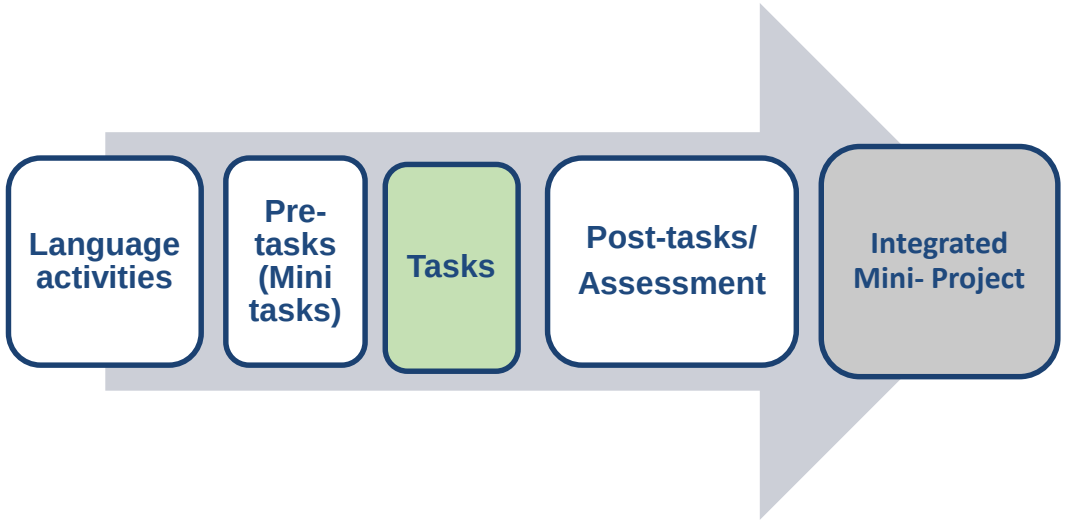
A more complex “learn to do” classroom task for each unit.

- ✓ Learners (as social agents) integrate knowledge, skills and abilities (KSA), within the domain, scenario, themes, the enduring understanding and essential questions of the unit
- ✓ Proactive (not reactive)
- ✓ Interconnected with classroom activities
- ✓ Formative, skill-integrated performance
- ✓ Collective actions (social dimension)
- ✓ Promotes democratic citizenship (CEFR p.12)
- ✓ Integrates skills and unit’s goals and leads to a final product.



AOA Task Oriented to a Product

Keep the end in mind!



Phases for the Integrated Mini-Project

1. **Participating/Negotiating (Week 1 or 2)**

Brainstorming, discussing, negotiating, making decisions to formdifferent groups according to their interest, language abilities, etc.

2. **Thinking/planning (Week 3 or 4)**

Planning, negotiating and finding information collaboratively about the language content and strategies, resources and organizing the work to distribute assignments among the group members.

3. **Acting out/Completing MP *(oral/written)* (Week 5)**

Completing the product, rehearsing, practicing the mini-project presentation.

4. Responding and Sharing (Week 6)

Groups creatively deliver the mini-project, answer questions from the audience and in pairs, or groups self or co-assess it.

7th - Unit 3 – Example **Promoting local tourism** Integrated Mini-Project: Tourist Brochure to support local tourism Task description: You want to show the most important tourist attractions to support local tourism. Design a brochure to promote local tourist attractions. Keep in mind the following questions to guide your product: Is this an authentic communication action? Is it useful in everyday life? Phase 1: **Participating to negotiate:** (5 or 10 minutes in week 1 or 2) Choose your mini project and get in groups of 3-4 participants and negotiate in order to plan the next phase. Phase 2: **Thinking for planning**: (5 or 10 minutes in week 3 or 4) Plan your brochure. Think what to do (the information you need to find, the time and organization of the work (what to write and distribute what each member is going to do). Phase 3: **Acting out to complete the Mini Project –oral & written:** (week 5) In your group, complete the brochure in class, rehearse and organize the presentation. Phase 4: **Responding and sharing** (week 6) creatively present the brochure to the class, respond to questions from the audience using the instruments to self or co-assess the project (or brochure)	

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Introducing Scenario	**Some tasks can relate to Integrated Mini-Project**	**Some tasks can relate to Integrated Mini-Project**	**Some tasks can relate to Integrated Mini-Project**	**Completion of Integrated Mini-Project**	**Presentation of MP**
Participating/ negotiating Selecting Integrated Mini-Project (5-10 min)	*Participating/ negotiating* Planning Integrated Mini-Project (5-10 min)	*Thinking/planning* Planning Integrated Mini-Project (5-10 min)	*Thinking/planning* Planning Integrated Mini-Project (5-10 min)	*Acting out/ completing MP* Completion of Integrated Mini-Project	*Responding and sharing* Presenting the IMP

What is the teacher's profile to implement this new curriculum?

Teacher's Profile

Types of knowledge / Orientations to	**Learn to know** What the teacher needs to know **Teacher …**	**Learn to do** What the teacher needs to do **Teacher …**	**Learn to be and live in community** How the teacher needs to be **Teacher …**
A Global Citizenship with Local Belonging	▪ is certified with B2/C1 English language proficiency ▪ is knowledgeable about Costa Rican educational policies, curriculum and assessment frameworks and guidelines. ▪ is well informed about local and global issues. ▪ is knowledgeable about updated English language theories and methodologies. ▪ develops action research practices to improve teaching practices.	▪ supports self and co-learning communities and collaborative environments among colleagues and learners. ▪ favors meaningful and reflective learning. ▪ promotes ownership of cultural belonging and intercultural representations. ▪ implements cognitive, affective and metacognitive strategies in the teaching and learning processes considering learner´s styles preferences. ▪ implements diverse and relevant methodologies and ICT as tools to empower learning and action research. ▪ designs effective lesson planning based on integrated communicative tasks and context to develop knowledge, skills and attitudes for communication using English.	▪ is aware and sensitive about local and global issues and learners´ affective and socio-cultural needs. ▪ promotes learner's high expectations with inclusive and positive classroom environments. ▪ supports critical and creative thinking processes beyond the class. ▪ promotes qualities for developing the new citizenship principles. ▪ promotes learner´s family participation in the learning process. ▪ reflects on ethical teaching practices and assessment to respond to learners needs.
Education for Sustainable Development	• knows about the implications of human actions over the environment.	▪ participates, together with staff, in school community projects related to education for sustainable development and others. ▪ practices eco-friendly actions. ▪ promotes collective and individual environmental care practices.	• is aware of human action over the planet and the role of education as preventive element to mitigate effects.
New Digital Citizenship	▪ is knowledgeable about basic ICT to favor the implementation of didactic units.	▪ applies new ICT in the teaching and learning process. ▪ supports innovation and creativity. ▪ develops a constructive mediation based on dialogue, collaborative environments, interdisciplinary connections and the use of ICT.	▪ is aware of the benefits of ICT as supportive tools. ▪ promotes learner´s autonomy, ethical and social responsible use of ICT.

What is expected from learners?

Learner´s Exit Profile

New Citizenship Learner Exit Profile for Third Cycle			
Types of knowledge / Orientations to	**Learn to know** What the learner needs to know **Learner ...**	**Learn to do** What the learner needs to do **Learner...**	**Learn to be and live in community** How the learner needs to be **Learner...**
A Global Citizenship with Local Belonging.	▪ extracts explicit information from simple texts. ▪ uses data for applying information in different situations. ▪ creates connections between different information, themes and scenario. ▪ uses prior information for comprehending graphs, question and data. ▪ discriminates relevant information for decision-making and reasoning.	▪ performs different roles when working in groups. ▪ applies knowledge and procedures in context. ▪ checks his /her learning strategies. ▪ plans data resources and strategies for tasks. ▪ uses group feedback to check understanding. ▪ participates with autonomy and collaborative actions for reaching goals. ▪ learns from mistakes and complex group situations for reaching agreements.	▪ recognizes his/her own rights and responsibilities and the ones of others. ▪ participates in peaceful conflict solving. ▪ expresses in words and actions values of justice, equity and human relations. ▪ questions and adjust values, attitudes and beliefs among people and living creatures. ▪ expresses self-belonging, civic awareness and healthy lifestyles towards a democratic coexistence. ▪ accepts feedback from others. ▪ recognizes strengths and limitations of ideas and procedures.
Education for Sustainable Development	▪ knows different ways of facing environmental risks affecting life. ▪ proposes alternative solutions to problems.	▪ participates in improvement of local, regional and global life conditions. ▪ makes decisions for improving well-being.	▪ differentiates believes, attitudes, actions over sustainable development. ▪ values the implication of efforts over the achievement of goals.
New Digiltal Citizenship	▪ knows main characteristics of digital means for accessing information. ▪ organizes diverse and basic information.	▪ produces and enriches tasks e.g., words and phrases to communicate ideas using digital icons and codes. ▪ uses digitals tools efficiently. ▪ applies apps and programs as useful tools. ▪ discriminates digital information from different reliable sources. ▪ uses digital tools to find useful information.	▪ questions social benefits, harmful effects and ethical implications of ICT for learning and interpersonal relations. ▪ applies inclusive principles and respect within digital communication messages.

Distribution of Scenarios Academic and Technical Diversified Education

Academic Diversified Education		Technical Diversified Education		
10th Level Scenarios	**11th Level Scenarios**	**10th Level Scenarios**	**11th Level Scenarios**	**12th Level Scenarios**
• Love What We Do! • Stories Come in All Shapes and Sizes • A World of Differences • Caution: Fragile World- Handle with Care. • #High Tech * High Touch • What Comes Next	• Recipes for Success • From the Wheel to the Drone • The Earth–Our Gift and Our Responsibility • Get Ready. Get set. Go! • Really? (Controversial issues)	• Love What We Do! • Stories Come in All Shapes and Sizes • A World of Differences • Caution: Fragile World- Handle with Care	• #High Tech* High Touch • What Comes Next • Recipes for success • From the Wheel to the Drone	• The Earth–Our Gift and Our Responsibility • Get Ready. Get set. Go! • Really? (Controversial issues)

***Se realiza corrección del cuadro que aparece en la página 59 del programa de estudio.**

Sequence of Scenarios and Themes for Third Cycle and Diversified Education

Scope and Sequence Third Cycle						
Level	**Unit 1**	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 5**	**Unit 6**
Seventh	**Scenario:** Here I Am! **Themes:** • Hello, Hi there, Hey, Bye • Building Community • Let´s Get Personal • Meet My Family	**Scenario:** Enjoying Life **Themes:** • My Daily Routine • Eating Habits • Hanging out • Things I Like to Do	**Scenario:** Getting Back to Nature **Themes:** • Natural Wonders in My Backyard • Marvels in Costa Rica • A World of Wonders • Where can I go next?	**Scenario:** Checking Things off a Shopping List **Themes:** • My Family´s Grocery List • Going Shopping • Does This Fit Me? • How Much Does It Cost?	**Scenario:** Let's Celebrate Costa Rican Culture! **Themes:** • How my family and I celebrate "Tico" culture • How my community celebrates "Tico" culture • How other Costa Rican communities celebrate "Tico" culture • How Costa Ricans celebrate national "Tico" culture	**Scenario:** Getting from Here to There **Themes:** • Knowing where I want to go • Knowing where It is • Knowing how to get there • Knowing what I need and when

Eighth	**Scenario:** My High School…Our place **Themes:** • High School -- Bring it on! • A Day in the Life of My High School. • What is Your Next Class? • High School Through the Eyes of my Friends.	**Scenario:** Let the Good Times Roll **Themes:** • Fun times: Inside and Out • What´s your favorite ____? • Ready to Play: Tell Me the Rules • Up Close and Personal	**Scenario:** Something to Celebrate! **Themes:** • Let's Celebrate: Holidays with My Family • Let's Celebrate: Latin American Holidays and Festivals • Let's Celebrate: Holidays and Festivals around the World • A Holiday to Remember: One of my favorites	**Scenario:** Going Shopping! **Themes:** • Welcome to My Town • Getting what I need at the right place • Where is it? • How can I get there?	**Scenario:** Unforgettable Events **Themes:** • A Day I'll Never Forget: in my Personal Life • An Event I'll Never Forget: with my Family • An Event I'll Never Forget: in Costa Rica • An Event I'll Never Forget: in the World	**Scenario:** Amazing Costa Rica **Themes:** • Beautiful Costa Rica • Hiking, Biking and Walking Around Costa Rica • Traveling Necessities • Planning My Perfect Vacation
Ninth	**Scenario:** Time to Have Fun! **Themes:** • Let's Workout • Once Upon a Time I Enjoyed... • Try it! • The Most Fun I've Ever had!	**Scenario:** Online & Connected **Themes:** • Yesterday, Today and Future Media • Virtual Communities and Networks • New Media and Public Safety • The Magical World of Apps	**Scenario:** Lights, Camera & Action **Themes:** • What´s on TV? • The Best Show Ever… • Through the Lens of the Documentary • Daily News	**Scenario:** In the Public Eye **Themes:** • Success vs. Fame • National Role Models • Contributions of Outstanding Figures to Society • Breaking News: Read All About It	**Scenario:** Unexpected Situations **Themes:** • Home Emergencies • Emergency Traveling Situations • Unanticipated Appointments • Making a Complaint at a Restaurant	**Scenario:** Open a Book, Open Your Mind **Themes:** • Keep it simple • Show me: Comic Strips • Biographies of Writers • The Moral of the Costa Rican Legend is …

Tenth	**Scenario:** Love What We Do! **Themes:** • Help wanted • Jobs • Interviewing • Working to Live or Living to Work?	**Scenario:** Stories Come in All Shapes and Sizes **Themes:** • Tell me a Story • Thumbs Up/Thumbs Down • The Reviews Are In • You Should Read This	**Scenario**: A World of Differences **Themes:** • These Are My People • Cultures, Subcultures and Cliques • Cultural Norms and Cultural Storms • I Am Not My Hair	**Scenario:** Caution: Fragile World - Handle with Care **Themes:** • What Makes Something Sustainable • Products and Practices around the World. • Products and Practices in Costa Rica • Am I Environmentally friendly?	**Scenario:** #HighTech HighTouch **Themes:** • Hot Apps • Danger Zones in a Digital World • Tech Tools for Positive Change • My Future Is in My Hands	**Scenario:** What Comes Next? **Themes:** • Pass or Fail? • College or Career? • Study Here or Abroad? • Getting by or Getting ahead?
Eleventh	**Scenario:** Recipes for Success **Themes:** • Ingredients for Healthy Living • Add a Pinch of a Positive Attitude • Follow the recipe: a Plan for success • Give me a Taste: Stories of Successful People	**Scenario:** From the Wheel to the Drone **Themes:** • Inventions that have Changed our Lives • Living in a Tech World • Safety First • The Next Wave of Innovations	**Scenario:** The Earth–Our Gift and Our Responsibility **Themes:** • Natural Disasters- Is Nature Against us? • What´s the Problem? • A Helping Hand (possible solutions) • Who is Doing What? (Nonprofit and NGOs)	**Scenario:** Get Ready. Get set. Go! **Themes:** • Get ready: Take a Look at Your Dreams and Fears • Get Set: College or Career? • Surviving or Thriving? (Developing Your Soft Skills) • Go! The Future is Now	**Scenario:** Really??? (Controversial issues) **Themes:** • You gotta be kidding…World facts • Shut up…Issues from Health and Medicine • No way…Controversies and the Law • OMG… Stereotypes and Cultural Differences	

Ninth Grade Exit Profile (Learner Exit Profile)

Level B1 Grade 9-10			
Integral Development and Communicative Competence			
At this stage, the learner can...			
Learn to know	have a level-appropriate language (words, phrases, formulaic expressions) and topical knowledge related to domains, scenarios and themes.		
Learn to do	use level-appropriate linguistic and topical resources in order to listen, read, speak and write in response to level and age-appropriate tasks, integrating language and topical knowledge, skills and abilities (KSAs) within domains, scenarios and themes.		
Learn to be and live in community	use personal and social dispositions (e.g., engagement, attitudes, cooperation, turn taking, empathy, and other universal values) when interacting and producing in the target language and taking time to search for words using oral and body language for transferable learning beyond the classroom setting (enduring understanding).		
Listening	**Reading**	**Speaking (spoken interaction & production)**	**Writing**
CEFR STANDARDS • Can note the main points of oral texts at a normal speed related to personal and educational domains. **INTEGRATION OF LANGUAGE SKILLS** • Can recognize key points in T.V programs radio, web-based broadcast announcements, videos, audio recordings to ask for	**CEFR STANDARDS** • Can comprehend texts containing more varied sentence and vocabulary within expository, narrative, procedural and transactional genres. **INTEGRATION OF LANGUAGE SKILLS** • Can read texts on familiar topics to start, maintain, and close a conversational	**CEFR STANDARDS** • Can sustain conversations related to personal and educational routines and domains with fluency. • Can maintain interactions related to public and vocational domains with hesitation, backtracking and repairing while searching for vocabulary and grammar structures.	**CEFR STANDARDS** • Can produce short, basic paragraphs with a topic sentence and supporting details within an expository genre. Sentences start to connect with each other. • Can produce a narrative paragraph with characters, plot and setting.

clarification and expressing thoughts (listening to speak). • Can interpret online explanations supported by resources to convey meaning in texts (listening to read). • Can write different text types heard to check comprehension in collaborative work before editing (listening to write /speak).	exchange (reading to speak/listen). • Can read different passages to summarize information (reading to write). • Can read familiar and unfamiliar topics for self-correction after listening to the oral version (reading to listen).	**INTEGRATION OF LANGUAGE SKILLS** • Can interpret information by asking for clarification and confirm understanding when listening to texts (listening to speak). • Can exchange information supported by a written source for completing information (speaking to read/write) • Can use written sources to explain and justify points of view (reading to speak).	**INTEGRATION OF LANGUAGE SKILLS** • Can write to exchange personal experiences (writing to speak). • Can use graphic organizers to plan language, content and express information (writing to speak/write). • Can react to an oral text expressing written thoughts and feelings (listening to write).

Tenth Grade Distribution of Domains and Scenarios by Term

Domain	Scenario	Unit
Term 1		
Socio-Interpersonal and Academic	Love What We Do!	**1**
Socio-Interpersonal and Academic	Stories Come in All Shapes and Sizes	**2**
Term 2		
Socio-Interpersonal and Academic	A World of Differences	**3**
Socio-Interpersonal and Academic	Caution: Fragile World -- Handle with Care	**4**
Term 3		
Socio-Interpersonal and Academic l	#HighTech HighTouch	**5**
Socio-Interpersonal and Academic	What Comes Next?	**6**

Sample Weekly Plans and Materials

Units 1-6 for Tenth Grade

Didactic Planning
Week # 1

Level: 10th		**Unit: 1**
Domain: Professional	**Scenario:** Love What We Do!	**Theme:** Help wanted
Enduring Understanding: The different jobs and occupations make communities function well in society. **Essential Question:** In what ways do people's jobs or occupations contribute to our community and life in society?		
New Citizenship:		

Dimensions
1. Ways of thinking (√)
2. Ways of living in the world (√)
3. Ways of relating with others (√)
4. Tools for integrating with the world (√)

Learn to Know	Learn to Do	Learn to Be and Live in Community
Grammar & Sentence Frames <u>Contractions/future tense (will) tense</u> – I´ll be a good doctor. – I'll work as a volunteer someday. <u>Adverbial phrases of degree extent and probability</u> – My father´s job is **really** nice. – My family is **very** happy about my job aspirations. <u>Indications of time</u> (Now, then, when, soon, ago, the year before last, last year, by the time I was) – **The year before last,** my cousins and I spent the	**Function** • Describing past experiences and storytelling, feelings, emotions, and attitudes in personal life. **Discourse Markers** <u>Connecting words expressing;</u> – cause and effect: Why? – **Because** I had so much fun, I will never forget that day**.** **For this/that reason __.**	**Psycho-social** – Being aware of planning for the future. **Sociocultural** – Respecting other people's jobs and occupations. **Quotes** <u>Social Language Samples</u> – To get your foot in the door/on the ground. – Job opening from 9 to 5.

summer doing volunteer work in my community.
- **By the time, I was** 12, I dreamed of being an astronaut.

Past perfect
- I **had hoped** to become a technician.

I **had worked during** a summer vacation job at the beach.

Vocabulary

Help wanted.
- Accountant, actor, architect, artist, assembler, baker, bus driver, butcher, construction worker, farmer, delivery person, firefighter, fisherman, lawyer, pharmacist, police office, taxi driver, waiter.

Phonology

- Review of sound articulation (7th to 9th) and of phonological features of most unfamiliar words when needed.
- Use of prosodic features (stress, intonation, rhythm) to support the message intended to convey.

Even though phonology is linked to reading in Diversified Education, teachers can reinforce it in Spoken Interaction and Spoken Production activities as well.

Assessment Strategies & indicators of learning* (Diagnostic, formative, summative)	Learner can	Didactic Sequence Mediation	Time Total: 120 min (3 lessons)
		Pre-teaching **Routine**: Checking attendance, checking in with Ls, T posts the Essential Question on the board, Can Do's, and class agenda, etc. **Participating: Warm up** Learners make groups of four and play charades. The teacher will show pictures of jobs -- the group that guesses the most occupations in the least amount of time wins. **Engaging: Activation of prior knowledge** Learners play "Typhoon." The group is divided into two teams with a set of pictures pasted on the board in a grid formation. Learners choose a card and answer the following questions: Where does she/he work? What does she/he do? If the team answers correctly, they take the card and look on the other side to see what number of points they received. Every card is going to have points and some will also have letters. If they get a S(steal), it means that that group can steal that number of points from another group, D(double) means that the team receives double the number of points on the card, and T(typhoon) means the group wins the entire game. **Introducing** The teacher tells the story "**Brenda's Job**." While the teacher tells the story, she/he shows learners pictures related to the actions that use the structure of the past perfect. Later, the teacher explains the use of intensifiers, indications of time, and the past perfect structure using simple examples.	

L.1. recognizes key points in television programs, radio, and web-based broadcasts/ announcements, video/audio recordings discussions and social conversations about jobs and occupations.	**L.1.** understand the main points, concepts, key points and details in television programs, radio, and web-based broadcasts/announcements dealing with subjects of interest if the people talk slowly and clearly.	**Oral Comprehension:** **Pre-Listening** The teacher shares the goal of the lesson. The teacher writes on the board: "**When you were a kid, what had you wanted to be?"** Learners individually think about what they had wanted to be; then they share in pairs, with some volunteers reporting to the group. As students talk, the teacher writes the jobs on the board. He/she also elicits from the rest of the students some other jobs, which were not mentioned. Using the list from the board, the teacher asks questions such as, *"Ana, Luis…When you were younger, had you ever wanted to be one of these professions?"* Questions are asked to most of the students. The teacher sets up the context of the audio by telling the students who the speaker is and what she is going to talk about. **Listening for the first time** Learners listen to the audio "Life Stories from Radio 2" for the first time. Learners try to answer the question: "*What was the story about*?" **Pair/Group feedback** Learners compare their answers, and then they share with the whole group. **Listening for the second time** Learners listen the audio again, but this time, as they listen, they work on a True and False exercise. Ss check their answers in pairs and then share with the group. **Post-listening** Students write a short story about a job experience that they have had, they have heard about, or that they imagine. Then, they share their story with the rest of the class.	

R.1. recognizes factual texts and simple report to answer literal questions about a text about jobs and occupations.	**R.1**. understand factual text and simple reports on familiar topics (e.g., news accounts, blog posts, Twitter feeds) about jobs and occupations.	**Written Comprehension:** **Pre-reading:** The teacher shares the goal of the lesson. The teacher shows the pictures of some jobs in Costa Rica (accountant, actor, architect, artist, assembler, baker, bus driver, butcher, construction worker, farmer, delivery person, firefighter, fisherman, lawyer, pharmacist, police office, taxi driver, waiter). Then the teacher writes on the board the phrase "**Help Wanted**" and asks students for the meaning. Learners observe different ads about jobs pasted on the board and try to guess the meaning. **Reading for the first time:** The learners get a worksheet with four ads. Learners are then given a minute to quickly skim the announcements and decide what they are about by writing a check mark on the corresponding topic. 1. _____ Firing people in a restaurant 2. _____ Hiring people to work in different job positions 3. _____ Choosing a career 4. _____ Inviting people to have dinner in a restaurant **Pair/Group feedback:** In pairs, learners compare their answers, and then share with the whole group. **Reading for the second time:** Learners read the ads again, but this time they answer a set of questions. In pairs, learners check their answers and then share with the group. **Post-Reading** In groups, learners create a short TV advertisement in which they present a job opening. Students must include a job description, the requirements, the benefits of the position, and information about where they can apply. Later, learners perform their skits in class.	

SI.1. summarizes what has been said about life stories on modeled sentence frames to convey information to another.	**SI.1.** summarize what has been said and convey this information to another about job and occupation ads in dialogues and interviews.	***Spoken Interaction/Production*** **Planning/ Organizing** Each student is given a copy of a worksheet. The worksheet contains ten "had you ever…" questions about work or life experiences. Working individually, students write their own responses. Then, they will write one follow-up question for each item on their worksheet (there is a useful vocabulary list in the last column of the worksheet). The teacher provides help if necessary. **Rehearsing** The class is divided into groups of five or six students. In their groups, learners will ask each other the questions on the worksheet. If a student responds to a question with "yes, "all of the other students will write his/her name down and take turns asking one of their follow up questions. For example, a student could ask, "Had you ever worked on a farm before?" and if the answer is "yes," a follow up question could be, "Which farm did you work on?" **Interacting/Describing** Students will fill out an information gap activity about "Life Stories" from Radio 2. Student A will ask the questions to student B and write down his/her answers. The students will then switch roles and repeat the activity, and conclude by reporting to the class the responses.	
Integrated Mini-Project			Time
Participating to negotiate: (5 or 10 minutes in week 1) In pairs, learners check for job ads either on online or printed newspapers. Leaners check the ads and decide on one they would like to apply for.			Adjust previous times listed above to allow 5 min each week. Group presentations can be week 5 or 6.

Reflective Teaching	

What worked well	**What didn't work well**	**How to improve**

- **Enduring Understanding Reflection**
- How well did the learners progress in their understanding of the Enduring Understanding?
- **Week Plan Self-Assessment**
- At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)
-

Learner Self-Assessment			
I can…	***Yes***	***In progress***	***No***

*You must include the indicators of learning from the document "Guidelines on How to Write Indicators of Learning for the Pedagogical Mediation of the English Curriculum" under each Assessment Strategy and in the Self -Assessment chart at the end of every week.

MATERIALS FOR WEEK #1

Week#1

Warm-up activity and pre-reading (Please, enlarge the images for classroom purposes.)

featurePics
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Week#1
Introducing

Brenda's job

Brenda had always wanted to be a lawyer because she was passionate about justice. By the time she was 15 years old, she had read all of the court cases in her town. She had hoped to become a lawyer in Liberia where she wanted to focus on family law. Specifically, she had wanted to fight for children's rights. She worked hard for 20 years, and by the time she was 45, Brenda had become one of the most respected lawyers in Costa Rica.

Week#1
Pre-listening

"Life Stories" Radio 2

Hello and welcome to Radio 2. Today on Life Stories we are going to talk with a very impressive young man, Danny Alvarez Rojas. Danny recently became the youngest architect in all of Costa Rica. Today we are going to hear a little about his story.

J: Hello Danny, how are you today?

D: I am great, and yourself?

J: I am fantastic, thank you. Danny, you have such a fascinating story. Two years ago you were in high school and this year you are designing buildings as the youngest architect in Costa Rica. Tell me, how did that happen?

D: While I was in high school, I was also attending architecture classes at INA. I took a test that allowed me to skip grades at the UCR so I was able to finish early. I graduated with my degree by the time I was 20.

J: Now, did you always want to be an architect?

D: When I was a kid, I wanted to be a firefighter. I had hoped to stay in San Jose and work at the local fire station, but everything changed when I was 16.

J: What happened?

D: I took a woodworking workshop at my technical high school and discovered my love for building. I was really interested to learn more about the process of how buildings are created. It felt like art to me and I loved it.

J: And your work demonstrates your passion – each of your designs looks like art.

D: Thank you.

J: We have many young listeners who are worried about their futures. What advice would you have for current high school students?

D: It is really important to get your foot in the door as early as possible – whether it is volunteering at a local organization or pursuing internships. You'll be very grateful for your hard work and dedication as a young person, because I promise, it pays off.

J: What great advice. Thank you again so much Danny for taking the time to come chat with me.

D: It was my pleasure.

Week#1

Listening for the second time_ Worksheet

Directions: Complete the following True/ False Exercise from the Listening about "Life stories" from Radio2

1) _____ This interview takes place on a radio show.

2) _____ Danny was the oldest architect in Costa Rica.

3) _____ Danny took architecture classes at INA while in high school.

4) _____ Danny graduated from university when he was 30 years old.

5) _____ Danny graduated from high school early, but not university.

6) _____ Danny didn't always want to be an architect.

7) _____ When he was a child, Danny wanted to be a fisherman.

8) _____ Danny discovered his love for architecture at UCR.

9) _____ Danny believed that designing buildings is an art.

10) _____ Danny's advice for high school students is to get your foot in the door as early as possible.

Week#1
Reading for the first time- Handout

HELP WANTED

Ad#1

CLASSIFIEDS

www.dailynews.com THE WORLD'S FAVOURITE NEWSPAPER - Since 1879

HELP WANTED

DESCRIPTION:

As a waiter, you will be responsible for taking orders, serving food and drinks in a timely accurate manner, as well as delivering a fun and satisfying dining experience to guests.

Must be at least 18 years old. Server experience preferred. Must be able to work on your feet for long hours. Must be able to work weekends and holidays.

REQUIREMENTS:

- High school diploma
- Excellent customer service and communications skills
- Ability to accurately handle cash and work with numbers

BENEFITS:

- Competitive pay
- Meal discounts
- Medical insurance

Ad#2

CLASSIFIEDS

THE WORLD'S FAVORITE NEWSPAPER *WORLD EXCLUSIVES*

HELP WANTED

DESCRIPTION:

As a construction worker, you will help construct buildings around your community.

The work is performed outdoors in all weather conditions, including rain, wind, sunshine, extreme temperature variations, and loud noises. The position requires the ability to be on your feet for long hours and lift heavy materials.

REQUIREMENTS:

- Must be at least 18 years old
- Experience with power tools
- Commitment to doing quality work while putting safety first
- Strong sense of responsibility

BENEFITS:

- Medical insurance
- Weekly payroll

Ad#3

CLASSIFIEDS

THE WORLD'S FAVORITE NEWSPAPER *WORLD EXCLUSIVES*

HELP WANTED

DESCRIPTION:

Our pharmacy is looking for organized, responsible, punctual pharmacists with at least three years of experience.

Pharmacists will prepare medications for clients based on the prescription received from the doctor and give instructions for patient care.

REQUIREMENTS:

- A degree in pharmacy
- Minimum of three years experience
- Excellent customer service skills

BENEFITS:

- Competitive pay
- Health insurance
- Two weeks paid vacation

Ad#4

CLASSIFIEDS

www.dailynews.com THE WORLD'S FAVOURITE NEWSPAPER - Since 1879

HELP WANTED

DESCRIPTION:

We are looking for artisan bakers who are passionate about making delicious, high quality bread.

Job responsibilities include mixing and baking bread, recording dough temperatures, maintaining accurate bread counts, and communicating with the Delivery Coordinator.

REQUIREMENTS:

- High school diploma
- 18 years or older
- Ability to lift 22 kg regularly
- A food handlers card
- Experience with industrial ovens

BENEFITS:

- Paid weekly
- Health insurance
- Free bread

Week#1

Reading for the second time- Worksheet

Directions: Answer the following questions. The first 4 questions are about **Ad#1** (waiter position), question #5 and question#6 refer the all the ads in general.

1.What are some skills that are requied for this job?

2. What do you think about the expression “work you feet for long hours” means?

3. What information is NOT MENTIONED in the ad?

4. What will be the job resposabilities?

5. What do the ads have in common?

6. What are some differences between the ads?

Week#1
Spoken Interaction Worksheet

Last Year…

Had you ever...	My Answer	Follow Up Question	Partner’s Answer
Worked on a farm?			
Cooked in a restaurant?			
Helped in a store?			
Worked as a teacher?			
Argued with a co-worker?			
Taken care of children?			
Used English at your job?			
Arrived late to work?			

Changed job positions?			
Worked in a bakery?			

Useful Language for Follow Up Questions:

"When had you worked there?"
"For long had your worked there?"
"Where had you worked?"
"How had you heard about that job?"

Week#1
Spoken Interaction Worksheet#2

Person A: Questions You Ask	Partner B's Responses
1. What does Danny do? **2.** How did Danny discover his love for architecture? **3.** What advice did Danny have for current high school students?	**1.** **2.** **3.**

Person B: Questions You Ask	Partner A's Responses
1. Why is Danny special? **2.** What other profession had Danny wanted to be when he was a child? **3.** How did Danny become the youngest architect in Costa Rica?	**1.** **2.** **3.**

MINISTERIO DE EDUCACIÓN PÚBLICA
Dirección de Desarrollo Curricular
Departamento de Tercer Ciclo y Educación Diversificada
Asesoría Nacional de Inglés

Didactic Planning

Week # 2

Level: 10th		**Unit: 1**
Domain: Professional	**Scenario: :** Love What We Do!	**Theme:** Jobs

Enduring Understanding: The different jobs and occupations make communities function well in society.
Essential Question: In what ways do people's jobs or occupations contribute to our community and life in society?

New Citizenship:

Dimensions
1. Ways of thinking ( )
2. Ways of living in the world (X)
3. Ways of relating with others (X)
4. Tools for integrating with the world (x)

Learn to Know	Learn to Do	Learn to Be and Live in Community
Grammar & Sentence Frames Comparative and superlative forms of adverbs – The occupation I like the **most**. Is playing professional soccer. – I enjoyed the job to the **fullest.** – The ad is offering the **best** job opportunities this year. Reported speech (range of tenses) – **I told** my parents **that** I will become the best	**Function** Expressing agreement and disagreement about jobs and occupations. **Discourse Markers** Linkers: sequential past time. **Later**, he asked me about my job expectations during the interview.	**Psycho-social** – Being aware of planning for the future. **Sociocultural** – Respecting other people's jobs and occupations. **Quotes** – If you want to know the value of your job, just imagine when you don't have it. – Unknown Author

lawyer. – My family **told me that** they had a list of 10 more places they want to visit before 2025. – The news **reported that** most jobs are requiring English- speaking applicants. <u>Wh-questions in the past</u> – **Where** did you want to work? – **What** other occupation did you like? **Vocabulary** <u>Job descriptions.</u> – Act, assemble components, bake, construct things, cook, deliver pizza, design building, drive a taxi, file, fly an airplane, grow vegetables, operate equipment, sell cars, translator. **Phonology** • Review of sound articulation (7th to 9th) and of phonological features of most unfamiliar words when needed. • Use of prosodic features (stress, intonation, rhythm) to support the message intended to convey. Even though phonology is linked to reading in Diversified Education, teachers can reinforce it in Spoken Interaction and Spoken Production activities as well.		

Assessment Strategies & indicators of learning* (Diagnostic, formative, summative)	Learner can	Didactic Sequence Mediation	Time Total: 120 min (3 lessons)
		Pre-teaching **Routine:** Checking attendance, checking in with Ls, T posts the Essential Question on the board, Can Do's, and class agenda, etc. **Participating : Warm up** Learner will play a board game about jobs in pairs. First, a student will roll a dice and move the specified number of spaces. If they land on a question, they will have to answer it correctly. If they answer incorrectly, they will have to move backwards three spaces. If a student lands on a monkey, they will jump ahead to the stated space. If they land on a crocodile, they will have to start the game over. **Engaging : Activation of prior knowledge** Teacher will paste around the class different pictures about jobs. Teacher asks the following questions: 1. Which job is the most interesting to you? 2. Which job is the least interesting to you? 3. Which job do you think has the highest pay? Students have to move around the class according to their preferences. **Introducing** Students are going to watch a video called "**Mock Job Interview to Donald Trump**" (https://www.youtube.com/watch?v=Xb7jWw5lft4) Teacher will ask the following questions to students: 1. Is being the president of the United States the most important job? 2. What did he say was one of his strengths? (He said that his…) 3. What did he say was one of his weaknesses? (He said that his…)	

L.2. discriminates main points, concepts, key points and details from television programs, radio, and web-based broadcasts/ announcements, small group discussion, between two or more native speakers, in a video/audio recording at normal speed.	**L2.** follow a small group discussion between two or more native speakers if that conversation is unhurried and if the learner is familiar with the topic under discussion in a video/audio recording about jobs and occupations.	Later the teacher will clarify the meaning of some phrases from the video to students. **Oral Comprehension:** **Pre-listening** The teacher shares the goal of the lesson. Learners play a team game called "**Who Am I?"** Teacher divides the group into two or three teams. Each team is going to have a set of cards with different descriptions of jobs. One team reads out the clues slowly and clearly - one by one - on one of their cards. Don't let teams show each other their cards. Other teams listen and try to guess the job. ONLY ONE GUESS IS ALLOWED, so teams have to work together and not guess too quickly. If all the clues are exhausted, teams can show the picture or give extra clues. Teams score one point per correct answer. After concluding this activity, the teacher will set up the context of the audio by telling the students who the speakers are and what are they going to talk about. **Listening for the first time** Learner listens to the conversation between Michael and Rebecca for the first time. Learners try to answer the question: "*What was the dialogue about*?" **Pair/Group feedback** Learners compare their answers, and then they share with the whole group. **Listening for the second time** Learners listen to the audio again, but this time, as they listen they answer some questions. Students check their answers in pairs, and then share with the group. **Post-listening** Teacher will divide the group into two or three teams. He/she will give each team a picture of a job and they have to brainstorm about why it is the best job, some of the benefits of that job, what some of the requirements would be, and a short description of the job.	

R.2. discriminates information of charts and graphs read. **SI.2**. explains with simple words what he/she means with another word orally when he/she can´t think of the exact word .	**R2.** understand charts and graphs. **SI2.** explain what he/she means with another word when he/she can´t think of the exact word.	Later students are going to have a debate about which jobs are the best. ***Written Comprehension:*** **Pre-reading** The teacher shares the goal of the lesson. Then gives a list of phrases to describe charts and clarifies the meaning. Then the teacher will ask the students to write a survey about some topics such as food they like, leisure activities, sports, movies, music, etc. For example: 1. 1.What kind of music do you like the most? 2. 2.What is your favorite drink? After they record the answers from the other students, they will make a graph using the data collected in the survey. . **Reading for the first time** The learners get a worksheet with a graph. Learners are then given a minute to quickly look at the graph and decide what the graph is depicting and write a check mark next to the corresponding title. **1.** _____ Jobs in Costa Rica **2.** _____ Best paid jobs in Costa Rica **3.** _____ Technical careers in Costa Rica **4.** _____ Academic careers in Costa Rica **Pair/Group feedback** Learners compare their answers, and then they share with the whole group. **Reading for the second time** Learners will answer some questions based on a graph about the “Top Ten Technical Careers in Costa Rica with the Most Graduates.” **Post-reading**	

		Learners work in groups. Together they will write a survey with three questions about jobs. The teacher will give some examples such as: What is the most exciting job? Which is the best paid job? Students use this information to draw a graph and explain what they got to the rest of the class. **Spoken Interaction/Production** **Planning/ Organizing** The class is divided into four groups. Each group chooses two words related to jobs and writes them down on a piece of paper. The teacher will collect the words and put them into a bag. A student will draw a word from the bag and describe the word. For example, if the word is “firefighter,” a student could say “this person’s job is to stop fires.” The students try and guess the word for a point for their team. Note: The purpose of this activity is to teach students a practical skill for communication. Frequently, language learners will be speaking English and encounter a moment where they do not know a word and they may feel stuck or unable to continue with the conversation. However, there are many ways one can still communicate meaning without knowing a specific word or direct translation. Share with learners that this is a very useful skill that they will utilize when speaking English outside (or inside) the classroom. **Rehearsing** Each group writes two definitions of two words related to jobs. Then students will practice orally the pronunciation of the definitions in order to be ready for the next step. **Interacting/Describing** There will be a table in front of the class. On the table there will be four boxes labeled A, B, C, D. The teacher will pick up the definitions and put them in different boxes according to each group. The teacher asks for a volunteer from each group to pick up a definition. The learner will read the definition aloud to the group he/she belongs to, they will have around one minute to guess what the word is. The group that gets the most words is the winner. Students play a game “Guess the Word.” Teacher places pre-cut words into four separate bags/containers The class is divided into groups of even numbers (groups of 4 or 6 is best). Within these groups, learners will make even teams.	

		Each team will have one minute for their turn. When the timer starts, one student will draw a word from the bag. They must give their teammates clues about the word by describing it in different ways. They cannot use the word on the piece of paper or any variations of it. For example, if the word is “baker” the student can say “someone who makes bread” but not “someone who bakes bread.” After their teammate guesses the word correctly, the same learner will draw another word from the bag and describe it. This continues until the minute is over. Meanwhile, the other team must stay silent until it is their turn. After the one-minute timer is up, it is now time for the other team to give clues and guess to their own team members. Each word guessed correctly is one point.	

Integrated Mini-Project	Time
Participating to negotiate: (5 or 10 minutes in week 2) In pairs, and based on the job ads they chose in week 1, learners look for more information online about the requirements a professional applying for those jobs should have. Learners write a list of the qualifications employers are looking for.	Adjust previous times listed above to allow 5 min each week. Group presentations can be week 5 or 6.

Reflective Teaching		
What worked well	**What didn’t work well**	**How to improve**
➢ Enduring Understanding Reflection ➢ How well did the learners progress in their understanding of the Enduring Understanding?		
➢ Week Plan Self-Assessment		

- At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)

Learner Self-Assessment			
I can…	***Yes***	***In progress***	***No***

**You must include the indicators of learning from the document "Guidelines on How to Write Indicators of Learning for the Pedagogical Mediation of the English Curriculum" under each Assessment Strategy and in the Self -Assessment chart at the end of every week.

MATERIALS FOR WEEK #2

Week#2

Week#2
Introducing

Mock Job Interview for President with Donald Trump

Superlative Forms:

"You're running for the biggest job in the world."
"Really, the most important job."

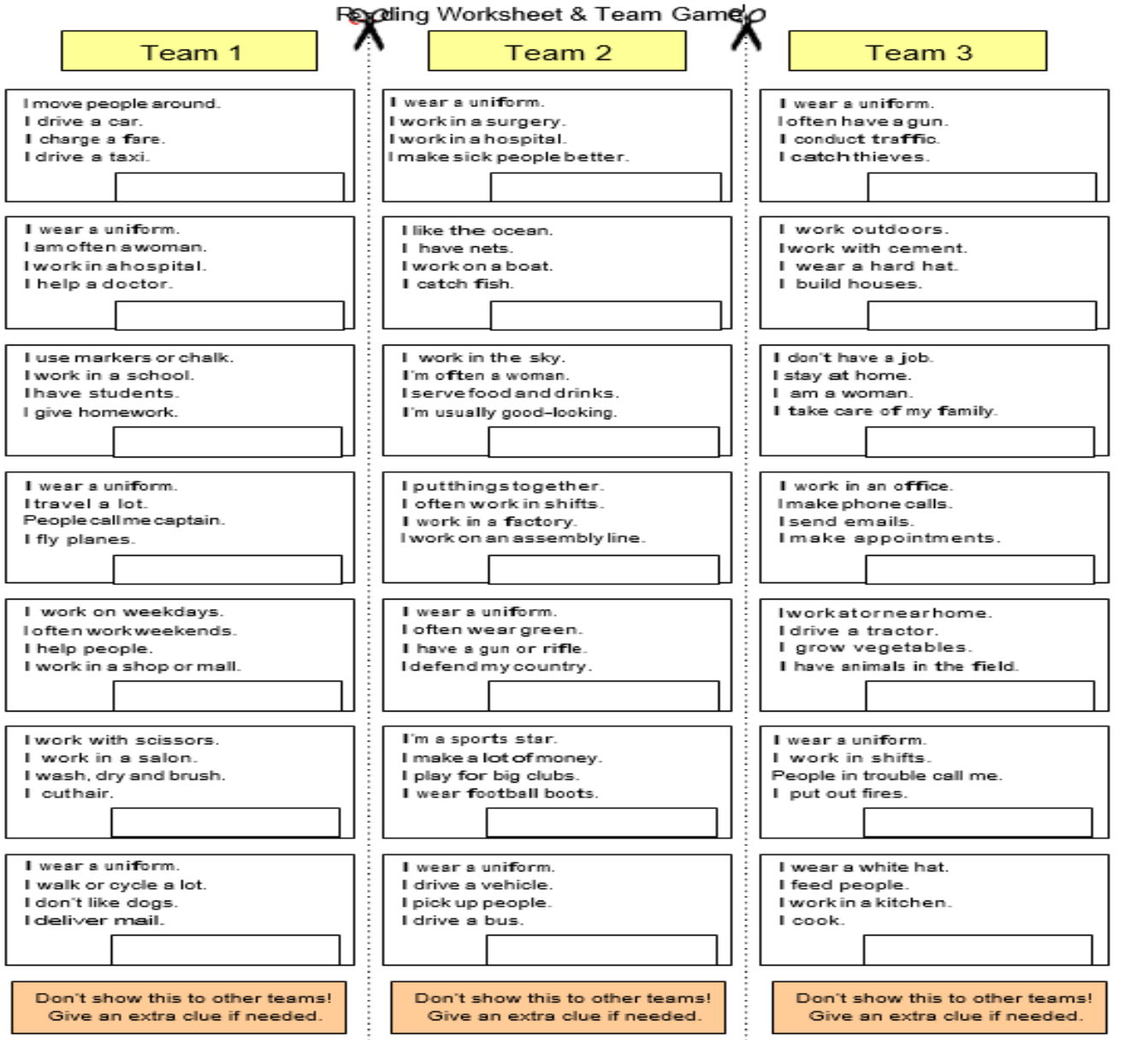
Questions from the Interview:

1. How did you hear about the position?
2. Do you want to tell me a little bit about yourself?
3. Why do you want this job?
4. What are your strengths?
5. What are your weaknesses?
6. Are you willing to relocate?
7. Is media attention something you are comfortable with?

Putting it into US Context:
Informal language: "Too nice for too long." → "Too nice" means that you don't want to upset anyone, so you allow people to take advantage of you in order to keep the peace. "For too long" means that you allowed someone to take advantage of you longer than you should have. In this context, Trump is saying that he lets he is too nice to people and that they take advantage of him.

Democrats, Republicans, liberal, conservative, and libertarian: these are all different political parties.The "are you willing to relocate?" question is because the person has to move to the White House, which is typically far from where they are from.

Week#2
Pre-listening



Week#2
Listening for the first time

Job Promotion

Michael: Hello Rebecca! How are you today?

Rebecca: I am doing well, and yourself?

M: I'm doing great, thanks for asking! I've noticed that you've been so happy recently! What's been going on?

R: I recently got a job promotion at work and I love it!`

M: Really? That's amazing -- congratulations! What is your new position?

R: I am now a full-time translator at a large international company!

M: Which company?

R: Dos Pinos!

M: Wow! What were you doing for Dos Pinos before you got your promotion?

R: I worked as an accountant, but I wanted to utilize my English skills. Now I work in the Sales Department as a translator.

M: How did you get that position?

R: My boss called me into his office and told me that they were expanding to the United States and that they needed someone who spoke English fluently to translate to new clients. He said that my English level was the highest out of all the staff! I applied for the position, and two days later, my boss told me that I got the job!

M: What a huge accomplishment! What has been the best part of your job so far?

R: I love that I get to travel! Next week we are going to Florida for a business trip. This is definitely the best job I have ever had!

M: I am so glad that you are so happy! I can't wait to hear about your trip to Florida!

R: Yeah! I will tell you about it next week! I'm on my way to a meeting right now, but I hope you have a great rest of your day!

M: You too! Bye!

Week#2
Listening for the second time

Directions: Answer the following questions based on conversation between Rebecca and Michael.

1. Why is Rebecca happy?
2. What is Rebecca's new job?
3. Which company does Rebecca work for?
4. What did Rebecca do in the company previously?
5. Why did the company need someone who spoke English?
6. Why was Rebecca selected for the job?
7. What has been the best part about Rebecca's job so far?
8. Where is Rebecca traveling to for a business trip?
9. Is this the best or worst job that Rebecca has ever had?
10. Why does Rebecca need to leave at the end of the conversation?

Week#2
Post listening

Week#2
Pre-reading

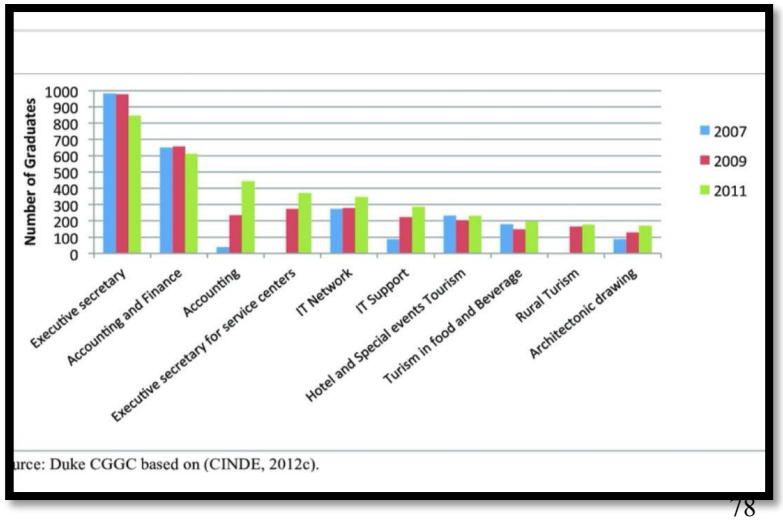
List with phrases to describe charts

- The pie chart is about ...
- The bar chart deals with ...
- The line graph (clearly) shows ...
- It highlights ...
- ... has the largest (number of) ...
- ... has the second largest (number of) ...
- ... is as big as ...
- ... is twice as big as ...
- ... is bigger than ...
- more than ... per cent ...
- less than half ...
- The number ... increases/goes up/grows by ...
- The number ... decreases/goes down/sinks by ...
- The number ... does not change/remains stable
- So we can say ...

Week#2
Reading for the first time

Directions: Decide what the graph is about. Write a check mark on the corresponding title.

1. _____ Jobs in Costa Rica
2. _____ Best paid jobs in Costa Rica
3. _____ Technical careers in Costa Rica

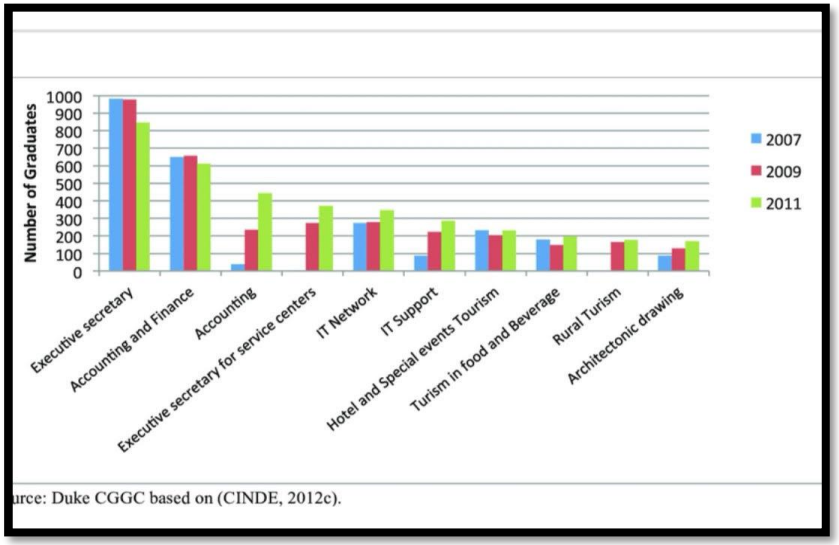


urce: Duke CGGC based on (CINDE, 2012c).

4. _____ Academic careers in Costa Rica

Week#2
Reading for the second time

Based on the graph, answer the following questions.



urce: Duke CGGC based on (CINDE, 2012c).

1. Which graph had the most significant change from 2007 to 2011?
2. Which specialties increased in popularity over time?
3. Which specialties decreased in popularity over time?
4. Which specialties did not exist in 2007? (Meaning 0 graduates)
5. Which specialty had the most students in 2009?
6. Which specialty had the least number of students in 2011?

Week#2
Post-reading

Directions: Use the following questions as a guide for carrying out a saurvey in the classroom.

1. When you were a child, what did you want to be when you grew up? (What job?)
2. What are the most common jobs in your province?
3. What are the most common jobs in your country?
4. What are the highest paid jobs in Costa Rica?
5. What are the lowest paid jobs in Costa Rica?
6. What is the hardest job in Costa Rica?
7. What are the biggest challenges with starting a new job?
8. What traits would an ideal boss have?
9. What job is the most interesting to you?

Week#2
Spoken Interaction

Guess the Word

Accountant	Accountant	Accountant	Accountant
Actor	Actor	Actor	Actor
Architect	Architect	Architect	Architect
Artist	Artist	Artist	Artist
Assembler	Assembler	Assembler	Assembler
Baker	Baker	Baker	Baker

Bus Driver	Bus Driver	Bus Driver	Bus Driver
Butcher	Butcher	Butcher	Butcher
Construction Worker	Construction Worker	Construction Worker	Construction Worker
Farmer	Farmer	Farmer	Farmer
Delivery Person	Delivery Person	Delivery Person	Delivery Person
Firefighter	Firefighter	Firefighter	Firefighter
Fisherman	Fisherman	Fisherman	Fisherman
Lawyer	Lawyer	Lawyer	Lawyer
Pharmacist	Pharmacist	Pharmacist	Pharmacist

Police Officer	Police Officer	Police Officer	Police Officer
Taxi Driver	Taxi Driver	Taxi Driver	Taxi Driver
Waiter	Waiter	Waiter	Waiter
Act	Act	Act	Act
Assemble components	Assemble components	Assemble components	Assemble components

Bake	Bake	Bake	Bake
Construct things	Construct things	Construct things	Construct things
Cook	Cook	Cook	Cook

Deliver pizza	Deliver pizza	Deliver pizza	Deliver pizza
Design buildings	Design buildings	Design buildings	Design buildings
Drive a taxi	Drive a taxi	Drive a taxi	Drive a taxi
File	File	File	File
Fly an airplane	Fly an airplane	Fly an airplane	Fly an airplane
Grow vegetables	Grow vegetables	Grow vegetables	Grow vegetables
Operate equipment	Operate equipment	Operate equipment	Operate equipment
Sell cars	Sell cars	Sell cars	Sell cars

Translator	Translator	Translator	Translator
Resume	Resume	Resume	Resume
Job	Job	Job	Job
Help wanted	Help wanted	Help wanted	Help wanted
Enroll	Enroll	Enroll	Enroll
University	University	University	University
Study abroad	Study abroad	Study abroad	Study abroad
Choice	Choice	Choice	Choice
Failure	Failure	Failure	Failure

Didactic Planning
Week # 3

Level: 10th		**Unit: 1**
Domain: Professional	**Scenario:** Love What We Do!	**Theme:** Interviewing

Enduring Understanding: The different jobs and occupations make communities function well in society.
Essential Question: In what ways do people's jobs or occupations contribute to our community and life in society?

New Citizenship:

Dimensions
1. Ways of thinking ( )
2. Ways of living in the world (x)
3. Ways of relating with others (x)
4. Tools for integrating with the world (x)

Learn to Know	**Learn to Do**	**Learn to Be and Live in Community**
Grammar & Sentence Frames <u>Broader range of intensifiers such as too, enough</u> – The interview was **too** long. – Thank you, we have **enough** information for now. <u>Managing Interaction</u> <u>Interrupting</u> – Sorry to interrupt you but… – I have a question…	**Function** • Managing interaction (interrupting, changing topic) in interviews **Discourse Markers** – **After that,** I want to become a teacher. – **Finally,** the manager asked me to submit my résumé.	**Psychosocial** – Willing to face the challenge of getting a job. **Sociocultural** – Being aware of basic protocols for participating in a job interview. **Quotes**

– May I interrupt? – Sorry, I just wanted to say **Vocabulary** <u>Interviewing</u> – résumé writing, (objective, experience, education, references) – preparing for the interview (company philosophy, activities, products, competition) Common questions at an interview (talk about yourself, why you are interested in that position, knowledge about company, reasons to leave your last job, experience, strengths, salary range. **Phonology** • Review of sound articulation (7th to 9th) and of phonological features of most unfamiliar words when needed. • Use of prosodic features (stress, intonation, rhythm) to support the message intended to convey. Even though phonology is linked to reading in Diversified Education, teachers can reinforce it in Spoken Interaction and Spoken Production activities as well.		– Your time is limited, so don`t waste it living someone else`s life. -- Steve Jobs

Assessment Strategies & indicators of learning* (Diagnostic, formative, summative)	**Learner can**	**Didactic Sequence Mediation**	**Time** Total: 120 min (3 lessons)
		Pre-teaching **Routine:** Checking attendance, checking in with Ls, T posts the Essential Question on the board, Can Do's, and class agenda, etc. **Participating: Warm up** Learners work in pairs to take part in a "Tic-Tac-Toe" game to review previous vocabulary regarding job descriptions (workplace, tasks, personal qualities, skills and/or other requirements). *Steps:* • Give a worksheet with the Tic-tac-toe grid to each group. • Have the first player go first. To mark a box on the grid, the participant must give a brief description of the job he/she chooses. If the participant does not give a correct/adequate response, they cannot mark the box and the other team has the opportunity to answer the question (and mark the box) • The game continues with the other team choosing a box and giving a description of that occupation • The groups alternate turns until one group has drawn a row of three symbols in a row, OR until all of the boxes have been chosen and there is a tie between the two teams **Engaging : Activation of prior knowledge** Learners brainstorm different steps they need to follow when looking for a job. The teacher mixes up the vocabulary that the learners provided during the brainstorm activity so that the vocabulary is not in	

		the proper order. Learners must arrange the steps of the job search process in the proper order. The teacher aids learners in this activity. **Introducing:** The teacher reviews the concept of a Job Interview and then presents a set of commonly asked questions in a job interview. Later, leaners try to respond to those questions in a professional manner as if they were in a job interview. **e.g.** 1. *Why do we need you in the company?* 2. *What's your major (professional degree)?* 3. *Where did you study?* 4. *Why are you interested in this position?* 5. *What are your skills?* 6. *What's your English level?* 7. *What are your long and short terms goals?* 8. *Why did you leave your last job? /Why did you quit your last job?* 9. *What are your salary expectations?* 10. *Do you have problems with the night shift?* 11. *What do you do when you face/have problems?* 12. *What are your weaknesses?* 13. *Mention 3 strengths you have.* 14. *Would you like to have your own company? Why?* 15. *How do you handle stress and pressure?* After that, learners are given a strip of paper with one of the questions and form two equal groups. One group will be the inner circle and the other group will be the outer circle. Learners from the inner and outer circles turn to face one another to practice asking and responding to the above questions. After a short conversation, learners switch papers and rotate partners. **Oral Comprehension:**	
L.3. distinguishes main ideas, key points and details on familiar topics when people	**L.3.** understand when people speak at normal speed on familiar topics. There may be a	**Pre-listening :** Learners participate in a game called "***Finding the hidden definitions***" to recall relevant vocabulary in a Job Interview. In this activity, learners walk around the classroom looking for the definitions of the terms stuck on the board. The one who finds and matches the most definitions correctly, wins.	

speak at normal speed.	need to repeat particular words and phrases or help in clarifying particular details.	e.g. interview/applicant –interviewee- candidate/ interviewer/ skills or abilities/ salary expectations/ long term goals/strengths /weaknesses/ full time or part time job/ work experience/ major/profile Learners read the terms and definitions aloud to check comprehension. They also brainstorm about some possible issues or questions people usually ask in a job interview. **Listening for the first time :** Learners listen to a job interview between Ms. Vázquez and Alejandra, the applicant. They assess the quality of Alejandra´s interview to decide whether she had a good or bad performance based on her answers. **Pair feedback :** Learners get in pairs to share their perspectives regarding Alejandra´s performance and to comment about different issues that she needs to improve next time she has an interview. **Listening for the second time** : Learners listen to the conversation again in order to identify specific information about the candidate. They will then create a professional profile of the applicant by completing a form. **Post-listening:** Learners form small groups to change the candidate´s bad answers to specific questions. Based on the information they got in the conversation, they restructure her answers to make them more professional. They also give her suggestions for better interview etiquette by providing constructive feedback .	
R.4. interprets textbooks or online explanations and example.	**R.4.** understand textbook or online explanations and examples with aid of	**Written Comprehension:** **Pre-reading** Learners look at a picture of a job fair and brainstorm about what it is and its importance. They also create a word bank regarding terms related to this kind of events. e.g. *job fair/ stands/ curriculum vitae and résumé / applicant or candidate/ company representative/*	

W.1. writes a résumé for requesting a job, based on an ad (newspaper, internet, radio).	word list and/or dictionary, key words, diagrams, and illustrations to support reading comprehension. **W1.** Write a résumé for requesting a job, based on ads (newspaper, internet, radio).	**Reading for the first time:** Learners read the article "**Amazon expands Costa Rica operations" from *Tico Times*** online newspaper. They identify the theme of the article, and some general information like the location, the date and time of the event. **Group feedback:** Learners form small groups to discuss their answers and talk about other details. **Reading for the second time:** In the same groups, learners specify the available fields and write down a list of requirements applicants need to be able to apply for a job opening, as well as the necessary documents they would need to include along with their résumé. **Post-reading**: Considering the article learners just read, working individually, they choose one of the available fields in the company. They also think about the requirements an applicant must have for the position they choose. Learners use the template provided by the teacher to organize the information they need in order to complete the résumé that could coincide with the requirements/expectations of the job fair in order to participate in the event. Once they have completed the template, they get in pairs and review each other's rough drafts. Then they will choose one and improve it together. Finally, learners join another pair to present their final product and provide/get feedback.	
		Spoken Interaction	
SI.3. asks someone for clarification or for confirmation that a	**SI3.** ask someone for clarification of what	**Planning**: In groups of three, and bearing in mind the article learners read about Amazon´s Job Fair, they choose one of the fields they are interested in (Administration/ Human Resources, Customer Service) to inquire about further information. They need to think about specific requirements like personal qualities, professional experience, skills, and some company benefits.	

form is correct in some basic mistakes.	others have just said or for confirmation in order to correct some basic mistakes.	**Organizing:** Learners take roles (candidate/ receptionist/ department representative) to structure a short conversation in the format of a phone call to ask and give information about the job openings´ requirements and benefits in a specific field. They might include some useful expressions like: *Good morning. Thanks for calling Amazon, Danny speaking.* *How may I help you?* *Hello. My name is Susan.* *I have a question about a possible job opening.* *I just read an ad about a job fair…* *Let me transfer your call.* *Please, hold on a minute.* *I will be happy to help.* *Sorry to interrupt you…* *Could you repeat that…?* The teacher walks around the class monitoring learners work and giving feedback. **Rehearsing:** Once learners have organized their ideas in a well-thought out conversation, they practice their roles in the dialogue to present it to the class. The teacher walks around the class monitoring learners work and giving feedback. **Interacting** : Learners record an audio/video representing a phone call asking about the available positions and the specific requirements for the job openings as they previously practiced.	

SP.1. retells a simple story read or heard in class about a description of a job fair or job experience.	**SP1.** Retell a simple story read/heard in class about a job fair or job experience.	**Spoken Production** **Planning:** Individually, learners imagine they went to the Amazon Job Fair. They choose relevant details they want to summarize to a friend/relative who could not attend the fair. *e.g. brochures / stands they visited/ documents they had to present/ people they talked to / admission and recruitment process/ new contacts/ interview opportunities/ possible job market/ others.* **Organizing:** Learners want to record a WhatsApp message to their friend/relative. First, they draft an outline of ideas they are going to include in the message. The teacher walks around the class monitoring learners work and giving feedback. **Rehearsing:** Learners practice recording their message using the outline they wrote previously. Before recording their messages, they need to test the quality of the recording (sound, clarity, volume, background noise, tone of voice). **Describing:** Learners record a WhatsApp message retelling their experience at the job fair, and then send the audios to other classmates. The teacher chooses some audios at random to share with the class and give feedback.	
Integrated Mini-Project			**Time**
Thinking for planning In pairs and continuing with the project guide for week 1 and 2, learners adapt the résumé they previously created in class to make it suitable for the position they wanted to apply for. They use the information they collected to highlight specific skills and professional/academic experiences they must have in order to be a competitive candidate for the position. Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation.			Adjust previous times listed above to allow 5 min each week. Group presentations can be week 5 or 6.

Reflective Teaching

What worked well	What didn't work well	How to improve

Enduring Understanding Reflection

How well did the learners progress in their understanding of the Enduring Understanding?

Week Plan Self-Assessment

At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)

Learner Self-Assessment			
I can…	***Yes***	***In progress***	***No***

*You must include the indicators of learning from the document "Guidelines on How to Write Indicators of Learning for the Pedagogical Mediation of the English Curriculum" under each Assessment Strategy and in the Self -Assessment chart at the end of every week.

MATERIALS FOR WEEK #3

1. **Tic-Tac-Toe grid for warm up activity.**

Job description/ tasks/ requirements

Pilot	Accountant	Janitor
Housekeeper	Lawyer	Construction Worker
Sales Representative	Nurse	Hairdresser

Job description/ tasks/ requirements

Bus/taxi driver	Chef	Police officer
Teacher	Cashier	Security Guard
Mechanic	Vet	Plumber

1. Vocabulary for the pre-listening activity

Interview: A conversation between a job applicant and an employer to assess the qualifications of the applicant and decide if they should be hired.

Skills: Abilities or experience which enhance a person's ability to complete a given task

Salary expectations: Also known as compensation expectations, is the amount of money an employee expects to make for performing a certain job

Long term goals: Something you want to accomplish in the future. They require time and planning.

Strengths: Tasks or actions you can perform well. These include skills, proficiencies and talents.

Weaknesses: Lack of strength in a specific field or task

Full time job: A job someone does every day, 8 hours a day, five days a week. Typically, a full time job consists of working 40 hours a week.

Part time job: Is something you do in your free time, like 2 or 3 hours per day or during the weekends to earn extra money if you are a student.

Schedule: A list of planned activities or things to be done showing the times or dates when they are intended to be done.

Profile: A short piece of paper giving a description of a person, background and skills.

Professional experience: Experience that occurred through full time employment in a specific field.

A good fit: It is often determined by those conducting the interview and it is a mixture of both personality and skills. In other words, someone is suitable for the position.

Overcome: To get better in a struggle or conflict.

2. Interview Script for the listening activity

Interviewer looks at her watch it's 9:14am, the interview was supposed to start at 9:00am

-Applicant finally enters the room-

Applicant: Hey there, are you Emily? Sorry I'm late, I totally forgot about this interview (laughs in a carefree manner)

Interviewer: Hello, yes I'm *Ms. Vasquez*. You must be Alejandra, it's nice to see you, although I was expecting you here at 9:00am. Well, let's get started, I have a busy schedule today and don't have too much time. Please, have a seat.

Interviewer: So, Alejandra, tell me about yourself.

Applicant: Well, there's not much to say. I like to play volleyball and hang out with friends. I just hiked around Volcan Arenal last weekend, that was pretty fun!

Interviewer: That's nice, but I'm hoping you can tell me about your professional experience. Where did you study and what did you major in?

Applicant: Oh yeah, I just graduated from Universidad de Costa Rica, barely, it was really difficult! I studied Bilingual Secretary. One semester I almost didn't pass my classes because I wasn't able to go to all of the exams and also there were some problems with my final projects. One of my professors told me that…

Interviewer (interrupting the applicant): Sorry to interrupt you, but we need to stay on task. Can you tell me about your strengths? What makes you a good fit for this job?

Applicant: Hmmm, that's a tough question. I think I'm a really nice person. Oh, and I have some bilingual language skills, too.

Interviewer: Okay, and what is your biggest weakness? How will you overcome this as a receptionist here in our company?

Applicant: Well, I'm really bad under pressure. I tend to get really nervous and I can't get my work done in a stressful environment. I'm also not a very good leader, I get really scared in front of big groups.

Interviewer: And what are some of your long-term career goals?

Applicant: Uhmm...I'm not sure. I hope I have a job that is cool, I guess.

Interviewer: Okay, thank you for your response. My final question is about your work experience. Where did you work and why did you stop working there?

Applicant: I worked as a waitress for a few years at a cafe. But I quit because the manager annoyed me.

Interviewer: Okay, thank you. And do you have any questions for me, Alejandra?

Applicant: Hmmm, yeah, would I have to work weekends?

Interviewer: Yes, the schedule for this position is Monday through Saturday from 6:30am to 4:30pm.

Applicant: Ah man, okay I guess.

Interviewer: Okay, Alejandra, I think I have enough information now. Thank you for coming in.

Applicant: You are welcome! Bye, Emily!

3. **Newspaper article for the reading activity**

Amazon expands Costa Rica operations

Costa Rica announced that it will hire 400 new employees for its support services centers in the provinces of San José and Heredia.

The U.S. online retail giant will be hiring staff for management positions in administration and human resources, and will be looking to recruit technical staff for customer service.

Candidates should be proficient in a second language including English, Portuguese, German, French or Italian.

"At Amazon we grow and hire all the time. We are happy to create jobs and we invite all interested candidates with excellent command of English or other languages to come to our facilities or to apply online," said General Manager of Amazon Costa Rica Alejandro Filloy.

Job interviews will be conducted at the company's facilities on Calle Blancos, northeast of San José, where Amazon will hold a job fair on Thursday, July 9 from 7:00 a.m. to 2:00 p.m. Interested candidates also can apply online at: www.amazon.jobs.

Amazon Costa Rica currently employs some 2,500 people who provide technical and administrative support to customers and distributors in the U.S., Spain, Mexico and Brazil.

Candidates must take:

- 2 printed copies of their resumé
- 1 photo of their ID
- 1 printed background check.
- Original copies of all their diplomas.

Adpated from Tico Times newspaper.

3. Template for Post-Reading Activity

Personal Qualities Needed for this position	Skills Needed for this Position	Necessary Documents

Didactic Planning
Week # 4

Level: 10th		Unit: 1
Domain: Professional	**Scenario:** Love What We Do!	**Theme:** Working to Live or Living to Work?

Enduring Understanding: The different jobs and occupations make communities function well in society.
Essential Question: In what ways do people's jobs or occupations contribute to our community and life in society?

New Citizenship:

Dimensions
1. Ways of thinking ( )
2. Ways of living in the world ( )
3. Ways of relating with others (x)
4. Tools for integrating with the world (x)

Learn to Know	Learn to Do	Learn to Be and Live in Community
Grammar & Sentence Frames <u>Changing the topic</u> – Anyway… – By the way, there´s something else I wanted to mention… <u>Can/Could</u> – Can you work on Saturdays? – Could you work extra hours? – Could you work at night?	**Function** • Expressing opinions about job and occupations (in family and local context). **Discourse Markers** **Finally**, I ended up studying to become accountant.	**Psychosocial** – Willing to face the challenge of getting a job. **Sociocultural** – Promoting job opportunities for all people. **Quotes** – Your time is limited, so don`t waste it living someone else`s life. -- Steve Jobs

Vocabulary Working to Live or Living to Work? – Reasons – Challenges – Rewards – Stress **Phonology** • Review of sound articulation (7th to 9th) and of phonological features of most unfamiliar words when needed. • Use of prosodic features (stress, intonation, rhythm) to support the message intended to convey. Even though phonology is linked to reading in Diversified Education, teachers can reinforce it in Spoken Interaction and Spoken Production activities as well.		

Assessment Strategies & indicators of learning (Diagnostic, formative, summative)	**Learner can**	**Didactic Sequence Mediation**	**Time** Total: 120 min (3 lessons)
		Pre-teaching **Routine:** Checking attendance, checking in with Ls, T posts the Essential Question on the board, Can Do's, and class agenda, etc. **Participating: Warm up** Learners play "Four **Corners**." The teacher asks the learners a question. Each question has four possible answers, but only one is correct. Each answer will be correlated with a corner in the room. The learners must go to the corner of the room with the answer they believe is correct.	

		- Example: What is one way to politely interrupt someone?
		
		A. Stop talking.
		B. Sorry to interrupt you, but…
		C. Are you done yet?
		D. Why are you still talking?
		
		Learners go to corner A, B, C, or D depending on which answer they choose.
		
		Learners decide which answer they think is correct, and go to that corner. In this example, Corner B is the correct location. If there are learners in different corners, you can ask one representative from each corner to explain why they think they're right (learners should be able to move to a different corner if they are convinced by another learners reasoning).
		
		After each round, the learners should gather in the middle of the room to start again.
		
		Possible questions for this unit:
		
		• What is one way to politely interrupt someone?
		• What is an example of a professional skill?
		• Which is NOT an example of a professional skill?
		• What is one way to greet someone in a professional manner?
		• Which of the following is an example of a BAD interview technique?
		• What is another sequential word/term for "next"?
		• What is the definition of a:
		  ○ Cover letter
		  ○ Résumé
		  ○ Dream Job
		  ○ Job Fair
		  ○ Interview
		  ○ Interviewee
		  ○ Reference/recommendation
		  ○ Occupation
		• What are "extra hours"?
		• What is overtime?
		• What is another sequential word meaning "lastly"?	

SI.4. produces face to face conversations and interviews about personal experiences, feelings, opinions and reactions about a job or occupation.	**SI.4.** manage conversations and interviews about personal experiences, feelings, opinions and reactions on a job or occupations, justifying main points of view, assumptions and plans, briefly.	**Engaging : Activation of prior knowledge** The teacher writes on the board "job/occupation/" to have the whole group create a mental map using the vocabulary they got from the Four Corner's activity. **Introducing** Learners practice the structures/questions previously presented to clarify meaning and use. Learners ask and answer the same questions to check understanding. **Spoken Interaction** **Planning:** Learners watch a short video about some street interviews regarding people´s current job and their dream job. Link to the video: https://www.youtube.com/watch?v=wL3CFtW8WE0 First, learners try to remember some interviewees´ current job positions and their dream jobs. They take notes in their notebooks to be ready to share them. Later, they brainstorm questions they heard and expressions people used to answer in the interviews. They create a bank of questions and expressions that might be used in similar situations. *e.g.* *Excuse me, could I ask you a few questions?* *What do you do for a living?/ What do you do?* *Is that your dream job?* *What´s your dream job?* *My dream job is…/ I would like to be…* *Why do you want to be…?* *If you can trade in your job, what would that be?* **Organizing:** The teacher separates the whole class into two equal groups and provides each one a role card. The learners will be either the interviewer, or the interviewee. Each interviewee´s card will include a different job position in order to diversify the possible responses. Depending on their role, they prepare an outline to guide their conversations. **The teacher needs to adapt the interviewee´s cards to include different professions/occupations based on their real-life context and previous classroom vocabulary. **	

SP.2. describes in detail, about a personal job experience and	**SP.2.** describe in detail personal job experiences and	**Interviewer´s card** Ask around about people´s current job and their dream job. Use the expressions or questions previously reviewed in class. **Interviewee´s card** Your current job is _____. You are satisfied / not satisfied with your job. Your dream job is _____. The teacher walks around the class monitoring learners work and giving feedback. **Rehearsing**: Learners work in pairs to model their possible conversations to practice the flow of the interview before recording the role-play. One of the interviewers is joined with an interviewee at random. The teacher walks around the class monitoring learners work and giving feedback. **Interacting**: Learners walk around the classroom taking part in interviews to ask and answer about current jobs and dream jobs. They record some of the interviews with different classmates to later show their videos/audios to the rest of the class. **Spoken Production** **Planning:** Learners form groups of 6 to take part in a game. The teacher asks to arrange the classroom in such a way that they can run from one side of the classroom to the other. The first participant in each group goes to the front of the classroom and picks up one of the strips of paper on the table using a short piece of straw by sucking/inhaling it, then taking it to the other side (each group needs to have one table with a set of paper in the front, and a table to set the ones they got on the other side). When they move all the papers	

information at job interviews supported with online/physical information	information at job interviews supported by online/physical information.	that are on their team´s table, they classify them into either questions/expressions, used by either an A. interviewer or B. interviewee. After the activity, the teacher checks and clarifies the expressions they classified. **Organizing**: Learners get in pairs to continue with the second part of the interview they previously prepared. Based on the roles they had before (interviewer and interviewee), they organize a conversation to talk about prior work experiences (that they will invent/improvise) depending on the job position they got in the first part. They might use some of the questions and expressions provided in the game. *e.g.* *A: Can you explain to me why you don´t like your job?* *B: I don´t enjoy my job because I always have to work extra hours and late at night.* *A: Could you tell me about a negative job experience you remember?* *B: Once I felt stressed because I had an important family meeting to get to, and I couldn't get there on time, due to my work schedule.* A: *You told me earlier that you would like to be…, What would you like about that job?* *B: I really like to help people, not just be in an office all day long.* **Rehearsing:** They practice the conversation they structured in the organizing stage. They practice a couple of times to be fluent and spontaneous at the moment of presenting to the class. The teacher walks around the class monitoring learners work and giving feedback. **Describing:** Learners sit in a circle. A few groups present their conversation at random. The receive peer-feedback based on some teacher observations/questions in order to improve possible mistakes or mispronunciation. **Written Production** **Pre-writing:**	

W.2. writes a cover letter for a dream job or occupation, using simple, coherent, and well-written sentences.	**W2.** write a cover letter for a dream job or occupation, using simple, coherent, and well-written sentences and check written résumé or cover letter to look for mistakes (subject-verb agreement, pronoun and article agreement, capitalization, using commas, sentence sense, word order, text structure, concrete ideas, etc.).	Learners read a cover letter sample in order to highlight the most relevant information that it contains. They identify the cover letter parts and the kind of information they include. e.g. Step 1: Heading (Applicant´s Personal information /Address and contact info.) Step 2: Date Recipient´s details (address/contact info./ Greeting Step 3: First paragraph (Purpose of writing) Second paragraph (Summary of the applicant´s qualifications) Third paragraph (Requesting for further information and asking for a possible job interview.) Step 4: Goodbye and signature **Drafting**: Learners use a template given by the teacher to create their own cover letter. They use their personal factual information to complete the template as if they were applying for a job opening in the Customer Service department. If some non-factual information is required, they can make it up. **Revising**: In pairs, learners share their cover letters to give and receive feedback. Based on the information they gather after comparing both cover letters, they try to combine them to improve a final version of the cover letter they are going to present. **Editing /Publishing**: Learners arrange the class to have enough space to walk around the classroom. They stick their cover letters on the walls, and then they walk around the classroom reading the cover letters their classmates wrote. They take the role as if they were the hiring manager looking for a new Customer Service employee. They choose the best structured cover letter to provide more information about the suitable candidate for the job opening. The teacher encourages learners to mention the issues that made them choose the cover letter/ the ones they did not like about the others.	

Integrated Mini-Project			**Time**
Acting out/ Completing MP: In the same pairs and continuing with the project guide for weeks 1, 2 and 3, learners adapt the cover letter they previously created to make it suitable for the position they wanted to apply for. They use the information they collected to highlight specific skills, personal qualifications and professional/academic experiences they must have in order to be a competitive candidate for the position. They present their work to the class in an oral presentation. Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation.			Adjust previous times listed above to allow 5 min each week. Group presentations can be week 5 or 6.
Reflective Teaching			
What worked well	What didn't work well	How to improve	
Enduring Understanding Reflection How well did the learners progress in their understanding of the Enduring Understanding?			

Week Plan Self-Assessment

At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)

Learner Self-Assessment			
I can…	***Yes***	***In progress***	***No***

*You must include the indicators of learning from the document "Guidelines on How to Write Indicators of Learning for the Pedagogical Mediation of the English Curriculum" under each Assessment Strategy and in the Self -Assessment chart at the end of every week.

MATERIALS FOR WEEK #4

1. Useful Expressions for the interview – Spoken Production

Phrases that the interviewer can use:

- Can you please explain to me why you like / don't like your job?
- Could you tell me a negative/ positive experience?
- Have you ever had to work under pressure?
- How did that make you feel?
- What was the most challenging experience you´ve had as a…(teacher, doctor, chef, politician, nurse?
- Finally, what is a rewarding experience you' ve had at this job?
- Could you work on weekends?

Words that the interviewee can use in their response:

- Not always or Not all the time…for example, once I…
- I had felt stressed-happy-overwhelmed-frustrated when…
- I enjoy my job- don´t enjoy my job because…
- The most challenging experience I ´ve had was….
- A moment I felt proud or happy during my job was…
- By the way...
- There is something I wanted to tell you…..

2. Cover Letter Sample for the pre-writing activity

Luciana Vargas Rojas

500 m al oeste del Parque Central, Ciudad Quesada, San Carlos, Alajuela. Phone: +(506) 6587 3211 lvargasr@gmail.com

Ms. Silvia Flores Segura
Hiring Manager
Apple Inc.
San José, Paseo Colón
(506) 1234 1234
silviaflores@apple.com

Dear Ms. Silvia Flores Segura,

In December of 2018, I graduated from the *Instituto Nacional de Aprendizaje* of Ciudad Quesada with a degree in Bilingual Customer Service. The intense academic courses and professional development opportunities that I took advantage of at INA have prepared me to be an important asset to the Apple Inc. team. I am confident in my ability to successfully complete the duties of the Customer Service Manager at your call center in San José. After speaking with an Apple Inc. representative at a recent job fair I attended, I decided to submit my application.

In addition to my technical degree, I bring with me two years working experience as a bilingual customer service assistant-manager for Amazon. In this position I ensured guest satisfaction and implemented trainings and developmental workshops for our employees. I appreciate Apple's guest-centered approach to sales, and I embrace the team oriented company environment. My previous work experiences have enhanced my leadership skills as well as further developed my organizational and communication skills.

I appreciate the consideration of my application for the Customer Service Manager position. Enclosed are copies of my résumé and university transcripts. I eagerly await your response and intend to inquire about the status of my application within the week.

Best regards,

Luciana Vargas Rojas

SACRAMENTO STATE Career Center

Cover Letter Sample

(same heading as your resume)
Name
Address
Phone number
Email

Date of Writing

Contact Name (only if known)
Title of Contact (only if known)
Name of District/School/Organization
Street Address
City, State, Zip Code

Dear Mr. or Ms. or Selection Committee:

State the purpose for writing: the name and number of the position (if applicable), school, district. Be specific. Explain your source of information, how you heard about the position/school/district or organization.

Summarize your qualifications which are of greatest value to the employer. Cite relevant education (including credential information) and experience. Highlight specific skills, competencies, and interests as they relate to the duties and responsibilities of the position. State your interest in the particular school/district/organization and your passion for this type of work.

Thank them for looking at your application materials and for considering you for a position. Request the next step in the employment process. Refer to the application or resume you have enclosed. Suggest a date and time for an interview at the convenience of the employer. Indicate that you will follow up on your application materials by telephone and make sure you follow through.

Best Regards,

(your signature in black ink)

Your Name Typed
(Legal Name, no abbreviations)

Enclosure: Resume or Application

Taken from https://www.pinterest.com/pin/754141900076975803/

YOUR NAME

your.name@gmail.com (XXX) XXX-XXXX 142 Your Address Blvd, City Name, CA XXXXX

Oct 30, 2018

Hiring Manager's Name
341 Company Address
Palo Alto, California 94301
(xxx) xxx-xxxx
hiring.manager@gmail.com

Dear [Hiring Manager's Name],

The first paragraph should contain a self-introduction. You should write who you are, where your expertise lies, where you found the job posting, and why you want to apply for the job.

The second paragraph should respond directly to the job description written by the hiring manager. Describe how your previous job experiences, skills, and abilities will allow you to meet the company's needs. To make that easier, you can (and should) literally include words and phrases from the job description in your cover letter.

- You can include a bulleted list of your accomplishments
- Make sure you quantify (add numbers to) these bullet points
- A cover letter with numbers is 100% better than one without

To go the extra mile, do some research about the company, and try to find out what they are doing — and why — given the current state of their industry. Explain how you can fit into that schema, and help push the company forward and achieve any goals you suspect they may have.

The final paragraph is called the "call to action" portion of your cover letter. Inform them that you'd love to get interviewed. Give them your contact information. Tell them that you'll be in contact with them in a week if you don't hear back. Thank them for spending the time to read your cover letter.

Sincerely,

Your Name

Taken from https://socialbunty.com/

Weeks 5 and 6
Review and Integrated Mini-Project

Level: 10th	Unit: 1
Enduring Understanding: Literature opens the imagination and adds value to cultural knowledge and language. **Essential Question:** How can literature change the way we see the world?	

New Citizenship:

Dimensions
1. Ways of thinking ( )
2. Ways of living in the world (x)
3. Ways of relating with others (x)
4. Tools for integrating with the world (x)

Learn to Know	Learn to Do	Learn to Be and Live in Community
Grammar & Sentence Frame ▪ Did Ls use all sentence frames? **Vocabulary** ▪ Did Ls say aloud and write all vocabulary? **Phonology** ▪ Did Ls recognize, articulate and produce phonological sounds?	**Function** ▪ Did Ls use all functions? **Discourse Markers** ▪ Did Ls practice connecting words: and, but, because?	**Psychosocial** ▪ Did Ls show evidence of … ▪ Being aware and committed to protecting the environment ▪ Appreciating natural wonders **Sociocultural** ▪ Did Ls practice idioms and quotes?

Assessment Strategies & indicators of learning (Diagnostic, formative, summative)	**Learner can**	**Didactic Sequence Mediation**	**Time** Total: 120 min (3 lessons)
▪ Did Ls achieve all learning outcomes?	▪ Can Ls do all tasks?	Referencing notes from formative assessments throughout the weeks, repeat activities to strengthen Ls in weaker areas or select from Optional Activities that follow these plans.	All of week 5 or 6
Options		**Integrated Mini-Project**	**Time**
–		**Participating to negotiate:** (5 or 10 minutes in week 1) In pairs, learners check for job ads either on online or printed newspapers. Leaners check the ads and decide on one they would like to apply for. **Participating to negotiate:** (5 or 10 minutes in week 2) In pairs, and based on the job ads they chose in week 1, learners look for more information online about the requirements a professional applying for those jobs should have. Learners write a list of the qualifications employers are looking for. **Thinking for planning** In pairs and continuing with the project guide for week 1 and 2, learners adapt the résumé they previously created in class to make it suitable for the position they wanted to apply for. They use the information they collected to highlight specific skills and professional/academic experiences they must have in order to be a competitive candidate for the position. **Acting out/ Completing MP:** In the same pairs and continuing with the project guide for weeks 1, 2 and 3, learners adapt the cover letter they previously created to make it suitable for the position they wanted to apply for. They use the information they collected to highlight specific skills, personal qualifications and professional/academic experiences they must have in order to be a competitive candidate for the position.	All of week 5 or 6 of unit

	In the same pairs and continuing with the project guide for weeks 1, 2, 3 and 4, learners role-play a job interview applying for the job position they chose in the previous weeks of this unit. They must take into account the vocabulary, expressions and structures they learned during the previous weeks (job tasks, personal qualities and skills, other requirements, benefits, and others). Learners should be ready to present their résumé and cover letter when attending the interview. By allowing time for the Mini-Project each week for participating, thinking, and acting out, learners should now have a chosen project and determined content and strategies. In the presentation week Ls focus on: **Responding and sharing:** Participating in individual and peer assessment of mini-project. Teachers monitor …. ▪ Did Ls use English during all aspects of Integrated Mini-Project? ▪ How did project presentations reflect understanding and/or mastery of Can Do statements? ▪ Did Ls put into practice the focus of Learn to Be and Live in Community? ▪ Did the Integrated Mini-Project provide answers to the Essential Question?	

Level 10th	CEF Level to be Reached B1 Basic User/Independent User	Unit 2
Scenario: Stories Come in All Shapes and Sizes		
Enduring Understanding	Everything from tweets, memes, poems, posts, blogs, comics, short stories, videos and more reveal truths and beliefs about the writers and their culture.	
Essential Question	What do the stories we share say about us?	

Dimensions
1. Ways of thinking ( )
2. Ways of living in the world ( )
3. Ways of relating with others ( )
4. Tools for integrating with the world ( )

New Citizenship:

Assessment and Goals

Week 1 Goals	Week 1 Assessment	Week 2 Goals	Week 2 Assessment	Week 3 Goals	Week 3 Assessment	Week 4 Goals	Week 4 Assessment	Week 5/6
L1. understand the main points of a relatively long discussion on a familiar topic, related to stories in Standard English. **R1.** understand specific factual	**L1.** recognizes the main points of even a relatively long discussion on familiar topic, related to stories on standard English. **R1.** discriminates factual information from	**L2.** understand specific details from many web-based broadcasts/ memes, comics, posts, poems dealing with subjects of interest if the people talk clearly.	**L2.** extracts specific details from many web-based broadcasts/ memes, comics, posts, poems.	**SI1.** repeat what has been said and convey this information to another person. **SP2.** sustain a conversational exchange with a peer in the	**SI.1.** repeats what has been said and conveys this information to another person. **SP2.** sustains a conversational exchange with peers.	**SP3.** express opinions of a short story, play, essay, or poem examined in class. **W2.** summarize simple text dealing with familiar	**SP3.** expresses opinions of a short story, play, essay, or poem examined in class. **W2.** summarizes simple text dealing with familiar subjects. (e.g.,	**Assessment** Anecdotal reports / rubrics / instruments for self and co-assessment

text and simple reports on familiar topics (e.g., movie reviews, interviews, tweets, posts, etc.). **SP1.** describe what is occurring in tweets, blogs, short stories, videos, including his/her personal opinion about them.	texts and simple reports on familiar topics. **SP1.** describes what is occurring in tweets, blogs, short stories, videos, including his/her personal opinion about them.	**R.3.** understand texts of various lengths, as long as the words used are familiar and/or concern areas of learners' interest (e.g., tweets, memes, poems, posts, blogs, comics, short stories, videos) supported by the use key of words, diagrams, and illustrations. **SI.2.** talk in detail about tweets, memes, poems, posts, blogs, comics, short stories, videos.	**R.3.** Recognizes information from texts of various lengths **SI.2.** interacts in a face to face conversation talking in detail about tweets, memes, poems, posts, blogs, comics, and short stories, videos when interacting in pairs or small groups.	classroom when the topic is familiar, though there may be some difficulty in understanding and being understood from time to time. **W1.** express what has been learned, how it has been learned, and learning goals for the future.	**W1.** expresses what has been learned, how it has been learned, and learning goals for the future.	subjects (e.g., short stories, videos, blogs) and check written sentences to look for mistakes (subject-verb agreement, pronoun and article agreement, capitalization, indentation, commas, appropriate vocabulary and connecting ideas and required format) spelling and basic punctuation accurately enough to be followed most of the time.	short stories, videos, blogs).	**Suggested Integrated Mini Project** A story in several formats (genres): short story, comic, post, tweet, meme. A short reflection/reaction written about the essential question of the unit in a blog A reader`s theater using various literary genres.
Phonology **R2.** manipulates English language sounds using knowledge in phonics, syllabification and word parts. • Review of sound articulation (7th to 9th) and of phonological features of most unfamiliar words when needed. • Use of prosodic features (stress, intonation, rhythm) to support the message intended to convey.								

- Even though this goal is still linked to reading in Diversified Education, teachers can reinforce it in Spoken Interaction and Spoken Production activities as well.

Theme **1.** Tell me a Story	**Theme** **2.** Thumbs Up /Thumbs Down	**Theme** **3. The Reviews Are In***	**Theme** **4. You Should Read This**
Function • Describing experiences and events about stories and film reviews.	**Function** • Talking about films and books.	**Function** • Expressing opinions about stories and film reviews.	**Function** • Summarizing stories previously read and film reviews.
Discourse Markers Connecting words expressing cause and effect, contrast etc. – ***On the other hand,*** we could stay at home and watch a video. – ***However,*** this depends on the kind of book. – ***Therefore,*** it is interesting to watch the new movie.	**Discourse Markers** Connecting words expressing cause and effect, contrast etc. – ***On the other hand,*** we could stay at home and watch a video. – ***However,*** this depends on the kind of book. – ***Therefore,*** it is interesting to watch the new movie.	**Discourse Markers** Connecting words expressing cause and effect, contrast etc. – ***On the other hand,*** we could stay at home and watch a video. – ***However,*** this depends on the kind of book. – ***Therefore,*** it is interesting to watch the new movie.	**Discourse Markers** Connecting words expressing cause and effect, contrast etc. – ***On the other hand,*** we could stay at home and watch a video. – ***However,*** this depends on the kind of book. ***Therefore,*** it is interesting to watch the new movie.
Grammar & Sentence Frames <u>Present tense</u> A _____ is someone who _____. (writer, editor, designer, artist, graphic designer, illustrator, producer, director, poet, blogger) <u>Past tense</u> I just read a book about … Last night I saw a movie about__. <u>Determiners</u> – **All** the memes I saw today were about Mother's Day.	**Grammar &Sentence Frames** <u>Present tense</u> A _____ is someone who _____. (writer, editor, designer, artist, graphic designer, illustrator, producer, director, poet, blogger) <u>Past tense</u> I just read a book about … Last night I saw a movie about__. <u>Determiners</u>	**Grammar & Sentence Frames** <u>Reported speech (range of tenses)</u> – The lead in the movie then said that he would marry. – Social media is reporting that people are making the photo viral. – The reviewer indicated that he didn't like the movie.	**Grammar & Sentence Frames** <u>Phrases for summarizing</u> – There are more similarities than differences. – They are really quite different because… – One of the few similarities/ differences is… <u>Phrases for organizing</u> – The most striking/ most obvious/ most important/ most apparent/ only/ main similarity/ difference is…

– **Neither** the characters nor the plot interested me. – **None** of the themes you mentioned are my favorites.	– **All** the memes I saw today were about Mother's Day. – **Neither** the characters nor the plot interested me. – **None** of the themes you mentioned are my favorites.	Conditionals, 2nd and 3rd – **If I had enough time**, I would have watched the movie again. – **If I had had enough money**, I would have bought the book and DVD. – **If I were you**, I would post more on Facebook.	– Another/ An additional (subtler) similarity/ difference is… Modals – The author might have used fewer characters. – The movie should have had more action.
Vocabulary Tell me a Story – writer, editor, designer, artist, graphic designer, illustrator, producer, director, poet, blogger You Should Read This – compose, create, post, present – graphics, illustrations, pictures, photos, line art, images – metaphors, comparisons, contrasts, descriptions.	**Vocabulary** Thumbs Up/Thumbs Down – tweets, memes, poems, posts, blogs, comics, short stories, videos, reviews, summary, literary analysis, fiction, nonfiction. The Reviews Are In* – characters, character development, plot, action, exposition, storytelling.	**Vocabulary** Thumbs Up/Thumbs Down – tweets, memes, poems, posts, blogs, comics, short stories, videos, reviews, summary, literary analysis, fiction, nonfiction.	**Vocabulary** The Reviews Are In* – characters, character development, plot, action, exposition, storytelling.
Psycho-social – Practicing self-questioning strategies on a text before making decisions. – Respecting others' opinions and emotions. **Sociocultural**	**Psycho-social** – Practicing self-questioning strategies on a text before making decisions. – Respecting others' opinions and emotions. **Sociocultural**	**Psycho-social** – Practicing self-questioning strategies on a text before making decisions. – Respecting others' opinions and emotions. **Sociocultural**	**Psycho-social** – Practicing self-questioning strategies on a text before making decisions. – Respecting others' opinions and emotions. **Sociocultural**

– Demonstrating a nonjudgmental position toward other's diverse intercultural skills, beliefs and values. – Willing to share own contributions in collaborative work respectfully.	– Willing to share own contributions in collaborative work respectfully. – Being aware of importance of constructive feedback.	– Demonstrating a nonjudgmental position toward other's diverse intercultural skills, beliefs and values. – Willing to share own contributions in collaborative work respectfully.	– Being aware of importance of constructive feedback.	

MINISTERIO DE EDUCACIÓN PÚBLICA
Dirección de Desarrollo Curricular
Departamento de Tercer Ciclo y Educación Diversificada
Asesoría Nacional de Inglés

Didactic Planning
Week # 1

Level: 10th		Unit: 2
Domain: Socio-interpersonal	**Scenario: Stories Come in All Shapes and Sizes**	**Theme: Tell me a Story**

Enduring Understanding: Everything from tweets, memes, poems, posts, blogs, comics, short stories, videos and more reveal truths and beliefs about the writers and their culture.
Essential Question: What do the stories we share say about us?

New Citizenship:

Dimensions
1. Ways of thinking (√)
2. Ways of living in the world (√)
3. Ways of relating with others (√)
4. Tools for integrating with the world (√)

Learn to Know	Learn to Do	Learn to Be and Live in Community
Grammar & Sentence Frames Present tense A _____ is someone who _____(writer, editor, designer, artist, graphic designer, illustrator, producer, director, poet, blogger)	**Function** Describing experiences and events about stories and film reviews. **Discourse Markers** Connecting words expressing cause and effect, contrast etc. • ***On the other hand,*** we could stay at home and watch a video.	**Psychosocial** • Practicing self-questioning strategies on a text before making decisions. • Respecting others' opinions and emotions.

Past tense I just read a book about … Last night I saw a movie about__. Determiners • **All** the memes I saw today were about Mother's Day. • **Neither** the characters **nor** the plot interested me. • **None** of the themes you mentioned are my favorites. **Vocabulary** Tell me a Story • writer, editor, designer, artist, graphic designer, illustrator, producer, director, poet, blogger You Should Read This • compose, create, post, present • graphics, illustrations, pictures, photos, line art, images metaphors, comparisons, contrasts, descriptions.	• ***However,*** this depends on the kind of book. • ***Therefore,*** it is interesting to watch the new movie.	**Sociocultural** • Demonstrating a nonjudgmental position toward others' diverse intercultural skills, beliefs and values. • Willing to share own contributions in collaborative work respectfully.

Assessment Strategies & indicators of learning* (Diagnostic, formative, summative)	**Learner can**	**Didactic Sequence Mediation**	**Time** Total: 200 min (5 lessons)
		Pre-teaching **Routine:** Checking attendance, checking in with Ls, T posts the Essential Question on the board, Can Do's, and class agenda, etc. **Participating: Warm up** Teacher talks to learners about the use of GIF's by many people to tell stories in Instagram, Facebook, WhatsApp and other social media. The teacher presents a series of GIF's and learners are asked to make up a story to go with the GIF's. For example, if a GIF shows a person dancing in a silly manner, the learner may talk about how the person was trying to impress someone with his crazy dancing skills. Learners make up stories with different GIF's. Teacher encourages learners to tell the stories in past tense. **Engaging: Activation of prior knowledge** The teacher writes the Unit's Essential Question on the board: **What do the stories we share say about us?** He or she asks students to think about it. Students share some thoughts with the class. The teacher hands out graphic organizers with different kinds of storytellers (poets, writers, directors, bloggers, etc.). He or she explains that there are many different ways of telling stories and each one is different. The students' job is to fill in what each storyteller makes and what kind of person they think these storytellers are (e.g. poets are creative, directors are bossy). For the last section,	

there are no right or wrong answers. It is just a chance for students to see that different types of stories can tell us different things about people.

Graphic Organizer - Types of Storyteller

Type of Storyteller:	What do they make?	What kind of people do you think they are?
Director	Example: They make movies	Example: I think they are bossy.
Poet		
Writer		
Blogger		
Artist		
Illustrator		
Graphic designer		
Editor		

Introducing

The teacher reminds students that this week they are talking about stories. In order to talk about stories, they will need the past simple to retell events (e.g. Clark Kent **took** off his

L1. recognizes the main points of even a relatively long discussion on familiar topic, related to stories on standard English. **Indicators of learning** Recognizes the topic of an oral conversation	**L1.** understand the main points of a relatively long discussion on a familiar topic, related to stories in Standard English.	glasses and **became** Superman!) and they will need the present simple to talk about their preferences (I **love** sci-fi movies, but my brother **hates** special effects.). If necessary, teacher can give a short review of the present and past simple constructions. Then students fill out a worksheet to practice those two tenses. The worksheet gives students a chance to talk about events in a story and their own preferences for stories. When students have had time to complete the exercise, they check their papers with a partner. The teacher helps students check. **Oral Comprehension** **Pre-listening** **Learners watch the video** https://www.youtube.com/watch?v=1WxifFqboAA. As they watch it, they have to think of what happened when the characters met. Learners talk about the video: What happened? Teacher writes their ideas on the board and monitors the use of past tense to describe what they saw. Teacher explains that they are going to listen to a story told by Carolina, and they have to pay attention to what happened to her. **Listening for the first time** Learners listen to a conversation (https://www.esl-lounge.com/student/listening/3L7-love-is-in-the-air.php) (**0:01 to 2:27 minutes**) for the first time. Learners are asked to choose the topic of the conversation. • The day Carolina met his best friend • Carolina's great love story • Carolina's best childhood memory **Pair/Group feedback** Learners, in pairs, decide on a topic, and then they share their decision with the rest of the class.	

Identifies important details from an oral conversation.		**Listening for the second time** Learners listen to the conversation again and answer a True/False exercise. **Listen to Carolina talking about her great love story. Read the statements and decide if they are True or False. Circle the correct answer.** 1. They first met four or five years ago. ○ True ◉ False 2. They met for the second time about five years ago. ○ True ○ False 3. Enrico was sitting at a table chatting to some friends. ○ True ○ False 4. Enrico spoke first in the bar. ○ True ○ False 5. Carolina was surprised that Enrico recognized her after so many years ○ True ○ False Learners compare their answers with their elbow partner and then with the whole group. **Post-listening_** Learners think of a person they met. • When did you meet? • Where did you meet? • What happened exactly the day you met? • Are you still friends? Using the inside and outside circle technique, learners describe their experience meeting the person they chose. The teacher splits the class into two halves. One half of the students will form the inside circle and the other half will form the outside circle. The teacher asks students in the inside circle to share their story with the classmate facing them in the outside circle. When they have done	

R1. discriminates factual information from texts and simple reports on familiar topics. **Indicators of learning** Identifies the topic of a reading passage Discriminates the most relevant information in a reading passage.	**R1.** understand specific factual text and simple reports on familiar topics (e.g., movie reviews, interviews, tweets, posts, etc.).	this, teacher asks them to say "pass," at which point their partners in the outside circle will share their responses. On teacher's signal, the outside circle moves one step to the left or right and the learners talk with a new partner. **Written Comprehension** **Pre-reading** Learners listen to the teacher as he/she explains that in today's class, they're going to learn a little it about a popular book. Learners watch the following video https://www.youtube.com/watch?v=MABCLn_UlTg (**From 0:36 to 1:45 minutes**) and jot down notes on the information they got about the book. Then, as a class, they answer the following questions: • What is it about? • What does each chapter celebrate? • Why is a book like this important nowadays? **Reading for the first time** Learners skim the text **'Good Night Stories for Rebel Girls: Book Review'** and answer the question: • Is this book only for girls? • Is the book about princesses and fairytales? **Pair/Group feedback** In pairs, learners discuss their answers. Then, they share their responses with the class. **Reading for the second time** Learners read the text for the second time and complete the True or False exercise. **Instructions**: Read the book review for '**Good Night Stories for Rebel Girls'** and decide whether the statements below are true or false. Circle the correct answer. 1. The book is written n in a normal writing style for facts and information. True False	

		2. Many of the women's stories have not been told often. True False 3. The book is about many kinds of women. True False 4. The book is better for girls than boys. True False 5. The women are all amazing because they helped other people. True False 6. You won't want to stop when you start reading. True False In pairs, learners compare their answers, and then they share with the whole group. The teacher monitors learners' performance while working on the reading exercise. **Post-reading** Learners think about the question: • Do you think you will like this book? Why or why not? Give two reasons. A few minutes are given to learners to organize their ideas. Then, the class is divided into groups of three. Each learner shares his/her opinion. At the end, each group summarizes their answers. **Spoken Interaction/Production** **Spoken Interaction/Production** **Planning / Organizing** Students watch the video https://www.youtube.com/watch?v=wEKLEeY_WeQ **Rehearsing** Individually, the students think and write about the message of the video. The teacher makes questions such as: what do you think happens in the video? What would you do if you could do the same? In this way the teacher will encourage the learners to write down what happened in the video and their personal opinion about the situation showed in it.	
SP1. describes what is occurring in tweets, blogs, short stories, videos, including his/her personal opinion about them.	**SP1.** describe what is occurring in tweets, blogs, short stories, videos, including his/her personal		

Indicators of learning Notes down events Puts details in order Describes what happened in a video story **R 2**. identifies minimal pair sounds: **ɜ: / ɔ:** using knowledge in phonics, syllabification and word parts.	opinion about them. **R2.** identify and manipulates English language sounds using knowledge in phonics, syllabification and word parts.	**Interacting/Describing** The students move around the classroom talking to their partners about the ideas he/she has concerning the video. And each student has to answer to the following question: If you could change the ending of this video, which one would it be? Each student takes note of each classmate's answer and then some of them share their partners' opinions. The students move around the classroom talking to their partners abo **Phonology** **Recognition** The students watch the video https://www.youtube.com/watch?v=vJcW2nwWxkQ in order to reinforce the correct pronunciation of the sounds **ɜ:** and **ɔ:** The teacher writes on the board a series of words that share the same target sounds. Then she/he reads the words out loud to make students aware of the pronunciation of these words. Then, the learners listen to the teacher again and raise their hand if they hear to the sound **ɜ:** or stamp their feet if they hear the sound **ɔ:** The teacher writes down on the board pairs of words that are similar, however the teacher says only one of the words that contain the target sounds in it. The teacher repeats the word twice. Then, each student comes to the board and circles the word he/she listened to. Teacher and students check the answers together. **Articulation** Students watch the video again and using a mirror the learners analyze the position of their teeth, tongue, lips, etc. **Practice / Production** Students work in pairs and write down five sentences with at least one word with the sound **ɜ:** and five sentences with at least one word with the sound **ɔ:** Then, learners share the sentences written with all classmates.	
Integrated Mini-Project			**Time**

Participating to negotiate: (5 or 10 minutes in week 1) In pairs, learners choose a movie they have both watch and would like to write a summary about.	Adjust previous times listed above to allow 5 min each week. Group presentations can be week 5 or 6.

Reflective Teaching

What worked well	What didn't work well	How to improve

Enduring Understanding Reflection

How well did the learners progress in their understanding of the Enduring Understanding?

Week Plan Self-Assessment

At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)

Learner Self-Assessment			
I can…	***Yes***	***In progress***	***No***

*You must include the indicators of learning from the document "Guidelines on How to Write Indicators of Learning for the Pedagogical Mediation of the English Curriculum" under each Assessment Strategy and in the Self -Assessment chart at the end of every week.

Graphic Organizer - Types of Storyteller

Type of Storyteller:	What do they make?	What kind of people do you think they are?
Director	Example: They make movies	Example: I think they are bossy.
Poet		
Writer		
Blogger		
Artist		
Illustrator		
Graphic designer		
Editor		

Present simple and past simple worksheet

Past Simple:

1) I _____ Harry Potter yesterday. (see)

2) Harry _____ with his cruel Aunt and Uncle. (live)

3) Then he _____ he was a wizard! (find out)

4) He _____ to a school for wizards. (go)

5) It _____ long to make friends at school. (take)

6) His evil enemy Voldemort _____ other plans for him! (have)

Present Simple:

Complete the sentences with the following words. You will use one option per sentence, but some of the words need to be changed to make correct sentences in the present simple.

think, love, like, can stand, prefer

1) When it comes to movies, I _____ thrillers.

2) He _____ comedies over dramas.

3) _____ you _____ movies with lots of action?

4) We _____ not _____ that movies need a lot of special effects to be great.

5) I just _____ not _____ the love story between those two characters!

Now write some sentences of your own. **What do you like, when it comes to movies?**

_____

_____

_____

_____

_____

_____

Listen to Carolina talking about her great love story. Read the statements and decide if they are True or False. Circle the correct answer.

1. They first met four or five years ago. ○ True ● False

2. They met for the second time about five years ago. ○ True ○ False

3. Enrico was sitting at a table chatting to some friends. ○ True ○ False

4. Enrico spoke first in the bar. ○ True ○ False

5. Carolina was surprised that Enrico recognized her after so many years ○ True ○ False

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Listen to Carolina talking about her great love story. Read the statements and decide if they are True or False. Circle the correct answer.

1. They first met four or five years ago. ○ True ● False

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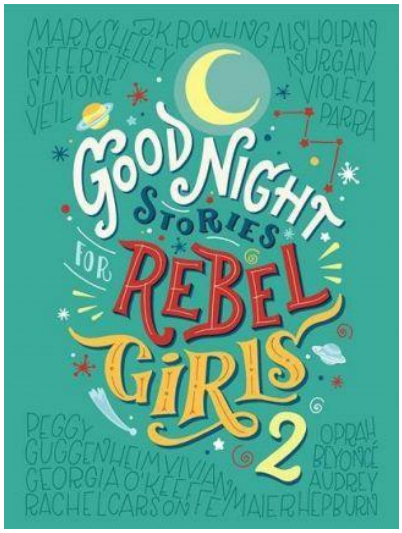
4. Enrico spoke first in the bar. ○ True ○ False

5. Carolina was surprised that Enrico recognized her after so many years ○ True ○ False

Good Night Stories for Rebel Girls: Book Review



Good Night Stories for Rebel Girls is for people who want something different from fairy tale princesses. Here you can read the stories of one hundred amazing women from the past and present.

We all know how fairy tales go. A beautiful girl waits for a prince to find her. Then she gets married to him and becomes a princess. But what if the girl was clever or strong instead of beautiful? What if she wanted to be an astronaut, a politician or a pirate instead of a princess? And what if she didn't need a prince to do it? That's the idea behind the book *Good Night Stories for Rebel Girls*. It's a book of fairy tales with a difference: all the stories are true.

The book tells the stories of one hundred amazing women from 1500 BC to today. But, the stories aren't just boring biographies. Instead, they're like fairy tales. You probably won't know the names of most of the women but, when you finish reading, you'll ask yourself why.

Why haven't we learned about these women before? Often history remembers men more than women. If you close your eyes and think of a war hero and a pilot, you probably think of men. If you read the book, those pictures might start to become women of all colours and ages. The women in the book did things because they wanted to and they didn't listen when people told them not to.

One problem with the book, unfortunately, is its name, because it gives the idea it's a book for girls. It's a great idea to show young girls what women can do. But the stories are also interesting for boys to read. And it's also important that boys can think of women in jobs like doctor, Formula One race car driver and president.

Not all the women included are 'good girls'. One woman, Jingū, Empress of Japan, decided to start a war with Korea because of a dream. Is it a problem that the book doesn't say that was a bad thing? Another example is pirates. The two women pirates in the book are unusual heroes because pirates were dangerous and they killed other people. It's good to see a variety of women but why not show a bad ending to their story sometimes? We can understand that just because they're female, they're not always good people.

You could read one story every night but you probably won't want to stop with one. If you finish quickly, don't worry because there are now two *Rebel Girls* books.

Nicola Prentis

Instructions: Read the book review for '**Good Night Stories for Rebel Girls'** and decide whether the statements below are true or false. Circle the correct answer.

1. The book is written in a normal writing style for facts and information.	True	False
2. Many of the women's stories have not been told often.	True	False
3. The book is about many kinds of women.	True	False
4. The book is better for girls than boys.	True	False
5. The women are all amazing because they helped other people.	True	False
6. You won't want to stop when you start reading.	True	False

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MINISTERIO DE EDUCACIÓN PÚBLICA
Dirección de Desarrollo Curricular
Departamento de Tercer Ciclo y Educación Diversificada
Asesoría Nacional de Inglés

Didactic Planning
Week # 2

Level: 10th		Unit: 2
Domain: Socio-interpersonal	**Scenario: Stories Come in All Shapes and Sizes**	**Theme:** Thumbs Up /Thumbs Down

Enduring Understanding: Everything from tweets, memes, poems, posts, blogs, comics, short stories, videos and more reveal truths and beliefs about the writers and their culture.
Essential Question: What do the stories we share say about us?

New Citizenship:

Dimensions
1. Ways of thinking (√)
2. Ways of living in the world (√)
3. Ways of relating with others (√)
4. Tools for integrating with the world (√)

Learn to Know	Learn to Do	Learn to Be and Live in Community
Grammar & Sentence Frames Present tense A _____ is someone who _____. (writer, editor, designer, artist, graphic designer, illustrator, producer, director, poet, blogger) Past tense I just read a book about … Last night I saw a movie about__.	**Function** • Talking about films and books. **Discourse Markers** Connecting words expressing cause and effect, contrast etc. – ***On the other hand,*** we could stay at home and watch a video.	**Psychosocial** – Practicing self-questioning strategies on a text before making decisions. – Respecting others' opinions and emotions. **Sociocultural** – Willing to share own contributions in collaborative work respectfully.

Determiners

- **All** the memes I saw today were about Mother's Day.
- **Neither** the characters nor the plot interested me.
- **None** of the themes you mentioned are my favorites.

Vocabulary

Thumbs Up/Thumbs Down

- tweets, memes, poems, posts, blogs, comics, short stories, videos, reviews, summary, literary analysis, fiction, nonfiction.

The Reviews Are In*

- characters, character development, plot, action, exposition, storytelling.

Phonology

Review of sound articulation (7th to 9th) and of phonological features of most unfamiliar words when needed.

Even though phonology is linked to reading in Diversified Education, teachers can reinforce it in Spoken Interaction and Spoken Production activities as well.

- ***However,*** this depends on the kind of book.

Therefore, it is interesting to watch the new movie.

- Being aware of importance of constructive feedback.

Assessment Strategies & indicators of learning (Diagnostic, formative, summative)	**Learner can**	**Didactic Sequence Mediation**	**Time** Total: 200 min (5 lessons)
		Pre-teaching **Routine:** Checking attendance, checking in with Ls, T posts the Essential Question on the board, Can Do's, and class agenda, etc. **Participating: Warm up** Learners will play an adaptation of the game "Guess who", but instead of using that name, they will play "Guess what movie this is?" Teacher will paste a picture of different movies on learners' backs, and they will not see it nor will tell their classmates what is in their backs. Learners will have to stand up and mingle around. They will have to make pairs. Learner A will see picture in learner B. Learner B will ask "YES/NO questions" trying to guess what the movie on his back is and vice versa. They can ask 3 questions per person, and they will have to pick a different classmate and repeat the strategy by asking different questions. When they have different clues, they will be able to guess what the movie is. **Engaging: Activation of prior knowledge** Learners participate of a gallery walk. Teacher pastes the pictures of films learners may know on different walls inside the classroom. Teacher asks learners to walk around and comment if they know any of those movies and what they know about it. Then, learners sit in pairs and comment about what they saw in the gallery. Finally, in circles, teacher asks them about what they found, if they have a favorite film, and what they know about those films. **Introducing:** The teacher gestures as he/she can remember something. Then, when the learners ask what's wrong, the teacher says: *"I'm trying to remember the name of a movie, but I can't think of it. What was the movie called?*" The teacher describes the movie to see if somebody can help him/her remember.	10 min 20 min

"It was a science fiction film written and directed by James Cameron. The film had incredible special effects, which took people to a spectacular world beyond imagination.
The film was set in the year 2154 on Pandora, a fictional Earth-like moon in a distant planetary system.
Jake Sully, a former U.S Marine paralyzed from the waist down was selected to participate in the program. Using a genetically engineered human hybrid who looked like the creatures in that planet, Jake was sent to gain their trust and convince them to leave their sacred home. "

The teacher interacts with the learners and provides them with clues to guess which the movie is (Avatar).

The teacher then introduces key vocabulary to talk about films: genre, setting, actor, plot, climax, and critics. For each of the sections, the teacher writes the expressions on the board and explains them to the learners using real examples from famous films.

Talking about films	
What kind of movie was it?	It was a (an) … • romance comedy (Rom com) • science-fiction (Sci-fi) • horror movie • animated movie • action movie • thriller • documentary • adventure movie • drama
Who was in it? Who was starring in it?	_____ was in it. _____ was starring in it.
Where did it take place? When did it take place?	It took place on a Earth-like planet in 2031. It took place on the moon. It took place in a prison It was set on a train. I was set on the countryside in the 90's.

What was it about? What happened in it'	It was about…who… **It was about** two young people **who** fell in love on a sinking ship. **It was about** a meteor **that** was going to destroy the Earth.
How did it end? What happened in the end?	**In the end**, the ring is destroyed. **In the end**, Harry decided he really loved Sally.
What did the critics say? What kinds of reviews did it get?	The critics _____. It got _____ reviews. The critics said it was good. The critics panned it. The critics raved about it. It got great reviews. It got poor reviews.
How was the movie?	It was heart-warming. It was a total laugh riot. The special effects were breathtaking. It made my blood run cold. It gave food for thought. The plot was intriguing.

Learners get a worksheet in which they have to think about a film they like about each type of gender and write the names of the films in the corresponding column. (Taken from https://www.teach-this.com/)Then, in pairs, learners practice the questions used to talk about films.

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L2. extracts specific details from oral/aural movie reviews.

Indicators of learning:

- Recognizes the general information of an oral/aural stimulus.

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<td>

L2. understand specific details from many web-based broadcasts/ memes, comics, posts, poems dealing with subjects of interest if the people talk clearly.

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Oral Comprehension:

Pre-listening

Learners are asked what they consider are the most important elements of a movie: the plot, special effects, the leading actors, the moral message, the genre? Learners share their thoughts with a partner and then with the whole group.

Learners observe as the teacher writes the sentences below on the board. In pairs, learners read the sentences and guess the meaning of each one by their context. To do so, the teacher provides a definitions bank, so learners can read the sentences and look for the corresponding definition of the words in boldface.(Adapted from https://www.esl-lab.com/difficult/movie-reviews-script/)

- His behavior was so **bizarre** that he lost his job because of it.
- I was fascinated by the movie's **plot** and sound track.
- You must **admit** that the ending of the movie was a little weak.
- The movie was **awesome**. It was the best I have seen in a long time.
- The book's plot was too **weird** for me, so I returned it to the library.
- The scene where the doctor was killed by the shark was so **fake**. You could easily tell that the shark was just a plastic model.

Definitions Bank	
not real, not authentic	accept or acknowledge
fantastic, great, wonderful	strange, absurd, weird
the story of a book, play, or movie	strange, absurd, unusual

Listening for the first time

Learners listen to the audio “Movie Reviews” https://www.esl-lab.com/difficult/movie-reviews/ for the first time and answer the following questions:

- Who are the people talking?
- What do they think about the movie they saw? ¿Do both of them think the same way?

Pair/Group feedback

In pairs, learners compare their answers, and then they share with the group.

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- Identifies key words related to the topic.
- Extracts specific details about the elements of movies from oral /aural stimulus,

R.3.Recognizes information from texts of various lengths

</td>
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R.3. understand texts of various lengths, as long as the words used are familiar and/or concern areas of learners' interest (e.g., tweets, memes, poems, posts, blogs,

</td>
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Listening for the second time
Learners listen for the second time and complete the worksheet below by writing the corresponding answers.

<table>
<tr><th>What do they think about…</th><th>The father</th><th>The daughter</th></tr>
<tr><td>the movie?</td><td></td><td></td></tr>
<tr><td>the special effects?</td><td></td><td></td></tr>
<tr><td>the ship's communications officer</td><td></td><td></td></tr>
<tr><td>the photography</td><td></td><td></td></tr>
</table>

Learners, in pairs, compare their answers and then share them with the group.

Post-listening
Learners get a black sheet of paper. In the middle of the paper, they write the name of one of their favorite movies. Then, they write key words about, the special effects, the actors, the plot, and the photography.
Using the piece of paper with their notes, learners mingle around and talk about the movie they chose.

Written Comprehension:

Pre-reading
Learners watch the trailer of the movie Annihilation https://www.youtube.com/watch?v=89OP78l9oF0 .
Then, they are asked if they have seen the movie or what they think about it just by seeing the trailer.
Learners brainstorm adjectives to describe their thoughts about the movie.

The teacher explains that critics use multiple adjectives to describe a movie. Teacher presents some examples and clarifies meaning (Taken from https://www.edu.xunta.gal/centros/ieslamasabade/system/files/Language_of_FilmReview.pdf)

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</table>

Indicators of learning

- Gest the gist of a written movie review.
- Recognizes key vocabulary used in movie reviews.

General comments and opinions	Useful recommendations
- It is rather confusing / long / slow / boring - The cast is excellent / weak / awful / unconvincing - The script/ story is dull / clever / exciting - It has a tragic / surprising / dramatic ending - It does not come across as true / convincing - The music / sound effect is dull / rich - It is a catchy tune as backing music - The theme song is powerful / weak / satisfying - The color in the photography is natural / spectacular / dull / dark and frightening - The acting is true to life / powerful / natural	- Don't miss it! - It is well worth seeing! - It will change the way you see (e.g. young people) after watching this film. - It is bound to be a box-office hit. - I highly / thoroughly / strongly recommend it. - It is highly entertaining. - It is certainly at the top of my list of good movies. - Fans of … will no doubt be thrilled with this. - It's a must! - I would not recommend this because… - Wait until it comes out on video. - It's a boring movie. Don't bother with this one. - Only watch this film if you have plenty of time to spare.

Reading for the first time
Learner are asked to take a look at the title, captions, and pictures in the reading passage "**Annihilation review – Natalie Portman thriller leaves a haunting impression**" Then, they skim the text and decide if the general review of the movie is a positive or a negative one. Learners are asked to think about reasons for their choice: What makes you think like that?

Pair/Group feedback
In pairs, learners compare their answers and then share them with the class.

Reading for the second time
Learners read the text again. This time, they look for specific information about the movie and the characters to complete the worksheet below.

Annihilation review – Natalie Portman thriller leaves a haunting impression	
How does the reviewer describe the movie?	a. b. c. d. e.
Is it a positive review? Why or why not?	
How does the reviewer describe the main characters?	a. b. c. d. e.
Is it a positive review? Why or why not?	

Learners compare their answers and then share with them with the group. Teacher monitors learners' performance during the reading exercise.

Post-reading
Learners choose a movie they like and create a mind map with adjectives to describe the acting, the special effects, the music, the photography, Then, learners, in pairs, share their opinions about the movie, using the mind map as a guide.

SI.2. interacts in a face to face conversation talking in detail about tweets, memes, poems, posts, blogs, comics, and short stories, videos when interacting in pairs or small groups. **Indicators of learning:** • Asks questions about his/her partner's favorite movie. • Answers questions about his/her favorite movie.	**SI.2.** talk in detail about tweets, memes, poems, posts, blogs, comics, short stories, videos.	**Spoken Interaction/Production** **Planning** The class is divided into groups of three. Learners are told that they work as movie critics and they were chosen to participate in a meeting to share their reviews about the last movie they saw. Learners receive a prompt with some questions about movies. 1. What is the title of the film? 2. What genre is it? 3. What is it about? 4. Is it based on a book? 5. Where is the film set? 6. When is the film set? 7. Who stars in the film? 8. Who plays the main role(s)? 9. Who is your favorite character in the film? (Why?) 10. What's your opinion about the movie (acting, special effects, music, photography) **Organizing** Learners take some time to think about each question and to make notes about the answers. **Rehearsing** Students practice asking those questions to each other like in a role play **Interacting/Describing** Learners present their role plays to the class.	
	R2. manipulates English language sounds using knowledge in phonics, syllabification and word parts.	**Phonology** Review of sound articulation (7th to 9th) and of phonological features of most unfamiliar words when needed. By using the RAP methodology (Repetition, articulation and productive practice) of different English diphthongs. Even though phonology is linked to reading in Diversified Education, teachers can reinforce it in Spoken Interaction and Spoken Production activities as well.	

Integrated Mini-Project	Time
Participating to negotiate: (5 or 10 minutes in week 2) In pairs, and based on the movie chosen in week 1, learners look for information about the movie: actors/actress, special effects, plot, etc.	Adjust previous times listed above to allow 5 min each week. Group presentations can be week 5 or 6.

Reflective Teaching

What worked well	What didn't work well	How to improve

Enduring Understanding Reflection

How well did the learners progress in their understanding of the Enduring Understanding?

Week Plan Self-Assessment

At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)

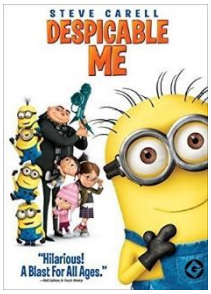
Learner Self-Assessment			
I can…	***Yes***	***In progress***	***No***

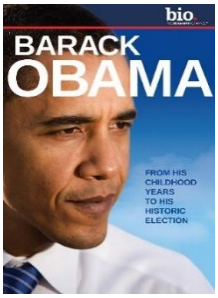
*You must include the indicators of learning from the document "Guidelines on How to Write Indicators of Learning for the Pedagogical Mediation of the English Curriculum" under each Assessment Strategy and in the Self -Assessment chart at the end of every week.

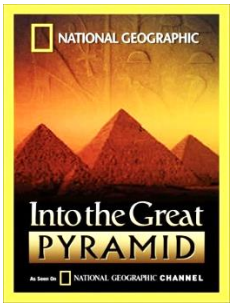
Materials for Unit 2, Theme 2

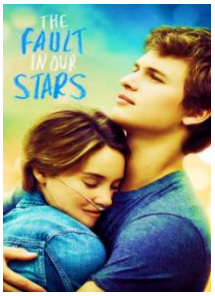
Materials for "WARM UP"

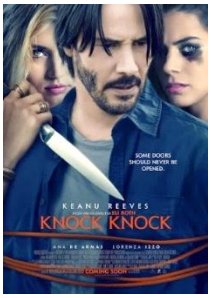
Pictures of movies to paste in earners´ backs:

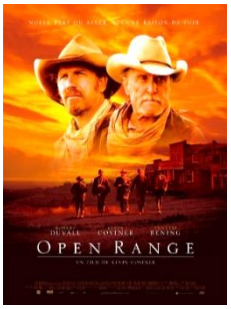


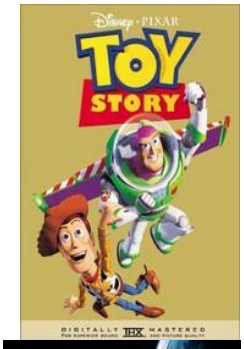


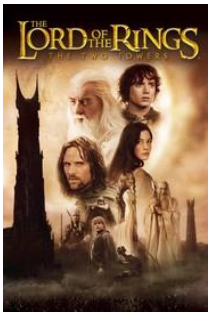


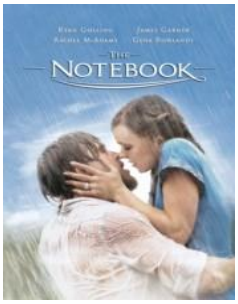


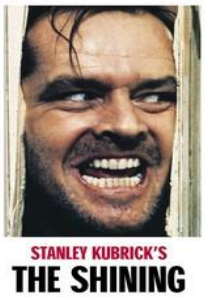




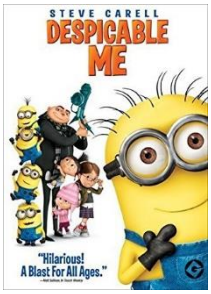


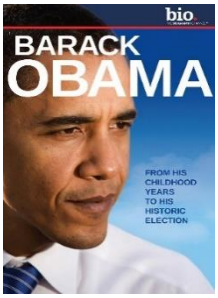


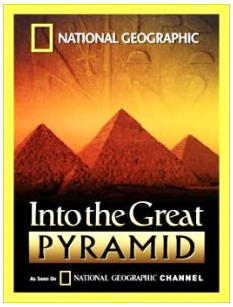


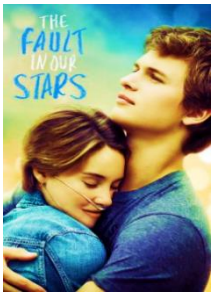


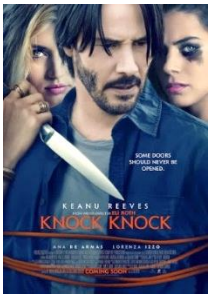
Materials for Engaging activity:
Movies for the gallery walk

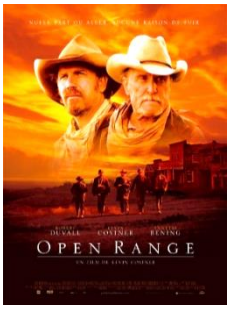












Film Genres Think of a film that you like for each type of genre. Write the names of the films in the '**Film Title'** column.	
Film genres	**Film title**
Action Contains: high energy, big-budget stunts and chases	
Adventure: Contains: exotic and historical places, searches and expeditions.	
Comedy Contains: funny or comical events, jokes	
Drama Contains: realistic characters, settings, and real-life situations.	
Horror Contains: frightening scenes, a shocking finale, ghosts, monsters.	
Sci-fi Contains: heroes, aliens, distant planets, futurist technology.	

B. In pairs, talk about the films you like from the different genres using the language below.

What's your favorite genre?

What (action film) do you like?

What is/was it about?

When was it made?

Where/when was it set?

Who is the director?

Talking about films	
General comments and opinions	**Useful recommendations**
- It is rather confusing / long / slow / boring - The cast is excellent / weak / awful / unconvincing - The script/ story is dull / clever / exciting - It has a tragic / surprising / dramatic ending - It does not come across as true / convincing - The music / sound effect is dull / rich - It is a catchy tune as backing music - The theme song is powerful / weak / satisfying - The color in the photography is natural / spectacular / dull / dark and frightening - The acting is true to life / powerful / natural	- Don't miss it! - It is well worth seeing! - It will change the way you see (e.g. young people) after watching this film. - It is bound to be a box-office hit. - I highly / thoroughly / strongly recommend it. - It is highly entertaining. - It is certainly at the top of my list of good movies. - Fans of … will no doubt be thrilled with this. - It's a must! - I would not recommend this because… - Wait until it comes out on video. - It's a boring movie. Don't bother with this one. - Only watch this film if you have plenty of time to spare.

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Annihilation review – Natalie Portman thriller leaves a haunting impression

(Adapted from https://www.theguardian.com/film/2018/feb/22/annihilation-review-natalie-portman-thriller-leaves-a-haunting-impression)

4 / 5 stars4 out of 5 stars.

Ex Machina writer-director Alex Garland's unnerving sci-fi concoction combines gut-wrenching body horror and trippy science to compelling effect

Natalie Portman and Gina Rodriguez in Annihilation, a genre film that revolves around intelligent characters reacting intelligently to fantastical events. Photograph: Photo credit: Peter Mountain/Peter Mountain

There are ample reasons to be both excited and concerned about Annihilation. It's the writer-director Alex Garland who has chosen to adapt Jeff VanderMeer's award-winning novel, packed with visceral horror, weighty ideas and unusual storytelling.

Lena (Natalie Portman), a biologist, is in a daze. Her soldier husband (Oscar Isaac) is missing in action and without him, she is struggling to focus on what remains of her life. But when he suddenly returns, her brief hope that normality will ensue is shattered when his odd behavior turns into something far more destructive. He's hospitalized and she's whisked away by a psychologist (Jennifer Jason Leigh) who informs her that his mission took him inside "the shimmer", a rapidly expanding area that's taken the lives of everyone who has entered, bar him. She soon joins a new mission to find out what's inside and discover whether she can save her husband's life.

It's hugely refreshing, and remarkably uncommon, to watch a genre film that revolves around intelligent characters reacting intelligently to fantastical events. The team is made up of briskly efficient problem-solvers who remain practical and focused while dealing with otherworldly chaos. Unlike with so many superficially similar films, as an audience we understand and empathize with the decision-making process, the script never sacrificing its smarts for suspense. It's tightly constructed and empty of unnecessary exposition yet the characters mostly feel like they are more than their various professions. This is also down to a strong set of performers and while it's rare to see an all-female ensemble in a film of this ilk, Garland has little time for gender, imagining a future where such distinctions don't warrant recognition.

Annihilation review – Natalie Portman thriller leaves a haunting impression	
How does the reviewer describe the movie? Is it a positive review? Why or why not?	a. b. c. d. e.
How does the reviewer describe the main characters? Is it a positive review? Why or why not?	a. b. c. d. e.

Didactic Planning
Week # 3

Level: 10th		**Unit: 2**
Domain:	**Scenario:** Stories Come in All Shapes and Sizes	**Theme: 3. The Reviews Are In***

Enduring Understanding: Everything from tweets, memes, poems, posts, blogs, comics, short stories, videos and more reveal truths and beliefs about the writers and their culture.
Essential Question: What do the stories we share say about us?

New Citizenship:

Dimensions
1. Ways of thinking (√)
2. Ways of living in the world (√)
3. Ways of relating with others (√)
4. Tools for integrating with the world (√)

Learn to Know	**Learn to Do**	**Learn to Be and Live in Community**
Grammar & Sentence Frames <u>Reported speech (range of tenses)</u> – The lead in the movie then said that he would marry. – Social media is reporting that people are making the photo viral. – The reviewer indicated that he didn't like the movie. <u>Conditionals, 2nd and 3rd</u>	**Function** Expressing opinions about stories and film reviews. **Discourse Markers** Connecting words expressing cause and effect, contrast etc. – ***On the other hand,*** we could stay at home and watch a video. – ***However,*** this depends on the kind of book. – ***Therefore,*** it is interesting to watch the new movie.	**Psychosocial** – Practicing self-questioning strategies on a text before making decisions. – Respecting others' opinions and emotions. **Sociocultural** – Demonstrating a nonjudgmental position toward other's diverse intercultural skills, beliefs and values. – Willing to share own contributions in collaborative work respectfully.

– **If I had enough time**, I would have watched the movie again. – **If I had had enough money**, I would have bought the book and DVD. **If I were you**, I would post more on Facebook. **Vocabulary** <u>Thumbs Up/Thumbs Down</u> – tweets, memes, poems, posts, blogs, comics, short stories, videos, reviews, summary, literary analysis, fiction, nonfiction.		

Assessment Strategies & indicators of learning (Diagnostic, formative, summative)	**Learner can**	**Didactic Sequence Mediation**	**Time** Total: 200 min (5 lessons)
		Pre-teaching **Routine:** Checking attendance, checking in with Ls, T posts the Essential Question on the board, Can Do's, and class agenda, etc. **Participating: Warm up** The teacher asks learners to name all the movies they can think of. (Usually, stop after about 20-30, but you can leave the list on the board during the activity) The class is then divided into groups of 4-5 members. Step 1: Students must describe a movie; they brainstorm about it using anything they want. For example, the director is George Lucas, and the main actors are Mark Hamil and Harrison Ford. Step 2: Groups take turns to go in front of the class to role-play or imitate lines that the characters from the movie would say, ie: "I am your father Luke," or "I'm gonna kill Darth Vader for killing Obi Wan Kenobi" etc. In other words, they can only say character names, places in the movie, etc. The class collects 4-5 pieces of information and then starts to guess which movie it is. Optional: Students cannot talk. They must act out a scene from the movie without talking. For example, act out the lightsaber fight using two pencils. **Engaging : Activation of prior knowledge** Learners watch the video '73 Questions With Rosie Huntington-Whiteley | Vogue' https://www.youtube.com/watch?v=6sSQZw6G2yA&list=PLztAHXmlMZFRBzyTy_w8r15g3OrNb36r6&index=2&t=163s . Learners watch the first 90 seconds of the video, so they get familiar with the format. After this intro, learners are asked to predict what kind of questions might be asked to the model. Learners watch the video again and this time they have to write down 7 answers they hear in the video. Learners are reminded that they don't need to remember and understand all the questions and answers.	

(Those Vogue videos are a bit long so it's up to you whether you want to play the whole video or just a few minutes)

After watching the video, the teacher asks: "What did the girl answer? The class is divided into groups of three and each group brainstorms the answers they heard.They share their information with the whole class, and the teacher writes the answers on the board.

Introducing
Using the answers the learners wrote, the teacher explains the use of reported speech to report what a person said. First, the teacher explains the distinction between direct speech and reported speech. (Info taken from https://www.myenglishpages.com/site_php_files/grammar-lesson-reported-speech.php)

Direct speech	Reported speech
She says: "I like tuna fish."	She says that she likes tuna fish.
She said: "I'm visiting Paris next weekend"	She said that she was visiting Paris the following weekend.

A. Reporting Statements

When transforming statements, check whether you have to change:

1- Pronouns

In reported speech, you often have to change the pronoun depending on who says what.
Example:
She says, "My dad likes roast chicken." – She says that her dad likes roast chicken.

2- Tenses

- **If the sentence starts in the present, there is no backshift of tenses in reported speech.**

- **If the sentence starts in the past, there is often backshift of tenses in reported speech.**

	Direct speech	Reported speech
(no backshift)	"I write poems."	He *says* that he writes poems.
(backshift)	"I write poems."	He *said* that he wrote poems.

No backshift
Do not change the tense if the introductory clause is in a present tense (e. g. *He says*). Note, however, that you might have to change the form of the present tense verb (3rd person singular).
Example:
He says, "I write poems." – He says that he writes English.

Backshift
You must change the tense if the introductory clause is in a past tense (e. g. *He said*).
Example:
He said, "I am happy." – He said that he was happy.
Examples of the main changes in tense:

Direct Speech	Reported Speech
Simple Present He said: "I am happy"	Simple Past He said that he was happy
Present Progressive He said: "I'm looking for my keys"	Past Progressive He said that he was looking for his keys

SP.2 Sustains a conversation exchange with a peer. **Indicators of learning** Listens to his/her partners Asks questions about movies Answers his/her partner's questions about a movie. Adds personal opinions about a movie	**SP2**. Sustain a conversation exchange with a peer in the classroom when the topic is familiar , though they may be some difficulty understanding and being understood from time to time.	<table><tr><td>Simple Past He said: "I visited New York last year"</td><td>Past Perfect Simple He said that he had visited New York the previous year.</td></tr></table> As a practice, learners read a part of an interview with a fictitious book writer, Joe Harrplayer and fill out a table. **(See Annexes**) (Taken from https://eslbrains.com/wp-content/uploads/2019/08/ESL-Brains-Reported-speech-with-Vogue-SV.pdf) Also, learners play a **Reported Speech sentence completion guessing game.** The teacher gives the students a list of sentence stems that should be completed with reported speech such as "I forgot to tell someone…", " or "Someone told me that I…". They complete as many sentences as they can and then read out only the part they have written for the other students to guess which sentence that comes from. **Spoken Interaction/Production** **Planning** The learners think of a movie they have watched recently and about which they have a strong opinion. Their pick can be a new release or an old favorite, and it can be a film they loved or one they loathed, but that they remember well. **Organizing** Then, learners take a minute to jot down a few notes about this film using the following guiding questions: ● What was your opinion of it? Why? ● What details do you remember best? **Rehearsing** The class is divided into pairs and a timer is set.Each learners has two minutes to rehearse the following, in any order: **Tell your partner about this movie.** The learner has to assume that his/her partner knows nothing about it, and provide enough detail so the listener gets a broad idea of what happens, the characters and the setting. **Express your opinion** of the movie. The learner tells his/her partner if his/her partner should see	

SI.Repeats what has been said and conveys this information to another person. **Indicators of learning** Identifies key details of what has been said. Organizes ideas logically Reports what a speaker has said.	**SI.1** Repeat what has been said and convey this information to another person.	it? Why or why not? **Support your opinion**: The learner gives details about the movie that make it one he/she would recommend — or not? When the first learner finishes. They switch roles. **Interacting/Describing** **L**earners make groups of three. Each one takes turns to share information and their opinion about the movie they chose. The rest of the group asks follow up questions to find out more details about the movie and their peer's opinion about it. **Planning** Learners are told that for this class, they are going to play two roles. a) an interviewer who is going to interview a famous actor or actresses from the movies their classmates talked about last class, and b) one of the main actors /actresses of the movie they talked about last time. **Organizing** In their roles as interviewers, learners think of five questions they would like to ask the famous actor/actress. In their role as an actor/actress, they think of possible questions he/she could be asked and a possible answer. **Rehearsing** **T**he class is divided into pairs. Each learner takes roles to be the interviewer and the famous actor. Learners switch roles. Also, learners take notes on the answers he/she got during the interview. Then , learners report to each other the answers they got:"**You said that…**" The teacher monitors learners' performance closely and provides help if necessary.	
W1. expresses what has been learned, how it has been learned, and learning goals for the future.	**W1.** Express what has been learned, how it has been learned, and the learning goals for the future.	**Interacting/Describing** Learners look for another partner and play the actor/actress/interviewer role again to collect information again. After that, learners **report** to the group the answers they got from the actors/actresses. The teacher provides general feedback. **Pre-writing**	

Indicators of Learning

Recalls information about the movie

Organizes information in a clear, logical sequence.

Writes a movie report

Reports what he/she has learned about a movie.

Learners are told that they were hired by a local newspaper to write a report about a movie they have seen and can find information about.
To do so, learners use the following guiding questions:.

- When was the movie released?
- Who was the main cast of the movie?
- What was the movie about?
- What are the best qualities of this movie?
- What were people's opinions about the movie?
- What did critics say about the movie?
- Would you recommend this movie?

recall, organize, plan, write

Drafting

Learners jot down their first ideas about the movie they chose. Then, they organize those ideas into a clear logical sequence.

Revising

The class is divided into pairs. Learners peer-correct each other's report using the following checklist.

Editing Checklist			
Criteria **The report includes information about..**	**Yes**	**Partially**	**No**
when the movie was released			
the cast of the movie			
the plot of the movie			
the best qualities of the movie			
people's opinions about the movie			
critics opinions about the movie			
personal recommendation			
The report...			
it is written in a clear, logical sequence			

is well-capitalized			
General Feedback:			

Editing
Learners correct and modify their report, considering their partner's suggestions and feedback.

Publishing
Learners present their report orally to the class. They talked about what they learned about the movie and how they learned it.

Integrated Mini-Project	**Time**
Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation. **Thinking for planning** In pairs and continuing with the project guide for week 1 and 2, learners write their first draw about the movie, including their personal opinions about it	Adjust previous times listed above to allow 5 min each week.

Reflective Teaching

What worked well	What didn't work well	How to improve

Enduring Understanding Reflection

How well did the learners progress in their understanding of the Enduring Understanding?

Week Plan Self-Assessment

At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)

Learner Self-Assessment			
I can…	***Yes***	***In progress***	***No***

*You must include the indicators of learning from the document “Guidelines on How to Write Indicators of Learning for the Pedagogical Mediation of the English Curriculum” under each Assessment Strategy and in the Self -Assessment chart at the end of every week.

Let's Practice

Instructions: Read a part of an interview with a fictitious book writer, Joe Harrplayer. Next, fill in the table below the text.

David: Tell us what made you begin your writing career.

Joe: I was in my last year at the university when I realized I didn't really know what I wanted to do with my life. At that time, my best friend told me that he liked reading my blog and I should try writing something longer. So I did, and that's how my first book came into existence. : We should thank your best friend, then. Personally, I believe that you are a master at storytelling! Where do you get inspiration from?

J: That's funny! My wife asked me where I got all the ideas from the day before. To be honest, I don't how it works. It just happens - sometimes out of nowhere.

D: What's your next move and when can we expect your next book?

J: Well, I'm planning to start a new book tomorrow! Just kidding. I say that all the time, but my busy schedule makes it impossible. I can tell you that I came up with a great story last summer. So I know what I want to write and I promise that I will start writing this year.

D: Thanks for talking and good luck with your new project.

J: Thanks for having me. You don't realize it but you've just made my father's dream come true. He said once that he'd always dreamt of seeing me in this show!

DIRECT SPEECH	REPORTED SPEECH
I really like reading your blog!	My best friend told me that he _____ reading my blog
I believe that you _____ a master at storytelling!	David said that Joe is a master at storytelling!
“Where do you get all the ideas from?” – asked John’s wife yesterday.	My wife asked me where I _____ all the ideas from the day before.
I _____ to start a new book tomorrow!	Joe said that he was planning to start a new book the next day
“I’ve always dreamt of seeing you in that show” said Joe’s father	Joe’s father said that he _____ of seeing me in your show!

MINISTERIO DE EDUCACIÓN PÚBLICA
Dirección de Desarrollo Curricular
Departamento de Tercer Ciclo y Educación Diversificada
Asesoría Nacional de Inglés

Didactic Planning
Week # 4

Level: 10th		Unit: 2
Domain: Socio-interpersonal	**Scenario: Stories Come in All Shapes and Sizes**	**Theme: Tell me a Story**

Enduring Understanding: Everything from tweets, memes, poems, posts, blogs, comics, short stories, videos and more reveal truths and beliefs about the writers and their culture.
Essential Question: What do the stories we share say about us?

New Citizenship:

Dimensions
1. Ways of thinking (✓)
2. Ways of living in the world (✓)
3. Ways of relating with others (✓)
4. Tools for integrating with the world (✓)

Learn to Know	Learn to Do	Learn to Be and Live in Community
Grammar & Sentence Frames **<u>Phrases for summarizing</u>** - There are more similarities/differences than differences. **<u>Adverbial phrases of degree extent</u>**	**Function** · Summarizing stories previously read and film reviews. **Discourse Markers** <u>Connecting words</u>: - It´s not futuristic; however, it has good special effects. - …on the other hand, the actors were really good.	**Psychosocial** - Practicing self-questioning strategies on a text before making decisions. - Respecting others' opinions and emotions.

- They are really quite different because one is an action film and the other is a romantic movie. - One of the few similarities (or differences) is that there is too much action. **Phrases for organizing** - The **most** striking /obvious / apparent / important characteristic is that this film is very old - The **main** difference is that this is a new film. - An **additional / subtle** similarity is that the movie is a low budget production. **Modals** - The character **might have used** more passion. - The director **should have had** less extras. **Vocabulary** Characteristics - obvious, important, striking, apparent, similar, different. The review is in characters, plot, action, development, exposition, storytelling, subtle.	- Therefore; the plot is different.	**Sociocultural** Being aware of the importance of constructive feedback.

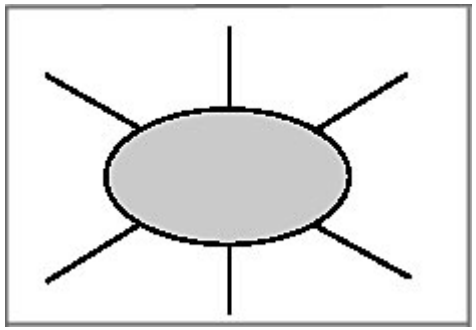
Assessment Strategies & indicators of learning* (Diagnostic, formative, summative)	**Learner can**	**Didactic Sequence Mediation**	**Time** Total: 200 min (5 lessons)
		Pre-teaching **Routine:** - Checking attendance - T checks the lessons goal and class agenda. · E.g.: This week we are going to summarize stories previously read and film reviews. **Participating: Warm up:** T asks Ls about their favorite films, characters and/or TV series; as well as the more recent film they have watched, and the type of films they prefer. T writes some clue words on the board; characteristics and production names. T also shares his own film and TV program preferences. **Engaging: Activation** T writes on the board the question *What do you think of this film?* Ls get in groups of four then T shows pictures (whether on flashcards, a powerpoint presentation or a handout) with posters of at least six known TV series and/or films. Ls share their opinion of the films by using simple characteristics. Later, T elicits students to share their opinions with the rest of the class. **Introducing** T selects two film titles from the previous activity (or two different movies or TV series) to make a comparison of both. T introduces the phrases for organizing, and the intensifiers in phrases like "These two films are **really quite** different because…", "the **most important difference** of those films is that…" and "This character is **very similar** to the other one…" One of the **few** similarities (or differences) is that there is too much action. - The **most** striking /obvious / apparent / important characteristic is that this film is very old - The **main** difference is that this is a new film. - An **additional / subtle** similarity is that the movie is a low budget production.	

L1. Recognizes the main points of even a relatively long discussion on familiar topic, related to stories on standard English **R1.** Discriminates factual information from texts and simple reports on familiar topics.	**L1**. Understands the main points of a relatively long discussion on a familiar topic, related to stories in standard English	**Oral Comprehension:** **Pre-listening** Ls get a handout with synonyms of vocabulary then Ls write the number of the matching synonym on the column of numbers. Ls do it based on either their previous knowledge or word meaning in context. These words will be used throughout the exercise. The vocabulary includes *old, curse, violence, best, issues, budget, character, plot,* and *effects*. Later, t and Ls check the outcomes. **Listening for the first time** Ls listen to the audio "Old Movies" for the first time https://drive.google.com/open?id=1MysND3aCUSgx0_OAmtB4hk0RjZKtrD5I . T writes these three questions on the board:"Who are the speakers?", "What are they talking about?" "How old do you think the speakers are?" **Pair/Group feedback** Ls pair off and discuss those three questions. Then they share the outcomes with the rest of the class. **Listening for the second time** Still in pairs, Ls listen to the audio for the second time and check the sentences that correctly reflect what the speakers say, on a comparative chart. **Post-listening** Ls make a circle in the classroom or outside. T cuts some paper stripes with names of films, TV series, comics and books on them. T puts them in a plastic bag and asks two Ls pick up one paper each. Each L has to read the name on the paper and compare it with his/her mate´s title, orally by using adverbial phrases and phrases for organizing. T goes around with the bag asking two other people do the same on and on.	

SI 1. Repeat what has been said and convey this information to another person.	**R1**. Understand specific factual text and simple reports on familiar topics (e.g. movie reviews, memes, interviews, tweets, posts, etc.)	**Written Comprehension:** **Pre-reading:** Ls participate in a Game Show exercise (trivia) about TV, films, comics and others. Ls get in groups of three or four; they get a handout with some pop culture questions that they read and discuss to choose the correct answer out of some options. The trivia includes vocabulary about the topic. During the activity Ls must reach the answer they think is right, based on previous knowledge, intuition or peer opinion; therefore, T makes clear that the main goal is to have fun. This can also be developed when using TICs through applications such as; *Edmodo, Kahoot, Classroom* and the likes. **Reading for the first time** T hands out a review film-page where Ls read three different short film reviews. They try to guess the name of the films based on the information read. Later, T tells the titles: *#1 Joker, #2 Wonder Woman* and *#3 Parasite*. **Pair/Group feedback** In pairs or groups, Ls classify sentences that reflect an arguable aspect in the reviews. . E.g.: *This film contains violence*. **Reading for the second time** T writes on the board the question *What do you think this production should have had?* Then by using the same handout with the three short film reviews, Ls discuss what they think those productions must or should have had less and more; they take short notes or write simple sentences. Ls write a short solution to the problem by using the modal phrases in past "should/must have had more/less. Ls share their solutions with the rest of the class. E.g. L= *"It should have had less violent scenes"* Finally, T draws to columns on the board; with the words more and less, and T writes some words given by Ls on those columns. **Post-reading**	

SP1. Describes what is occurring in tweets, blogs, short stories, videos, including his/her personal opinion about them.		T asks Ls to check the current movie listings on their cellphones; select one and write a short description /review in a form of a 5-line chat message. Then send it to one of their mates in the class through *WhatsApp* or *Facebook*. (If Ls do not have access to these tools; they write it on a sheet of paper). The description includes: - Name of the film - Type - Some characteristics - An opinion of what should/must have had more/less At the end, some volunteers read the messages to the rest of the class. * Spelling is not evaluated.	
W1. Summarize simple text dealing with familiar subjects (e.g. , short stories, videos, blogs) and check written sentences to look for mistakes (subject-verb agreement, pronoun verb agreement, capitalization, indentation, commas, appropriate vocabulary and connecting ideas and required format) spelling and basic punctuation accurately enough to be followed most of the time.	**SI1**. Repeating what has been and conveying this information to another person and talking in detail about tweets, films, memes, short stories, posts, and blogs.	**Spoken Interaction** **Planning and organizing:** T shows a "frozen" image of a short film entitled "Snack Attack"* that Ls will watch soon. Ls´ opinions are elicited through questions like: "What do you think is this short film about? "Who do you think is the main character?" "How many characters do you think it has?" "What origin do you think it has?", and others. **T can use any other animated short film* **Rehearsing** For an information gap activity, T asks Ls to pair off and get a handout with list of sentences about visual productions and their characteristics for both participants. L 1 utters and L 2 completes them orally, with any words that come up to their minds spontaneously. then Ls swap roles. *Example*: Student 1: "*El Chavo contains a lot of* …" Student 2 "*violence", "funny moments", "comedy*", etc. Ls take notes on what his/her classmate said. **Interacting/Describing** Two pairs sit together. Each learner reports to the other what his/her classmate said during the info-gap activity. Some volunteers report to the whole class.	

		Spoken Interaction/Production	
	SP 1. Express personal opinions of a short story, films, TV series, blogs or, videos, sustaining a conversational exchange with a peer and descripting about what is occurring in tweets, blogs, short stories, videos.	**Planning** Ls watch the 4-minute animated short film *"Snack Attack".* Ls pay attention and take brief notes (if they find it necessary). ***Short Animated Film: Snack Attack YouTube https://youtu.be38y_1EWIE9I*** **Organizing** Ls watch the short film a second time and T hands out a set of 8 event cards. Each card contains one or two sentences of events from the film. Ls discuss and rearrange the events into the correct order by numbering them. Later, Ls share the outcomes with the rest of the class. Ls pair off or make groups to answer the questions below, orally; Ls share opinions among their peers, Questions are written by T on the board or on a piece of paper. *What are some characteristics that define this film?* *What should this film have had more/less?* *How can you compare this short film with a TV series or a full-length movie?* *What do you think about the film?* *What's the moral of the story?* **Rehearsing** Learners pair up. They practice describing the short film by using the questions as a guide. **Describing** Some volunteers share their description of the short film with the rest of the class.	
		Written Production	
	W1: Describe, review and summarize simple text dealing with	**Pre writing:** Ls work on an associogram (list of lexical items and/or ideas that relate to a topic.); to generate vocabulary to be used.	

	familiar subjects (e.g. , short stories, videos, blogs) and check written sentences to look for mistakes (subject-verb agreement, pronoun, punctuation, vocabulary, spelling and coherent ideas).	 **Drafting:** During a controlled-composition task, and based on the associogram, T and Ls construct ten questions on the board for Ls to answer in a complete way. 1.What kind of films do you like? 2.And why? 3.When do you like to go to the movies? 4.Whom do you like to go with? 5.What´s the title of the last film you watched? And 6.What type of film is it? 7.What did you like the most of the film (or the least)? 8.Why? 9.What should this film have had more (or less)? 10.How would you recommend this film? In pairs, Ls eliminate the ten questions only and organize the relevant information in the answers. Ls notice how the information is fitting and goes from general to specific, comparing and reviewing a film in a basic but coherent way. Ls also pay attention to verb-subject agreement, spelling and orthography.	

Then, in collaboration with their mates, Ls compiles all the answers into a solid paragraph by rewriting and linking them with some connectors if necessary. Ls re-read it to make sure it sounds logical, coherent and descriptive.

Revising:
The learners share their paragraph with another pair of students for peer-correction. To do so, the following checklist is used:

	Great job!	**Needs a little of work**	**Comments**
Is punctuation correct?			
Are all the words spelled correctly?			
Is the vocabulary varied, interesting, and relevant to the film being reviewed?			
Does the review include the information requested?			
Are ideas written in a clear, logical sequence?			

Editing
Ls read the feedback provided by their peers and edit the paragraph.

Publishing
Ls publish their written reviews by pasting them on a mural entitled: Film Reviews. Ls take time to walk around and read their peer's film review.

Integrated Mini-Project	Time
Acting out/ Completing MP: In the same pairs and continuing with the project guide for weeks 1, 2 and 3, learners share their summary with another pair of students to get feedback. Then, they edit and correct the summary, considering their peers suggestions. **Responding and sharing:** Learners share the summary of the movie they wrote. To do so, the teacher creates a blog where learners post their papers and their classmates respond to them. Leaners participate in individual and peer assessment of mini-project. Teachers monitor …. ▪ Did Ls use English during all aspects of Integrated Mini-Project? ▪ How did project presentations reflect understanding and/or mastery of Can Do statements? ▪ Did Ls put into practice the focus of Learn to Be and Live in Community? Did the Integrated Mini-Project provide answers to the Essential Question?	Adjust previous times listed above to allow 5 min each week. Group presentations can be week 5 or 6.

Reflective Teaching		
What worked well	What didn't work well	How to improve

Enduring Understanding Reflection
How well did the learners progress in their understanding of the Enduring Understanding?

Week Plan Self-Assessment
At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)

Learner Self-Assessment			
I can…	***Yes***	***In progress***	***No***

*You must include the indicators of learning from the document "Guidelines on How to Write Indicators of Learning for the Pedagogical Mediation of the English Curriculum" under each Assessment Strategy and in the Self -Assessment chart at the end of every week.

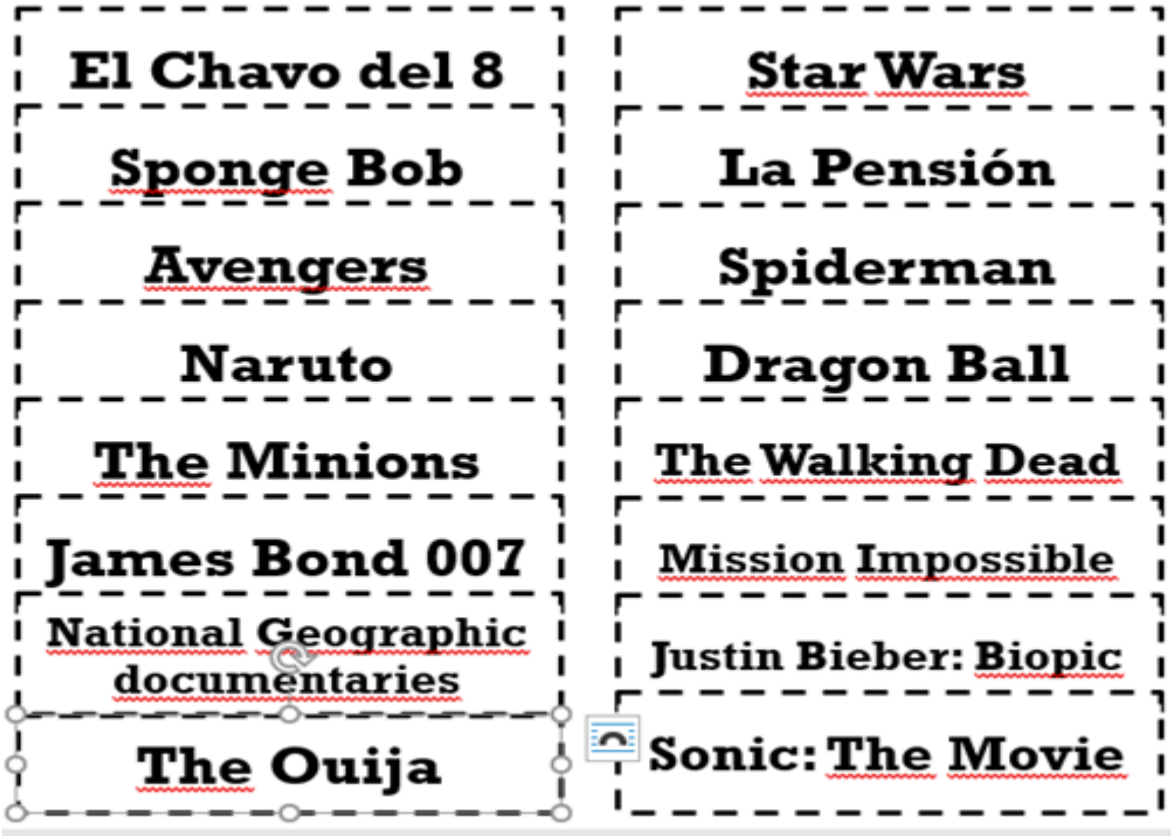
Oral comprehension (pre-listening stage handout)

Sentences	Synonyms	numbers
1. That's an **old** joke - I've heard it about a thousand times.	don´t make money	
2. The actor´s dialogue was limited; he just c**ursed** all the time.	story	
3. Local films are watched by just a few people. They **don't sell tickets** because people prefer Hollywood films.	hurt people	
4. This is a **far superior** movie of the saga.	ancient	**1**
5. Modern films and TV series show lots of guns, **violence** and crimes.	use impolite vocabulary	
6. Documentaries expose relevant people´s **problems**.	the best	
7. There are three main **characters** in that film.	back then	
8. The film has a very simple **plot**.	protagonists	
9. The **sounds** and **visuals** of this movie make things seem very real.	issues	
10. **In the past**, memes and stickers did not exist.	effects	

Oral comprehension (listening for the second time chart)

Older Movies		Modern Movies	
1. are the best.		1. are in 2 colors.	
2. are in black and white.		2. have actors that curse too much.	
3. have better plots.		3. have a lot of violence.	
4. have lots of action.		4. have less action.	
5. have actors with real issues.		5. make much money.	
6. show much better characters.		6. include real people.	

Oral comprehension (Post-Listening)



Written Comprehension: Pre-reading: Trivia

Game Show

1. The film* Toy Story 2 *was about to be cancelled because…
a. the first part was not popular.
b. a computer problem deleted the files of the film.
c. the director used too many special effects affecting the plot.

2. In 2007, the film* Ratatouille *inspired many children to…
a. to become chefs.
b. to visit restaurants.
c. to ask their parents for a rat as a pet.

3. The film* Finding Nemo *provoked that…
a. the population of clownfish in their natural habitats dropped.
b. people were more conscious about nature.
c. people loved sharks.

4. The cartoon character that appears in the most films is …
a. Superman.
b. Sponge Bob.
c. Donald Duck.

5. Animators of the film* Up *created the balloons that lift the house. They created a total of _____ balloons.
a. 10,297
b. 1,270
c. 150

6. In the film* Jurassic World, *the place where dinosaurs live is …
a. Jamaica.
b. Australia.
c. Costa Rica.

7. In the TV series* The Simpsons *all characters have…
a. four fingers.
b. a big house.
c. a cat and a dog.

8. In the film* Maleficent *the horns of the actress were so heavy that she could have…
a. fallen down.
b. broken her neck.
c. destroyed the set.

Reading Comprehension: Reading for the first time

Film reviews

Review #1	Review #2	Review #3
This is a fictional story of a man struggling to find his way in Gotham´s society. He works as a clown by day but he wants to be a stand-up comic at night. He discovered that his existence is cruel then he takes a bad decision. This film contains violence but it also has a lot of a psychological drama. You can love it or hate it. **Positives**: acting, plot, make up and visual effects. **Negatives**: occasionally it is a slow movie (sometimes boring), and it needs more supporting characters.	An Amazon princess who lives on an island occupied only by women. Until an event makes her go to the city and fight. This is a fictional story that contains lots of action and special effects, drama and love. **Positives:** acting, plot, great costumes, amazing scenarios and cool visual effects. **Negatives:**The rival´s performance, sometimes it is boring because it's slow (sometimes boring), finally, it has many slow motion scenes.	Members of an unemployed family target a wealthy household to survive. This is a well-written, horribly fascinating comedy-drama. Parasite is a black comedy, a movie about status aspiration, materialism, the patriarchal family unit and the satiric idea of having servants. **Positives**: acting, plot, reflects perfectly the Korean society. **Negatives**: inability to contend with society; it is a conservative film in some moments.

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Spoken Interaction

Planning and elaborating:

Example of a "frozen" image of the short film "Snack Attack"

Taken from:
https://images.app.goo.gl/6n7gzEAEjPCFoep46

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Spoken Interaction

Repeating and Interacting: Information Gap task

Student 1	Student 2
1. The Star Wars saga has a lot of …	1. In your opinion the movie The Ouija is …
2. The characters of a drama film should have …	2. Black and white comedies were more…
3. Sometimes film reviews are…	3. The Avengers should have had less…
4. Actors of Mexican soup operas should have had less…	4. The best role an actor can interpret is not comedy, it is…
5. Comedy films are…	5. Movies must include more…
6. Costa Rican films are very …	6. Film festivals are important because…
7. A good documentary must have more…	7. The most important person in a movie is…
8. The main characters of Titanic are…	8. Independent movies are not…
9. The film Spiderman uses more special effects than…	9. The most underrated productions are…
10. Usually reggaeton music videos contains too much …	10. In this moment reality TV shows are considered…

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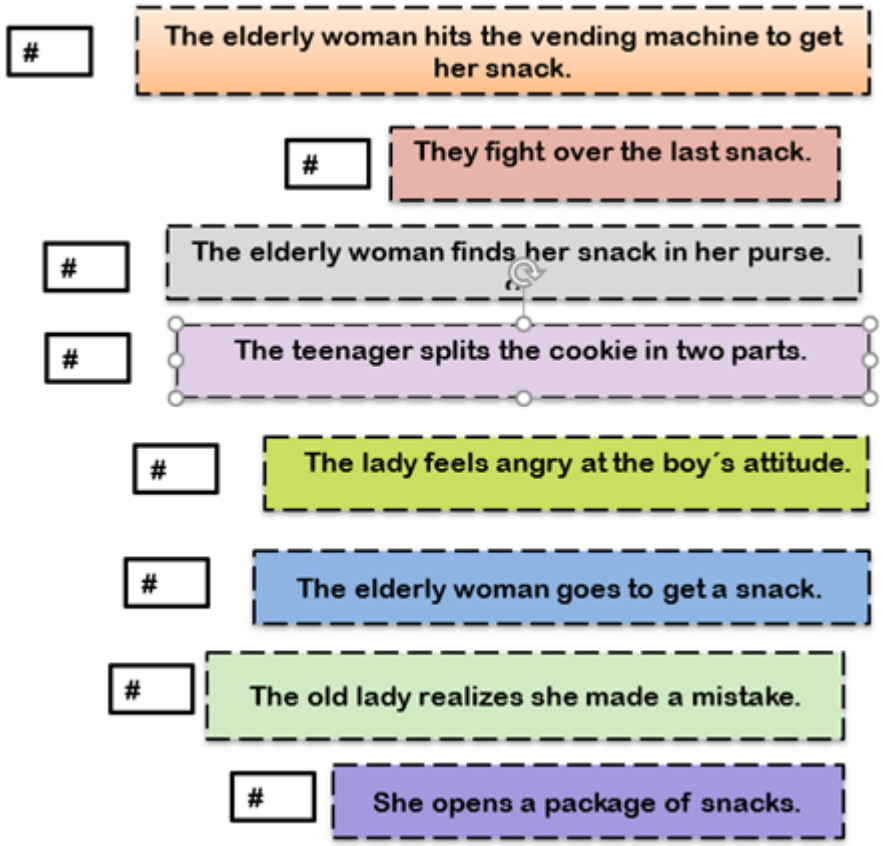
Spoken Interaction Production

Describing: Snack Attack event cards



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Spoken Interaction: Phonology

Video: https://youtu.be/EeToarNceeM

Phonology /Oʊ/ and /ɔː/

So Saw

Exercise 1: Pronounce these words along with your partner.

Oʊ	ɔː
Boat	**Bought**
Board	**Bored**
Code	**Cord**
Coke	**Cork**
Cone	**Corn**
Choke	**Chalk**

Close	**Claws**
Dome	**Dorm**
Foam	**Form**
Foe	**For**
Goal	**Gall**
Home	**Horn**
Know	**Nor**
Low	**Law**
Poke	**Pork**
Show	**Sure**
Snow	**Snore**
Toe	**Torn**

Exercise 2: Identify the word based on the correct sound you hear.

Oʊ	ɔ:
Stoke	**Stoke**
Morning	**Morning**
Code	**Code**
Stork	**Stork**
Poke	**Poke**
Bought	**Bought**
Pork	**Pork**
Horn	**Horn**
Cord	**Cord**
Boat	**Boat**

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Weeks 5 and 6
Review and Integrated Mini-Project

Level: 10th	Unit: 1
Enduring Understanding: Literature opens the imagination and adds value to cultural knowledge and language. **Essential Question:** How can literature change the way we see the world?	

New Citizenship:

Dimensions
1. Ways of thinking ( )
2. Ways of living in the world (x)
3. Ways of relating with others (x)
4. Tools for integrating with the world (x)

Learn to Know	Learn to Do	Learn to Be and Live in Community
Grammar & Sentence Frame ▪ Did Ls use all sentence frames? **Vocabulary** ▪ Did Ls say aloud and write all vocabulary? **Phonology**	**Function** ▪ Did Ls use all functions? **Discourse Markers** ▪ Did Ls practice connecting words: and, but, because?	**Psychosocial** ▪ Did Ls show evidence of … ▪ Being aware and committed to protecting the environment ▪ Appreciating natural wonders **Sociocultural**

▪ Did Ls recognize, articulate and produce phonological sounds? ▪		▪ Did Ls practice idioms and quotes?

Assessment Strategies & indicators of learning (Diagnostic, formative, summative)	**Learner can**	**Didactic Sequence Mediation**	**Time** Total: 120 min (3 lessons)
▪ Did Ls achieve all learning outcomes?	▪ Can Ls do all tasks?	Referencing notes from formative assessments throughout the weeks, repeat activities to strengthen Ls in weaker areas or select from Optional Activities that follow these plans.	All of week 5 or 6

Options	**Integrated Mini-Project**	**Time**
–	**Participating to negotiate:** (5 or 10 minutes in week 1) In pairs, learners choose a movie they have both watch and would like to write a summary about. **Thinking for planning** In pairs and continuing with the project guide for week 1 and 2, learners write their first draw about the movie, including their personal opinions about it. **Thinking for planning** In pairs and continuing with the project guide for week 1 and 2, learners write their first draw about the movie, including their personal opinions about it. **Acting out/ Completing MP:** In the same pairs and continuing with the project guide for weeks 1, 2 and 3, learners share their summary with another pair of students to get feedback. Then, they edit and correct the summary, considering their peers suggestions.	All of week 5 or 6 of unit

	Responding and sharing: Learners share the summary of the movie they wrote. To do so, the teacher creates a blog where learners post their papers and their classmates respond to them**.** Each group has its own blog as a way to monitor their performance more closely. Leaners participate in individual and peer assessment of mini-project. Teachers monitor …. ▪ Did Ls use English during all aspects of Integrated Mini-Project? ▪ How did project presentations reflect understanding and/or mastery of Can Do statements? ▪ Did Ls put into practice the focus of Learn to Be and Live in Community? Did the Integrated Mini-Project provide answers to the Essential Question?	

Images taken from:
https://images.app.goo.gl/T9qEsoGHwf9iq4mPA
https://images.app.goo.gl/FqfSgfG4ykZY88rw7
https://images.app.goo.gl/JFatvsYQV8dbWkE89
https://images.app.goo.gl/5Goh8qhUNyt1CtjH8
https://images.app.goo.gl/mPH2XaQPCxZcLgRP7
AilSoft Cl. https://images.app.goo.gl/T4ciXJFyFPyknP2c8
https://images.app.goo.gl/LqWE2KBgaCwwNVwV9
https://images.app.goo.gl/gytc8hcA8DDtr6hA9
https://images.app.goo.gl/h9ks1ngDVGEH1atB8

Reviews taken and re-adapted from:

- The Guardian www.the guardian.com › film › parasite-review-bong-joon-ho…
By Peter Bradshaw. Feb, 7 2020.

- The New Yorker. How Parasite Falls Short of Greatness by Richard Brody. Oct. 14, 2019.
https://www.newyorker.com›howparasitefallsshortofgreatness

- Joker Rotten Tomatoeshttps://www.rottentomatoes.com›joker

- Wonder Woman (2017) Rotten Tomatoes. https://www.rottentomatoes.com›wonderwoman

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Level 10th								**Unit 3**
CEF Level to be Reached B1 Basic User/Independent User								
Scenario: A World of Differences								
Enduring Understanding	The world is made up of diverse people groups who nurture one another.							
Essential Question	How does understanding people's differences help us all become better human beings?							

New Citizenship:

Dimensions
1. Ways of thinking (√)
2. Ways of living in the world (√)
3. Ways of relating with others (√)
4. Tools for integrating with the world (√)

Assessment and Goals								
Week 1 Goals	**Week 1 Assessment**	**Week 2 Goals**	**Week 2 Assessment**	**Week 3 Goals**	**Week 3 Assessment**	**Week 4 Goals**	**Week 4 Assessment**	**Week 5/6**
L.1. understand many television, radio, and web-based broadcasts/ announcements dealing with subjects of interest if the people talk clearly. **L.2**. follow the main idea of audio text if the topic is familiar and the	**L.1**. distinguishes many television, radio, and web-based broadcasts/ announcements. **L.2.** extracts main idea of audio texts in many	**R.1.** read textbook explanations and examples with aid of word list and/or dictionary support. **R.3**. understand many subject specific words when encountered in text (e.g.,	**R.1**. recognizes textbook explanations and examples. **R.3**. interprets many subject specific words when encountered in text.	**SP.1**. express opinions on familiar subjects and ask for others' opinions. **SP.2.** derive interviews from others, if the questions have been prepared beforehand. Sometimes, can pose a further question without having to pause	**SP.1**. expresses opinions on familiar subjects and ask for others' opinions. **SP.2.** asks question to others if the questions have been prepared beforehand.	**SI.2**. express opinions about cultural identity and cultural diversity. **W.2** write a simple, short descriptive narrative paragraph of personal experiences on cultural diversity, without using	**SI.2**. expresses opinions about cultural identity and c diversity. **W.2**.writes a simple, short descriptive narrative paragraph based on real or imagined event related to cultural diversity, including	**Assessment** Anecdotal reports / rubrics / instruments for self and co-assessment **Suggested Integrated Mini project** A survey to gather findings,

text can be replayed. **SI.1**. repeat what has been said and convey this information to another person.	television, radio, and web-based broadcasts/ announcements. **SI.1**. repeats what has been said and convey this information to another person.	diversity, culture, cultural norms, stereotypes) to support reading comprehension by key words, diagrams and illustrations. **W.1** express what has been learned, how it has been learned, and learning goals for the future related to cultural diversity.	**W.1.** writes completing specific graphic organizers and sentence frames aimed at monitoring comprehension.	very long to formulate the question. **SP.3.** explain and justify, briefly points of view, assumptions and plans.	**SP.3.** explains points of view, justifying assumptions, and plans, briefly.	an aid such as a dictionary, and check it to look for mistakes (subject-verb agreement, pronoun and article agreement, capitalization, using commas, sentence sense, word order, text structure, concrete ideas, spelling and basic punctuation, etc.).	characters, plot, and setting.	regarding cultural norms and cliques at their school. A cultural fair – "A Little Closer to Home" – (similar to what Culture Day is) including various cliques that can be found in their schools and others. The key is to encourage representing the groups respectfully and reflecting on the essential question of the unit.

Phonology

R2. manipulates English language sounds using prior knowledge in phonics, syllabification and word parts.

- Review of sound articulation (7th to 9th) and of phonological features of most unfamiliar words when needed.
- Use of prosodic features (stress, intonation, rhythm) to support the message intended to convey.
- Even though this goal is still linked to reading in Diversified Education, teachers can reinforce it in Spoken Interaction and Spoken Production activities as well.

Theme	**Theme**	**Theme**	**Theme**
1. These Are My People	**2.** Cultures, Subcultures and Cliques	**3.** Cultural Norms and Cultural Storms	**4.** I Am Not My Hair*

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Function	**Function**	**Function**	**Function**
• Describing people and places, feelings, emotions, and attitudes.	• Expressing opinions, agreement and disagreement.	• Expressing opinions, agreement and disagreement. • Managing interaction (resuming or continuing).	• Expressing opinions, agreement and disagreement. • Managing interaction (resuming or continuing).
Discourse Markers - **On the other hand**, we could go to the clinic. - **However,** this depends on the number of passengers. **Initiating** - Can I talk to you for a minute? - Excuse me, please. Do you have a minute? Managing interaction Interrupting - Sorry to interrupt you but … - I have a question. - Could I interrupt here? Closing - It´s been nice talking to you. See you later. - I´m sorry, I have to go now. - Must go.	**Discourse Markers** Changing the topic - Anyway…, by the way, there´s something else I wanted to tell you… Resuming a conversation - Anyway…, anyway, what I was saying? - What were we talking about? - To get back to what I was saying Continuing - Anyway…. - So, as I was saying - Well…	**Discourse Markers** Changing the topic - Anyway…, by the way, there´s something else I wanted to tell you… Resuming a conversation - Anyway…, anyway, what I was saying? - What were we talking about? - To get back to what I was saying Continuing - Anyway…. - So, as I was saying - Well…	**Discourse Markers** Changing the topic - Anyway…, by the way, there´s something else I wanted to tell you… Resuming a conversation - Anyway…, anyway, what I was saying? - What were we talking about? - To get back to what I was saying Continuing - Anyway…. - So, as I was saying Well…
Grammar & Sentence Frames	**Grammar &Sentence Frames** Contrasting opinions	**Grammar & Sentence Frames** Managing interaction	**Grammar & Sentence Frames** Managing interaction

Broader range of intensifiers such as too, enough – Jocks spend **too** much time in the gym. – nerds/ computer lab; pretty girls/looking in the mirror; theater geeks/theater; stoners/inhaling; shy kids/alone) – I have heard **enough** racist comments. Conditionals, 2nd and 3rd – **If we had more understanding**, we would get along with other people. – **If I have been born somewhere else**, I would have acted differently than I do now. – **If we could make people listen to each other,** we might see peace in the world**.**	– **On the one hand**, different cultures are very interesting. **On the other hand,** different cultures can cause misunderstandings. – **Mind you**, he is still very much a citizen of Costa Rica. – All societies have cultural norms. **Even though** norms influence our values, attitudes, and how we behave, we are often unaware that we are influenced at all. Wh- questions in the past – **Wha**t clique are you a part of? – **What** are some cultural norms that Costa Ricans have? – **What** makes a Costa Rican Costa Rican? –	Resuming a conversation – Anyway, what I was saying? – What were we talking about? – To get back to what I was saying Continuing – Anyway…. – So, as I was saying – Okay Expressing agreement/ disagreement – I think so too … – Well, not really… – I'm sorry but I think you're wrong. – I see what you mean, but … – Yes, I agree. – No, I disagree. Modals – Cliques are small exclusive groups of people that **might** choose to separate themselves from others. – Stereotypes **may** be positive or negative. – Subculture is a group having traits they **have to** follow that are different from others within the same culture.	Resuming a conversation – Anyway, what I was saying? – What were we talking about? – To get back to what I was saying Continuing – Anyway…. – So, as I was saying – Okay Expressing agreement/ disagreement – I think so too … – Well, not really… – I'm sorry but I think you're wrong. – I see what you mean, but … – Yes, I agree. – No, I disagree. Modals – Cliques are small exclusive groups of people that **might** choose to separate themselves from others. – Stereotypes **may** be positive or negative. – Subculture is a group having traits they **have to** follow that are different from others within the same culture.

Vocabulary <u>These Are My People</u> – maleku, cabécar, bribri, ngäbe, buglé, boruca, térraba, chorotega, huetar – Hang out, talk down, put up, take out, speak up, put down – Some types of stereotypes include: Gender, Race, Age, Ethnicity, Religion, Sexual orientation, Body type, Dress, Income, Career/job, country of origin, city of origin	**Vocabulary** <u>Cultures, Subcultures and Cliques</u> – Jocks, geeks, nerds, stoners (examples of cliques). – values, attitudes, behavior, background, interests, skills, exclusive, separate, stereotypes, reputation, peers	**Vocabulary** <u>Cultural Norms and Cultural Storms</u> – Prejudice, racist, cliques, ethnic, form, peace, insensitive, misunderstandings, culture, subculture, citizen, cultural norms, influence, society, positive, negative, typical.	**Vocabulary** <u>I Am Not My Hair*</u> – education level, school or college attended, married or single, introverted or extroverted, language, – complexion, hair or skin color, clothing, body art, political party, favorite sports, favorite teams
Psycho-social – Valuing and preserving own personal /country´s cultural identify. **Sociocultural** – Valuing an open- minded communication as a strategy to future understanding. – Showing empathy: putting oneself in the shoes of others' and listening to their needs. – Adopting a non-judgmental attitude towards others cultural diversity.	**Psycho-social** – Valuing and preserving own personal /country´s cultural identify. **Sociocultural** – Valuing an open- minded communication as a strategy to future understanding. – Showing empathy: putting oneself in the shoes of others' and listening to their needs.	**Psycho-social** – Valuing and preserving own personal /country´s cultural identify. **Sociocultural** – Valuing an open- minded communication as a strategy to future understanding. – Showing empathy: putting oneself in the shoes of others' and listening to their needs.	**Psycho-social** – Valuing and preserving own personal /country´s cultural identify. **Sociocultural** – Valuing an open- minded communication as a strategy to future understanding. – Showing empathy: putting oneself in the shoes of others' and listening to their needs.

	– Adopting a non-judgmental attitude towards others cultural diversity.	– Adopting a non-judgmental attitude towards others cultural diversity.	– Adopting a non-judgmental attitude towards others cultural diversity.	

*I am not my hair = your hair does not determine who you are; you are not defined solely by your appearance.

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Didactic Planning
Week # 1

Level: 10th		**Unit: 3**
Domain: Psycho-social & Sociocultural	**Scenario:** A World of Differences	**Theme:** These Are My People

Enduring Understanding: The world is made up of diverse groups of people who nurture one another.
Essential Question: How does understanding people's differences help us all become better human beings?

New Citizenship:

Dimensions
1. Ways of thinking (√)
2. Ways of living in the world (√)
3. Ways of relating with others (√)
4. Tools for integrating with the world (√)

Learn to Know	Learn to Do	Learn to Be and Live in Community
Grammar & Sentence Frames – Broader range of intensifiers such as too, enough – Jocks spend too much time in the gym. – I have heard enough racist comments. <u>Conditionals, 2nd and 3rd</u> – If we had more understanding, we would get along with other people. – If I had been born somewhere else, I would have acted differently than I do now. – If we could make people listen to each other, we might see peace in the world. **Vocabulary** – maleku, cabécar, bribri, ngäbe, buglé, boruca, térraba, chorotega, huetar, indigenous, spread out,	**Function** ● Describing people and places, feelings, emotions, and attitudes. **Discourse Markers** – **On the other hand**, we could go to the clinic. – **However,** this depends on the number of passengers. **<u>Initiating</u>** – Can I talk to you for a minute? – Excuse me, please. Do you have a minute? <u>Managing interaction</u> <u>Interrupting</u> – Sorry to interrupt you but … – I have a question.	**Psychosocial** – Valuing and preserving own personal /country´s cultural identify. **Sociocultural** – Valuing an open- minded communication as a strategy to future understanding. – Showing empathy: putting oneself in the shoes of others and listening to their needs. – Adopting a non-judgmental attitude towards others' cultural diversity.

settle, hunter-gatherers, retreat, tight-knit, staged, mingling, hold on to, crops, survived, struggles, defeated, native, identity, crafts, carved, design, fierce, settlement	– Could I interrupt here? <u>Closing</u> – It´s been nice talking to you. See you later. – I´m sorry, I have to go now. – Must go.	

Assessment Strategies & indicators of learning* (Diagnostic, formative, summative)	**Learner can**	**Didactic Sequence Mediation**	**Time** Total: 120 min (3 lessons)
		Pre-teaching **Routine:** Checking attendance, checking in with Ls, T posts the Essential Question on the board, Can Do's, and class agenda, etc. **Participating: Warm - up** Play **Kai** (traditional indigenous game from Australia) Students form groups of 5 players. Each group forms a circle. The ball (soft one) is thrown into the air and each player passes it to another by striking the ball upwards with the palm of the hand. As they hit the ball, they call the letters of the alphabet. Basic rules are: No hitting the ball twice in a turn. Ball should never touch the ground. If the ball touches the ground, the alphabet starts over. The first group to finish calling the alphabet wins. (taken and modified from https://www.qld.gov.au/__data/assets/pdf_file/0021/13548/indigenous-games-yulunga.pdf#page=47) Very quickly, teacher tells the students that this is a traditional indigenous game from Australia. He/She asks some of them what they think about the game. **Engaging: Activation of prior knowledge**	5

R.3. interprets many subject specific words when encountered in text.	**R.3**. understand many subject specific words when encountered in text (e.g., diversity, culture, cultural norms, stereotypes) to support reading comprehension by	Teacher asks students to look at three different pictures (See **APPENDIX 1**). They have to write down what they know (or think that they know) about each of them. When finished, they will share the answers with a classmate and then with the whole group. **Introducing** Teacher can play this short audio for students as background music: ENCUENTRO CABECAR 2014-[AudioTrimmer.com].mp3 (Adapted from https://www.youtube.com/watch?v=rTQUeLyv62U) Then, the teacher shows students three pictures of Costa Rican indigenous people **(See APPENDIX 2)**. He/She reads the following reflection: Did you know that there are several indigenous groups in our country? How much do we know about them and their culture? What do we know about the places where they live, how they dress, and what they believe in? They are our people. They are Costa Ricans, too. This week, we are going to open our minds to a whole new world! Optional: He/She can ask them what they think about the background music. **Pre-reading** **Pairwork**: Show the students **APPENDIX 3** and ask them to talk about the following questions: How are these pictures similar and different? What do you know about each of the items portrayed? Who made them? Teacher asks volunteers to share their answers with the group. Teacher introduces the goal of the lesson: understand many specific words in the text.	

	key words, diagrams and illustrations.	Teacher introduces the key words by showing pictures with sentences. The teacher or a volunteer reads every word aloud and the students listen. (**See APPENDIX 4**) Then, he/she reads every word and the corresponding sentence (he/she can use gestures to enhance understanding). Students listen and repeat words and sentences. Students copy them in their notebooks (teacher can give them a copy). **Key words:** spread out, settle, hunter-gatherers, retreat, tight-knit, staged, mingling, hold on to, crops Teacher clarifies the meaning of the words by asking questions such as What is something that can be spread out on a table? What do people do when they settle? etc. **Pairwork**: Teacher projects numbered pictures of the key words (**See APPENDIX 5)** and gives students a copy of the sentences previously studied (**See APPENDIX 6**). One student at a time, reads a sentence at random from his/her copy and the classmate has to tell the number of the picture. **Reading for the first time** (Find the reading in **APPENDIX 7**) Teacher asks the students to read the text for a general understanding. Students choose the best option to answer the question below. What is the article about? It is about the _____ ( ) origins of the indigenous peoples in Costa Rica ( ) characteristics of the indigenous groups in Costa Rica **(correct answer)** ( ) arts and crafts of indigenous tribes in Costa Rica	

		Reading for the second time: 1. How did indigenous settlements change after the Spanish arrival? ( ) They lived spread out throughout the country trying to keep their culture intact. ( ) They became hunters and gatherers as they became more organized. ( ) They had to retreat to the jungle due to concerns about their safety. (**correct answer**) 2. How are Borucas and Guatusos tribes different in relation to the preservation of their culture? ( ) Borucas try to keep their own culture while Guatusos have mixed with other cultures. (**correct answer**) ( ) Borucas respect their traditions while Guatusos have forgotten about them. ( ) Borucas have traditions to preserve their culture while Guatusos do not have any tradition. 3. What do Cabécares, Chorotegas and Guatusos tribes have in common? ( ) The three of them produce beautiful ceramics. ( ) They all cultivate the land. (**correct answer**)	

		( ) The three of them have preserved their native language. 4. How are Cabécares and Guatusos tribes different in terms of the use of their native language? ( ) Both tribes teach Spanish and their native languages at school. ( ) Guatusos speak their native language. ( ) Cabécares have a more consolidated use of their native language. (**correct answer**) **Pair/Group feedback** Teacher goes over every student's answer and then checks answers orally. **Post-reading** Student A: With the English that you have learned at school, you got a job on vacation at a travel agency. A tourist comes in and wants to visit an indigenous group in our country. Give her/him information about the characteristics of the different groups for her/him to make a decision. Student B: You are a tourist visiting Costa Rica. You are very interested in visiting an indigenous territory. Ask the person at the travel agency information about these groups in our country. Make a decision about one to visit. Switch roles.	

L.1. distinguishes many television, radio, and web-based broadcasts/ announcements.	**L.1.** understand many television, radio, and web-based broadcasts/ announcements dealing with subjects of interest if the people talk clearly. .	**Pre-listening** Teacher shows students two pictures of two Boruca masks **(See APPENDIX 8)**. He/She shows them the masks and asks them: What are they? They are Boruca masks. Have you seen similar ones before? Where? What do they represent? The Borucans' fierce resistance to colonization. Teacher introduces the goal of the lesson: Understand announcements dealing with subjects of interest. **Key words**: survived, struggles, defeated, native, identity, crafts, carved, design Teacher presents the key words. He/She shows a series of pictures (**APPENDIX 9**). And gives students a handout with some sentences related to the pictures or asks them to write them down (**See APPENDIX 10**). Students match the sentences with the corresponding pictures. Students compare answers in pairs. Then, teacher asks students to share their answers with the group. Teacher reads the bolded words and the students listen. Teacher points at a word at a time and students pronounce it. Teacher reads the sentences, and students repeat them.	

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Teacher asks students questions to make sure that they understand the meaning of the words. Example: What is a synonym for the word struggles? If in a game, Saprissa defeated Alajuela, who won the game?

Pairwork: Teacher projects Appendix 9 for students to quiz each other. One student reads a sentence from Appendix 10 (make copies or ask students to write the sentences down), and the other student calls out the corresponding number of the picture.

Listening for the first time This is the link to the video: tps://www.youtube.com/watch?v=jvOtmysFwMQ Boruca Festival of the Little Devils the masks. Up to 2:10.

Project Appendix 11. Teacher asks students to draw the table from the appendix. Students will listen to the audio/watch the video, and they will number the pictures according to it. Example of table and answers:

<table>
<tr><td>3</td><td>5</td><td>2</td></tr>
<tr><td>4</td><td>1</td><td></td></tr>
</table>

Pair/Group feedback
</td>
<td></td>
</tr>
</table>

		In pairs, learners compare their answers. Then, the teacher points to every square and calls numbers from 1 to 5 outloud and asks students to raise their hand if that is the number that they wrote in the square that he/she is pointing to. **Listening for the second (and third time)**. Listen and choose the correct answer to complete each statement. 1. Borucas reserve is located in the ____ ( ) North Pacific part of Costa Rica ( ) Eastern part of our country ( ) South Pacific part of our country **(correct)** 2. Borucas do not consider themselves defeated by conquistadors because ____ ( ) they can still make masks ( ) their culture is still alive today **(correct)** ( ) they survived the struggles against conquistadors 3. Some ancient Boruca traditions that have survived are ____ ( ) crafts, legends and dance **(correct)**	

SI.1. repeats what has been said and convey this information to another person.	**SI.1**. repeat what has been said and convey this information to another person.	( ) carves, masks and paints ( ) dance, masks and language 4. Masks are unique because _____ ( ) colors, size and designs ( ) materials, size and paints ( ) colors, designs and paints **(correct)** **Pair/Group feedback** Teacher walks around the classroom and takes a look at the answers of the students. He/She takes notes about students' performance, if necessary. **Post-listening:** As part of your visit to the Boruca tribe, you have decided to produce a small brochure to distribute around some travel agencies in the South Pacific area. Elaborate your brochure with the information that you consider that visitors should know about. **Spoken Interaction/Production**	

		Teacher projects/writes some example sentences describing people, places, feelings, emotions and attitudes. Teacher will join two different sentences by using contrasting words such as even though, on the other hand, although and however. Example: Even though the day was beautiful, we could not swim in the ocean because the waves were really rough. **Planning** The teacher explains the task. **Pairwork**. You just arrived from your trip to the Boruca site. You learned a lot about them. You have a conversation with a friend in which you tell them everything you remember about it. (Let students use the video: Festival of the Little Devils as their resource and ask them to use the contrasting words to report.) **Organizing** In pairs, students organize their conversation including the requested information and structure studied. **Rehearsing** Students take some time to practice the conversation until they have mastered its content and organization and both have switched roles. **Interacting/Describing** Pairs can also call the teacher to their places when ready and perform for him/her. Some students can go to the front to perform for their classmates. **Phonology Review** **D**iphthongs	

		Each student is given a copy of a chart **(see APPENDIX 12 - Answer Key on APPENDIX 13).** T. posts different sentences on the wall **(see APPENDIX 14)**. Ss work in pairs. They walk around the classroom. They read each sentence out loud and identify the word that belongs to any of the diphthongs in the chart. They have to make sure that the number of the sentence corresponds to the number in the chart. Once they finish, they compare their answers with another pair. T. checks their answers orally.	
Integrated Mini-Project			**Time**
Allow time for the Integrated Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation. **Participating to negotiate:** (5 or 10 minutes in week 1 or 2) **Option 1** Make up a festivity that celebrates a particular event worth remembering. It may be something in the community, at school or even in the classroom. What is it? How do people celebrate it? What does it represent or mean? **Option 2** Look for information about cliques, subcultures and cultural norms that you consider interesting. Make a list of them (2 of each). Describe them. Express your opinions in relation to them what things you agree and disagree with of those cliques, subcultures and cultural norms. **Option 3** In a small group, explore the culture, subculture and cultural norms that every member has. Describe them. Explain how those ideas make interactions easier or harder. Express which ideas you agree or disagree with from your culture, subculture and cultural norms.			Adjust previous times listed above to allow 5 min each week. Group presentations can be week 5 or 6.

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Reflective Teaching		
What worked well	What didn't work well	How to improve

Enduring Understanding Reflection

How well did the learners progress in their understanding of the Enduring Understanding?

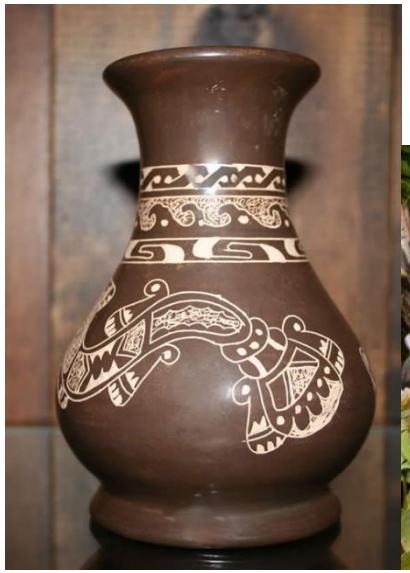
Week Plan Self-Assessment

At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)

Learner Self-Assessment			
I can…	***Yes***	***In progress***	***No***

*You must include the indicators of learning from the document "Guidelines on How to Write Indicators of Learning for the Pedagogical Mediation of the English Curriculum" under each Assessment Strategy and in the Self -Assessment chart at the end of every week.

APPENDIX 1



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APPENDIX 2

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APPENDIX 3

https://images.app.goo.gl/m7fibV4vXn6eATUw6

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https://images.app.goo.gl/pb9FF8wAZT3YMEQGA

https://images.app.goo.gl/zY4Xqegk42FwzN5VA

APPENDIX 4

 https://www.mostphotos.com/en-us/25068698/playing-cards-spread-out-face-up-poker-cards Luis **spread out** the cards on the table.	 https://images.app.goo.gl/eJjmpDDL9KyP6AwH9 The Spanish were among the first Europeans to **settle** in America.	 https://images.app.goo.gl/2ytSjHmvz8Xrsuk69 Ancient tribes were **hunter-gatherers**.
 https://images.app.goo.gl/QyHfH4n7o1abeNou7	 https://images.app.goo.gl/fQMQF8wGAfvnqrD17	 https://images.app.goo.gl/fyDacxKVkwtuYNkj6

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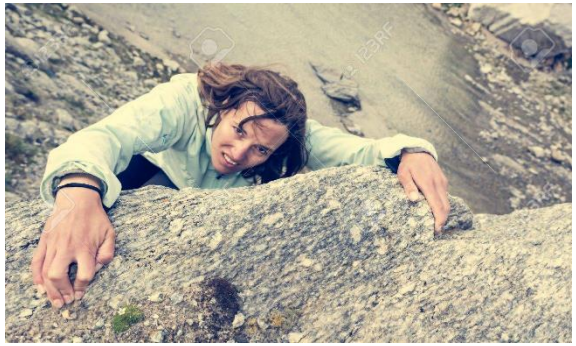
The fire made the animals **retreat**.	We have a **tight-knit** family.	Romeo and Juliet was **staged** by the tenth grade students.

 https://images.app.goo.gl/HU7pS8t88bbRd8yR9 The kitchen was filled with the **mingling** scents of coffee, toasts, eggs and pinto.	 https://images.app.goo.gl/Q4Ci4hSoPD7br9aJ7 The climber had to **hold on to** the rock firmly.	 https://images.app.goo.gl/T1REFFzRef6vKcih9 https://images.app.goo.gl/owp194cbJA5kvxFo7 Costa Rica has been successful in exporting new **crops** such as pineapples and ornamental plants.

APPENDIX 5

1

2

3

4

5

6

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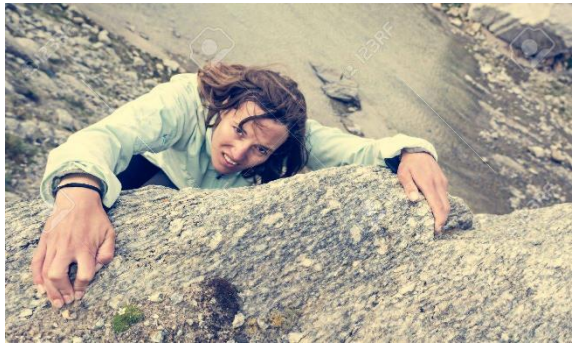
7	 8	9

APPENDIX 6

Luis **spread out** the cards on the table.

The Spanish were among the first Europeans to **settle** in America.

Ancient tribes were **hunter-gatherers**.

The fire made the animals **retreat**.

We have a **tight-knit** family.

Romeo and Juliet was **staged** by the tenth grade students.

The kitchen was filled with the **mingling** scents of coffee, toasts, eggs and pinto.

The climber had to **hold on** to the rock firmly.

Costa Rica has been successful in exporting new **crops** such as pineapples and ornamental plants.

APPENDIX 7

A Brief Introduction to the Indigenous Tribes of Costa Rica

JENN PARKER/ MAY 3, 2017

Before the arrival of the Spanish conquistadores, Costa Rica – like other countries in Central and South America – was entirely populated by indigenous tribes. Prior to 1502, between 400,000 and 500,000 native people lived in Costa Rica in distinct cultural groups, spread out throughout the country. It is thought that at one point there were as many as 25 tribes.

The first tribes to settle in Costa Rica were hunters and gatherers. As time passed, and experience and knowledge of the land, plants, and animals developed, tribes became more organized, civilized, and sophisticated. Groups became more permanently based and stable communities were formed. It wasn't until the Spanish conquistadors arrived that many of the tribes retreated to the deep jungles of Costa Rica for safety.

Tribes of Macro-Chibcha ethnic origin

There are five tribes that have been traced back to Macro-Chibcha origin, which is mainly from the northern region of South America, including the Amazon. The Guaymíes, Cabécares, Bribris, Térrabas, and Borucas tribes all emigrated to Costa Rica from the south. Today these tribes are still present in Costa Rica, but in much smaller numbers. Unfortunately, many of the indigenous people were run out of their territories, enslaved, or died from foreign diseases.

<u>Borucas tribe</u>

The indigenous Borucas people of Costa Rica are still deeply rooted to their ancestral traditions. They are well known for their annual Fiesta de los Diablitos, which is a festival to celebrate their resistance and cultural survival against the conquistadores. During the festival, a performance of the devils (the Indians) versus the bull (the Spanish conquistadores) is staged. The Borucas make beautiful and detailed wooden masks for the festival.

Cabécares tribe

There are around 10,000 members of the Cabécares tribe still present in Costa Rica. The tribe continues to speak their native language and practice their traditional medicine and way of life. The cacique (the chief) of the tribe is permitted to marry several wives, as this tribe is a patrimonial culture. This tight-knit tribe are proud farmers of cocoa, coffee, and bananas, as well as fishermen and bird hunters.

Tribes of the Mesoamerican ethnic origin

There are three tribes in Costa Rica that are of Mesoamerican descent. The Huetares, Chorotegas, and Guatusos or Malekus tribes all traveled to Costa Rica from the north. These tribes were traced back to indigenous groups from Mexico and Guatemala, such as the Mayans and Aztecs.

Chorotegas tribe

The Chorotegas are the largest and most developed tribal group in Costa Rica. They are excellent farmers and produce crops such as cotton, cacao, corn, and beans. They are also well known for their ceramics. Typically, the women are the artisans and they create beautiful pieces that depict native animals of Costa Rica, like the jaguar and crocodile.

Guatusos tribe

This tribe, sometimes also called the Malekus tribe, are one of the smallest indigenous tribes in Costa Rica. Unfortunately, the majority of their land no longer belongs to them. There is also a very high rate of unemployment and inter-cultural mingling. They still make traditional ceramics and art, and also grow crops and keep bees. One thing that the tribe is trying to hold on to is their native language. In Guatusos schools, both Spanish and Maleku are taught to students.

(Taken and modified from **https://theculturetrip.com/central-america/costa-rica/articles/a-brief-introduction-to-the-indigenous-tribes-of-costa-rica/**)

APPENDIX 8

https://images.app.goo.gl/5Yy3JyzEVRnpbCZV9

https://images.app.goo.gl/jByumBncGQ6LQYY67

Appendix 9

1 https://images.app.goo.gl/Usrnn8WFgHtJok9AA	2 https://images.app.goo.gl/m76Lr8Bc4oCmwoPi6	3 https://images.app.goo.gl/S86hhFFd2aUhpXvq6
4 https://images.app.goo.gl/Dtgn5jjQt7y8XySp9	5 https://images.app.goo.gl/g3ai3X4Qwy2pSvLy9	6 https://images.app.goo.gl/KDfsManabCffiHpb6

7 https://images.app.goo.gl/76HADUPFS8t92YVY9	8 https://images.app.goo.gl/KDfsManabCffiHpb6	

Appendix 10

Look at the pictures. Match the sentences with the corresponding pictures by writing down the number of the picture in the given space.

_____ Chandler is a **native** New Yorker. He was born there and has lived there all his life.

_____ Immigrants that go to the USA face many **struggles** like not knowing any English.

_____ Manuel **carved** a beautiful wooden duck.

_____ Many artisans sell their handmade **crafts** online.

_____ The tapestry had such a beautiful **design**.

_____ Roger Federer **defeated** Rafael Nadal in four sets.

_____ She was happy that she had **survived** the surgery.

_____ Masks protect the **identity** of super heroes.

Appendix 11

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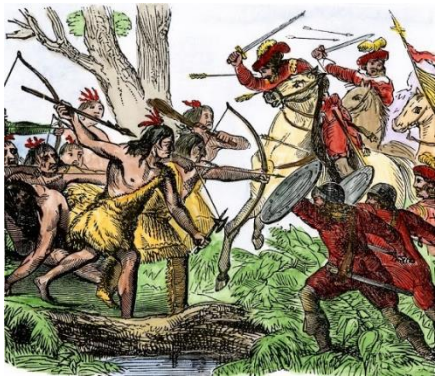
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https://images.app.goo.gl/iqkocTrG2PyXGtAk8

https://images.app.goo.gl/c6kQXaWdwpZVxMXZ7

Appendix 12

Sentence	**/eɪ/**	**/əʊ/**	**/aɪ/**	**/aʊ/**
Example			*design*	
1				
2				
3				
4				
5				
6				
7				
8				

9				
10				

Appendix 13 ANSWER KEY

Sentence	/eɪ/	/əʊ/	/aɪ/	/aʊ/
Example			*design*	
1	Ancient		tribes	
2	staged	Romeo		
3		toasts / pinto		
4		hold	climber	
5	table			out
6	face	knowing	like	
7	handmade		online	
8			survived	

9	native		life	
10		heroes	identity	

Appendix 14

EXAMPLE: The tapestry had such a beautiful design.

1. Ancient tribes were hunter-gatherers.

2. Romeo and Juliet was staged by the tenth grade students.

3. The kitchen was filled with the mingling scents of

coffee, toasts, eggs and pinto.
4. The climber had to hold on to the rock firmly.

5. Luis spread out the cards on the table.
6. Immigrants that go to the USA face many

struggles like not knowing any English.

7. Many artisans sell their handmade crafts online.

8. She was happy that she had survived the surgery.
9. Chandler is a native New Yorker. He was born there

and has lived there all his life.
10. Masks protect the identity of superheros.

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Didactic Planning
Week # 2

Level: 10th		Unit: 3
Domain: Psycho-social & Sociocultural	**Scenario: A World of Differences**	**Theme: Cultures, Subcultures and Cliques**

Enduring Understanding: The world is made up of diverse people groups who nurture one another.
Essential Question: How does understanding people's differences help us all become better human beings?

New Citizenship:

Dimensions
1. Ways of thinking (√)
2. Ways of living in the world (√)
3. Ways of relating with others (√)
4. Tools for integrating with the world (√)

Learn to Know	Learn to Do	Learn to Be and Live in Community
Grammar & Sentence Frames <u>Contrasting opinions</u> **On the one hand**, different cultures are very interesting. **On the other hand**, different cultures can cause misunderstandings. **Mind you**, he is still very much a citizen of Costa Rica. All societies have cultural norms. **Even though** norms influence our values, attitudes, and how we behave, we are often unaware that we are influenced at all. <u>Stating your opinion</u> I think… I believe…. I feel….In my opinion <u>Agreeing</u>	**Function** • Expressing opinions, agreement and disagreement **Discourse Markers** <u>Changing the topic</u> - Anyway…, by the way, there´s something else I wanted to tell you… <u>Resuming a conversation</u> - Anyway…, anyway, what was I saying? - What were we talking about? - To get back to what I was saying, ... <u>Continuing</u>	**Psychosocial** - Valuing and preserving own personal /country´s cultural identity. **Sociocultural** - Valuing open-minded communication as a strategy to future understanding. - Showing empathy: putting oneself in the shoes of others' and listening to their needs. - Adopting a non-judgmental attitude towards others' cultural diversity.

I agree with you./That's so true./ That's exactly how I feel. Disagreeing You may have a point there;however, I think.../I don't think so./ I'm afraid I disagree. **Vocabulary** Cultures, Subcultures and Cliques -clique (examples of cliques), fit in, left out, exclude, ridicule, mean, make fun of, deal with, herd, hang out, self-esteem, value, compatible -Culture, subculture, high culture, popular (pop) culture, gamers, fandoms, bikers, etc, pattern, attitudes, wealth, mainstream, spread, heritage, traits, embraces, die-hard values, interests, exclusive, stereotypes, diversity	- Anyway, … - So, as I was saying, Well…	

Assessment Strategies & indicators of learning* (Diagnostic, formative, summative)	**Learner can**	**Didactic Sequence Mediation**	**Time** Total: 120 min (3 lessons)
		Pre-teaching **Routine:** Checking attendance, checking in with Ls, T posts the Essential Question on the board, Can Do's, and class agenda, etc. **Participating: Warm- up**	

.		Things in common: Teacher asks students to make groups of 4 students. They have to group themselves according to something that all four have in common, whether it is something physical, personality, likes, dislikes, clothing, etc. Teacher asks each group what the criteria for grouping was. Teacher asks them to do it one or two times more with different students and different criteria. **Engaging: Activation of prior knowledge** Teacher uses the warm -up activity as a starting point for a conversation about the theme of the week. He/She prompts the conversation by means of questions such as: 1. Did you find different classmates with whom you have things in common? 2. How do students group themselves in this group? 3. How do people group themselves in society? 4. What makes a Costa Rican, Costa Rican? **Introducing** Using the information from previous activities, the teacher shares three sentences with the students. He/She will ask them to read the sentences and classify them as: 1. express opinions 2.show agreement 3. show disagreement _____ We are all different; however, we also find many aspects in common. _____ In my opinion, we have many things in common with each other. _____ I agree with Carlos. Differences make us unique. **Pre-listening**	
L.2. extracts main idea of audio texts in many television, radio, and web-based broadcasts/ announcements.	L.2. follow the main idea of audio text if the topic is familiar and the text can be replayed.	Activation of schema. Teacher presents a picture of a group of characters from school **See (APPENDIX 1)**. He/She asks them: What do you see in the picture? How many of them have you seen at school? Do you relate to any of the characters? What is a clique? Teacher asks students to share the answers to those questions with a classmate and then share with the rest of the group.	

		Clique: A small group of people, with shared interests or other features in common, who spend time together and do not readily allow others to join them. https://www.lexico.com/en/definition/clique Teacher introduces the goal for the lesson: L.2. follow the main idea of audio text about subcultures and cliques. Video for the task can be accessed at https://www.youtube.com/watch?v=dn5Rs9PbdA0 up to 2:30 Teacher presents the key words by giving students a piece of paper with incomplete sentences. (**See APPENDIX 2)** Students fill in the blanks with the correct words from the list. Every student compares his/her answers with a classmate. Teacher shares the answers with the whole group. After giving every answer, the teacher explains the meaning of the word or phrase. Teacher reads every sentence, putting emphasis on the key word. Students repeat. **Key words:** fit in, left out, excluded, ridicule, mean, make fun of, deal with, herd, hang out Teacher clarifies the meaning of the words by asking questions such as What animals live in herds? What is something that you can do to hang out with your friends? **Pair work**: Teacher projects the key words. One student reads one of the sentences from **APPENDIX 2** without mentioning the key word. The other student has to call out the word that finishes the sentence correctly. Switch roles. **Listening for the first time**. Choose the right answer. Write down a check mark on the ideas that are mentioned in the video: _____ Cliques are exclusive groups.	

		_____ Cliques respect differences. _____ Cliques are formed by popular kids. _____ There are different ways to deal with cliques. **Pair/Group feedback** In pairs, learners compare their answers, and the teacher asks students to raise their hands to show which option they checked. **Listening for the second (and third time)** Listen again and choose the best answer. 1. What is a characteristic of cliques mentioned in the video? A) They help kids fit in at school. B) They do not allow others to be part of the clique. **(Correct answer)** C) They offer different options for every student. 2. Why do some students consider cliques as mean? Because_____	

		A) students in cliques make fun of others or ridicule them. **(Correct answer)** B) they are exclusive. C) only students who are similar hang out. 3. How long have cliques been around our society? A) They are a new social phenomenon in our society. B) Nobody knows how long they have been around. C) Students have been dealing with them for years. **(Correct answer)** 4. How is “Don’t be one of the herd” explained in the video? A) Get to know people as individuals. B) Find people you are more compatible with. C) If people don’t like who you are, ignore them. **(Correct answer)** 5. Which of the following recommendations was NOT mentioned in the video? A) Value your individuality. B) Choose your friends based on who they are.	

R.1. recognizes textbook explanations and examples.	R.1. read textbook explanations and examples with aid of word list and/or dictionary support.	C) Organize your own clique at school. **(Correct answer)** **Pair/Group feedback** Teacher walks around and checks the students' answers. **Post-listening**: **Pair work:** Listen again and take notes about the pieces of advice given by the students. After that, play the following roles: a friend of yours wants to be part of a clique. Tell him/her what you think of cliques and give him/her two good pieces of advice. Some volunteers will go to the front to present their conversations. **Pre-reading** Teacher enlarges words on **APPENDIX 3**, cuts them out and pastes them on the walls around the classroom (definitions for each term are attached). The teacher asks the students to go and stand up in front of the word that they like or that describes them. Once every student has done that, the teacher will ask for volunteers to explain what that word means and describe people who are part of that group. Then, the teacher asks them: Are you all Costa Ricans? Looking at this example, can you tell me how you perceive culture and subcultures? What do you think that we are studying today? Teacher introduces the goal of the lesson: read textbook explanations and examples with aid of word list **Key words**: pattern, attitudes, wealth, mainstream, spread, heritage, traits, embraces, diehard	

		Teacher presents the key words by reading them out loud. Then, he/she asks students to match questions related to the key words with the corresponding answers individually. Teacher can print **APPENDIX 4** for that purpose. Students answer individually. Compare answers with a partner. Then, check with the rest of the group. Teacher clarifies the meaning of the key words by giving them a synonym, and students have to give the key word. Synonyms: decorative design, point of view, riches, popular, diffusion, patrimony, characteristic, accepts, fanatic **Pairwork**: With the copy from Appendix 4, the teacher asks the students to make pairs. Both students hold the copy, but one one them folds it in half, so he/she can see only the answers. The other student asks the questions at random while his/her classmate answers. Switch roles. **Reading for the first time (**the text is in **Appendix 5**) Read the following statements and number them in the order in which they are mentioned in the reading. _____ High and pop cultures have patterns of experiences directed to different audiences. _____ Gamers and Fandoms are examples of subcultures. _____ Subcultures are small cultural groups within a larger culture. _____ There are a multitude of cultural differences between societies in the world. Answer key: 2, 4, 3, 1 **Pair/Group feedback** Students share answers in pairs. Then, share their answers with the group. **Reading for the second time** Read the text and fill in the graphic organizer with the information (See **Appendix 6**).	

W.1. writes completing specific graphic organizers and sentence frames aimed at monitoring comprehension.	W.1 express what has been learned, how it has been learned, and learning goals for the future related to cultural diversity.	Teacher walks around the classroom and looks at students' answers. Then, he/she writes/pastes/projects the answers on the board. **Post-reading** Pair work**.** One of the two students states an opinion using information from the article, and the other says something to agree or disagree with what was said. Switch roles. Stating your opinion: I think… I believe…. I feel….In my opinion Agreeing: I agree with you./That's so true./ That's exactly how I feel. Disagreeing: You may have a point there; however, I think.../I don't think so./ I'm afraid I disagree. Example: A: I think that we we are not defined by one single preference. B: That's true. We can like things from different subcultures. We are diverse. **Pre-writing** Teacher projects/writes the following headings on the board: What I Have Learned this Week / How I Have Learned It / What I would like to learn in the future. Teacher asks students to think about the different headings. After a few minutes, he/she asks them to share ideas with a partner orally. Finally, the teacher asks for three volunteers to share one idea per heading, and the teacher proceeds to write them down on the board just to set an example. Teacher uses complete sentences to do so. Teacher distributes copy on **Appendix 7** and shares the task with the students. The school is going to organize a round table about diversity and culture and your teacher has selected you as a representative of your group. Your teacher gives you a graphic organizer to help you write down your ideas. Fill in the organizer. **Drafting** Students will write down their ideas for every heading in their notebooks or on a piece of paper. Teacher clarifies that they have to use complete sentences.	

		Revising Students check if all important ideas were included. They go over grammar, spelling, punctuation, etc. **Editing & Publishing** Students go over spelling, grammar, punctuation, capitalization and word choice. They can use their cell phone, a dictionary and/or ask a partner. After that, they proceed to fill in the graphic organizer. **Phonology Review** The teacher copies the words from a set of minimal pairs on board. Students drill them. After that, teacher asks students to pick seven words from the board and write them down in their notebooks. Students should read their words either to the class or to a partner. The listeners should write down the words they hear. After the words have been given and repeated (if necessary), the listeners compare their lists with the original list. The teacher can also write her/his own list of perceived words on the board to compare with the student's list. (The words in bold are words taken from the material provided in this week) **fit** feet **fun** fan **been** bean **most** must **share** chair **food** foot **customs** costumes T. can also read sentences to students so that they identify the words.They write down the words they hear in order. A **fan** had **fun** during the concert. A **bean** has **been** planted. **Food** fell on my **foot.** My **feet** don't **fit** in these shoes.	

		Most doors **must** be locked. These **customs** involve wearing **costumes**. I'll **share** my **chair** with you.	
Integrated Mini-Project			**Time**
Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation. **Participating to negotiate:** (5 or 10 minutes in week 1 or 2)			Adjust previous times listed above to allow 5 min each week. Group presentations can be week 5 or 6.

Reflective Teaching

What worked well	What didn't work well	How to improve

Enduring Understanding Reflection

How well did the learners progress in their understanding of the Enduring Understanding?

Week Plan Self-Assessment

At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)

Learner Self-Assessment			
I can…	***Yes***	***In progress***	***No***

*You must include the indicators of learning from the document “Guidelines on How to Write Indicators of Learning for the Pedagogical Mediation of the English Curriculum” under each Assessment Strategy and in the Self -Assessment chart at the end of every week.

APPENDIX 1

The cheerleaders
The jocks
The geeks
The punks
The goths
The skaters
The artists
The cool teachers
RISE OR FALL
THE BATTLE OF THE CLIQUES
★★★★★
"TWO THUMBS UP!"
America Weekly Journal
★★★★★
"A NAIL BITER"
The USA Star
A game by Martin Nedergaard Andersen

https://images.app.goo.gl/5KDhjoC6kPtmwsme8

APPENDIX 2

Complete the sentences using the words in the list:

fit in, left out, excluded, ridicule, mean, make fun of, deal with, herd, hang out

1. Before the evaluation week, students hardly have time to _____ with their friends.
2. Students are afraid of making mistakes because they think that others might _____ them.
3. Some students think that they have the right to _____ others.
4. You do not have to be part of the _____. It is important to value your individuality.
5. Rosibel thinks that she does not _____ at her new school.
6. Students with special needs should not be _____ from the school system.
7. Alina was _____ to her classmates. She never played with them.
8. Rudy was _____ of the theater group.
9. Some students learn how to _____ bullying in a very positive way.

APPENDIX 3

Bodybuilding	**Metalcore**	**Cosplay**	**Otaku**	**Emo**	**Rave Scene**	**Gamer**
Skater	**Goth**	**Bikers**	**Hip hop**	**Fandom**	**Hipsters**	**Surfers**

Bodybuilding - using certain exercises to train the body into a highly sculpted, muscular form

Cosplay - a group involved in full immersion into a fictional character

Emo - short for "emotional," a movement directed at fans of emotional, expressive hardcore punk rock

Gaming - a group of people who enjoy playing video games, either individually, with friends, or through a virtual platform

Goth - people who find beauty in things others might find dark, including clothing and attire, decor, and more

Hip hop - started in South Bronx in the 70s, a group of people who enjoy break dancing, graffiti, DJs combining songs and rap, and other artistic expressions

Hipsters - a merging of many identities, including retro styles, skinny jeans, artistic movements, urban living,

Metalcore - a genre of music that fuses extreme metal and hardcore punk

Otaku - people obsessed with anime and manga

Rave Scene - characterized by wild parties with loud music and possibly light or laser shows

Skater - a movement of teens and adults who enjoy skateboarding

Surfer - the people, language, fashion, and lifestyle surrounding the sport of surfing

APPENDIX 4

What does he like about the painting?	1	( )	That even with all his **wealth**, he is not happy.
What did the teacher tell them?	2	( )	It's part of their cultural **heritage**.
What's the matter with Donald?	3	( )	They are **die-hard** fans of the soccer team.
What's the name of that group?	4	( )	Its colorful **pattern**.
What do health authorities want to avoid?	5	( )	Her cheerfulness and confidence are her most relevant **traits**.
Why do they dress like that?	6	( )	They don't want the virus to **spread**.
How would you describe Daniela?	7	( )	That they need to change their **attitudes**.
What does his father think about it?	8	( )	They're called The Verve. They're not in the **mainstream** music.
Who are those people with those t-shirts?	9	( )	He **embraces** ear and nose piercing.

APPENDIX 5

Pop Culture, Subculture, and Cultural Change

It may seem obvious that there are a multitude of cultural differences between societies in the world. After all, we can easily see that people vary from one society to the next. It's natural that a young woman from rural Kenya would have a very different view of the world from an elderly man in Mumbai—one of the most populated cities in the world. Additionally, each culture has its own internal variations. Sometimes the differences between cultures are not nearly as large as the differences inside cultures.

High Culture and Popular Culture

Sociologists use the term high culture to describe the pattern of cultural experiences and attitudes that exist in the highest class segments of a society. People often associate high culture with intellectualism, political power, and prestige. In America, high culture also tends to be associated with wealth. Events considered high culture can be expensive and formal—attending a ballet, seeing a play, or listening to a live symphony performance.

The term popular culture refers to the pattern of cultural experiences and attitudes that exist in mainstream society. Popular culture events might include a parade, a baseball game, or the season finale of a television show. Rock and pop music—"pop" is short for "popular"—are part of popular culture. Popular culture is often expressed and spread via commercial media such as radio, television, movies, the music industry, publishers, and corporate-run websites. Unlike high culture, popular culture is known and accessible to most people. You can share a discussion of favorite football teams with a new coworker or comment on American Idol when making small talk in line at the grocery store.

Subculture and Counterculture

A subculture is just what it sounds like—a smaller cultural group within a larger culture; people of a subculture are part of the larger culture but also share a specific identity within a smaller group.

Thousands of subcultures exist within the United States. Ethnic and racial groups share the language, food, and customs of their heritage. Other subcultures are united by shared experiences. Biker culture revolves around a dedication to motorcycles. Some subcultures are formed by members who possess traits or preferences that differ from the majority of a society's population. The body modification community embraces aesthetic additions to the

human body, such as tattoos, piercings, and certain forms of plastic surgery. In the United States, adolescents often form subcultures to develop a shared youth identity. But even as members of a subculture band together, they still identify with and participate in the larger society.

https://courses.lumenlearning.com/sociology/chapter/pop-culture-subculture-and-cultural-change/

Examples of Subcultures in the USA

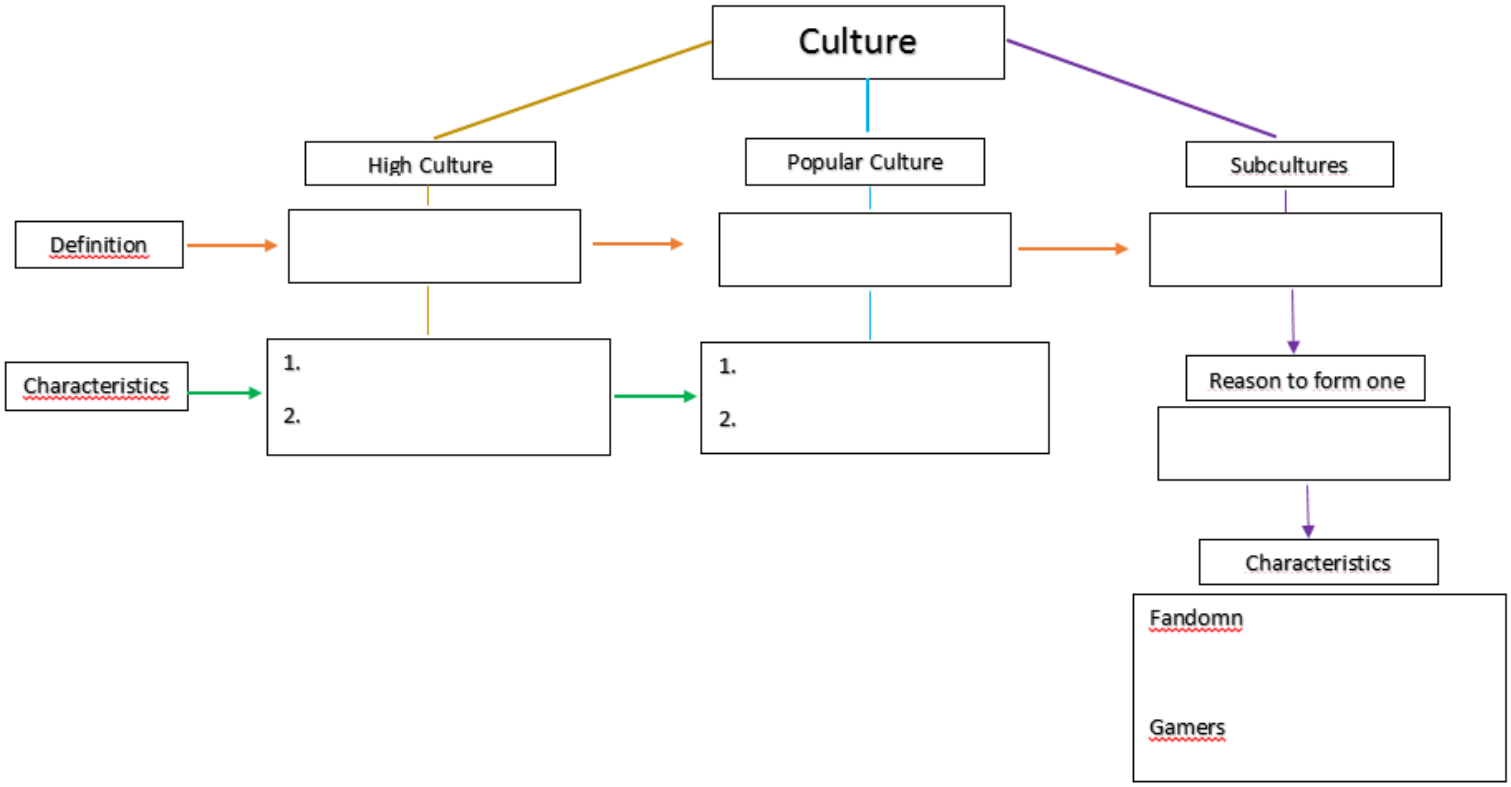
Fandom is characterized by people who are somewhat obsessed or closely identify with certain characters or fictional worlds, though a “fandom” can be built around any shared interest. Fans have Conventions (cons), dress up as said characters (called cosplaying), and form little individual communities around a particular fandom, such as Doctor Who, Harry Potter, or any Anime ever.

Gamer culture in America represents the more devoted fans and players of what has become one of the largest entertainment industries in the US. Many people in the US play video games of some form (when you realize Candy Crush and The Sims count), and in 2014, more people watched the live League of Legends World Championships than the deciding game of the NBA finals.

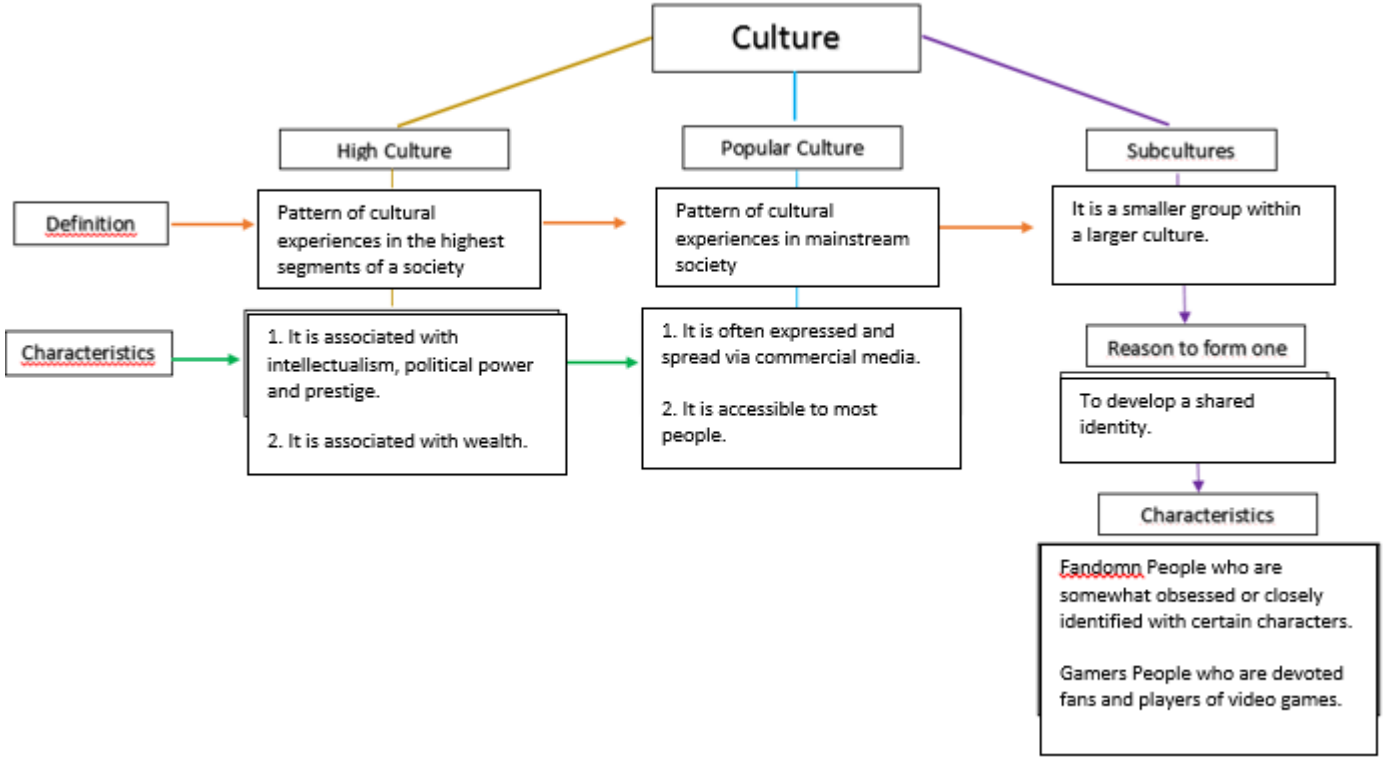
Sports – from watching games as a die hard fan to being the soccer mom who drives to all the games – are an important and defining part of American society. For people who consider sports a large part of their lives, well, they just operate on different seasons and speak a different language than those who don’t. Even non-sports fans tune into the Superbowl in the US every year as it’s become such a pervasive part of the entertainment industry.

https://list25.com/25-subcultures-within-the-united-states-that-are-truly-fascinating/

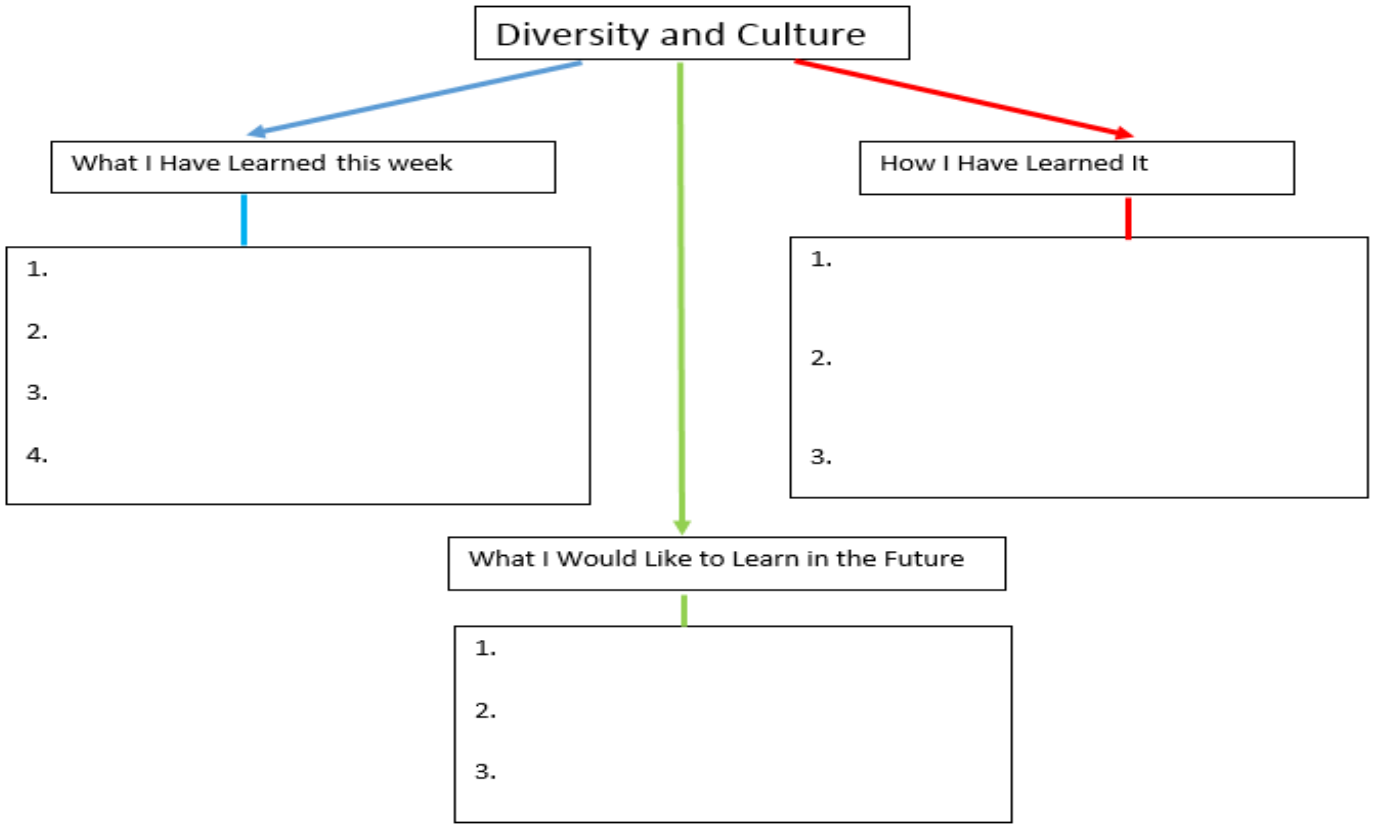
APPENDIX 6


Culture
High Culture
Popular Culture
Subcultures
Definition
Characteristics
1.
2.
1.
2.
Reason to form one
Characteristics
Fandomn
Gamers

Possible Answers



APPENDIX 7


Diversity and Culture
What I Have Learned this week
1.
2.
3.
4.
How I Have Learned It
1.
2.
3.
What I Would Like to Learn in the Future
1.
2.
3.

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Didactic Planning
Week # 3

Level: 10th		**Unit: 3**
Domain: Psycho-social & Sociocultural	**Scenario:** A World of Differences	**Theme:** Cultural Norms and Cultural Storms
Enduring Understanding: The world is made up of diverse groups of people who nurture one another. **Essential Question:** How does understanding people's differences help us all become better human beings?		
New Citizenship:		

Dimensions
1. Ways of thinking (√)
2. Ways of living in the world (√)
3. Ways of relating with others (√)
4. Tools for integrating with the world (√)

Learn to Know	Learn to Do	Learn to Be and Live in Community
Grammar & Sentence Frames <u>Contrasting opinions</u> - **On the one hand**, different cultures are very interesting. **On the other hand**, different cultures can cause misunderstandings. - **Mind you**, he is still very much a citizen of Costa Rica. - All societies have cultural norms. **Even though** norms influence our values, attitudes and how we behave, we are often unaware that we are influenced at all.	**Function** - Expressing opinions, agreement, or disagreement. - Managing interaction (resuming or continuing) **Discourse Markers** <u>Connecting words expressing cause and effect, contrast:</u> - **On the other hand**, we could go to the clinic. - **However**, this depends on the number of passengers.	**Psychosocial** - Appreciating and celebrating own diversity (cultural, gender, sexual orientation, religion, disability, ethnic, and age). - Valuing and preserving own personal/country's cultural identity **Sociocultural** - Valuing open-minded communication as a strategy for future understanding. - Showing empathy: putting oneself in the shoes of others and listening to their needs. - Adopting a non-judgmental attitude towards others' cultural diversity.

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Continuing
- Anyway…
- So, as I was saying…
- Okay

Expressing agreement-disagreement
- I think so, too.
- Well, not really.
- I'm sorry, but I think you are wrong.
- I see what you mean but…
- Yes, I agree.
- No, I disagree

Modals
- Cliques are small exclusive groups of people that **might** choose to separate themselves from others.
- Stereotypes **may** be positive or negative.
- Subculture is a group having traits they **have to** follow that are different from others within the same culture.

Vocabulary

Prejudice, racist, cliques, ethnic, form, peace, insensitive, misunderstandings, culture, subculture, citizen, cultural norms, influence, society, positive, negative, typical

Resuming a conversation
- Anyway…,
- Anyway, what was I saying?
- What were we talking about?
- To get back to what I was saying, ...

Continuing
- Anyway, …
- So, as I was saying, …
- Well, ...

Social Language Samples
- Crossing cultures
- People groups
- Ethnic (or cultural) bias

Idioms
- Seek first to understand, then to be understood.
- Walk a mile in someone else's shoes
- To see eye to eye
- All walks of life

Proverbs/Quotes

- Diversity is the one true thing we all have in common. Celebrate it every day.
  - Unknown author

- All the human beings were born wonderfully different.
  - Dr. José Angel Livraga

Assessment Strategies & indicators of learning* (Diagnostic, formative, summative)	**Learner can**	**Didactic Sequence Mediation**	**Time** Total: 120 min (3 lessons)
		Pre-teaching **Routine:** Checking attendance, checking in with Ls, T posts the Essential Question on the board, Can Do's, and class agenda, etc. **Participating: Warm-up** Before class, the teacher prints and cuts out at least two identical sets of pictures from **APPENDIX 1**. The pictures show a wide variety of diverse people. The class divides into 2-4 groups and each group receives one identical set of pictures. Each group's goal is to sort their set of pictures into 4 groups of similar people. This could be done by placing the pictures on four corners of a piece of poster paper and writing a title next to each group. While sorting the pictures, students can practice using modal verbs (e.g. This picture **should** go here because… This group **might** be people who...). Although each group of students has the same pictures as the other group, they will probably sort the pictures in different ways. For example, one group of students might sort the pictures by gender and age. Another group might sort the pictures by race or ethnicity. Once the students have had time to sort their pictures, the teacher should help the students compare their work. How did they sort people differently? Why did they do it that way? The objective of the reflection is to help students see that each person has more than one identity (gender, race, age, nationality, religion, etc.) that makes them both similar to and different from other people. **Engaging: Activation of prior knowledge** Teacher instructs students to list the identities of a person they admire (i.e. that person's nationality, race, gender, language, ethnicity, sexual orientation, profession, disability, clique, religion, subculture, etc.).	

SI.2 expresses opinions about cultural identity and cultural diversity	**SI.2** express opinions about cultural identity and cultural diversity	Then, the Teacher hands out a blank Venn Diagram (**APPENDIX 2.1**). Students should write the person's name in the middle section, then label each of the circles in the diagram with one of the person's identities. Students then get in partners and try to fill all of the other sections of the diagrams with other people's names (See **APPENDIX 2.2** for an example of a completed diagram). **Introducing** Teacher introduces the idiom "**Seek first to understand, then to be understood.**" They then ask students what they think it means. They clarify any misunderstandings. The idiom means that you should listen to other people first and try to understand them before trying to tell them about yourself. Teacher asks students why it is better to listen first, before speaking about themselves. The teacher explains to students that today they are going to practice listening to other people and "seeking to understand" how they are the same and different, compared to us. **Planning/Organizing** The teacher instructs students to list some of the aspects of their own identity (for example, gender: male). (See **APPENDIX 3** for an illustration of aspects of identity.) Students do not need to list every single part of their identity, but they should write as many as they feel comfortable talking about. Once they have a list of several parts of their identity, students should note down some benefits and challenges of having that identity. **Rehearsing** Students get into partner pairs. One student tells the other about one of their identities (e.g. I am a girl.) and one benefit and one challenge of having that identity (e.g. **On one hand**, boys sometimes do nice things for me, like holding doors. **On the other hand**, some people think that I can't do everything that a boy can do.). The other student listens carefully, then summarizes or asks questions (e.g. "So **even though** boys sometimes do things for girls, other people don't think girls can do what they want?"). Once the first person has shared part of their identity and the other person has asked questions, the two students switch roles. The listener starts talking about their own identity and the speaker listens carefully and asks questions. **Interacting/Describing** Teacher reminds students that today they are practicing listening for understanding. In this activity, they will show their understanding by summarizing what their partner says to a third person.	

SI.1 repeats what has been said and convey this information to another person **SP.1** expresses opinions on familiar subjects and ask for others' opinions **SP.2** asks questions to others if the questions have been prepared beforehand.	**SI.1** repeat what has been said and convey this information to another person **SP.1** express opinions on familiar subjects and ask for others' opinions **SP.2** derive interviews from others, if the questions have been prepared beforehand. Sometimes, can	Students get into groups of three. This time, there is a speaker, a listener, and an observer. The speaker tells the listener about their own identity and its benefits/challenges. Then the listener tells the observer about the speaker. If the listener makes doesn't remember correctly, the speaker can correct her (e.g. **Well, not really.** Actually, I...). The observer can ask the listener questions to get more information. Finally, the students switch roles--the listener becomes the speaker, the speaker becomes the observer, and the observer becomes the listener. This process is repeated until all three students have had a chance to try all three roles. **Planning** The teacher divides students into small groups and gives each group just one of the three stories about migrants' experiences living in the US (**APPENDIX 4**). Each group reads its own story and discusses these three questions with their partners: 1) What was the **cultural norm** in this person's own country? 2) What was the **cultural norm** in the US? 3) How did cultural differences affect this person? The teacher then chooses certain groups to share their text and what they learned. Ideally, each text should be shared one time with the whole class. **Organizing** The teacher explains that this lesson is about cultural norms and cultural "storms" or conflicts. The teacher asks students to share some of the norms of their own cultures (e.g. In my culture, people almost never wear shorts! In my culture, you have to eat the food you're given, even if you are not hungry!).	

SP.3 explains points of view, justifying assumptions and plans briefly.	pose further question without having to pause very long to formulate the question. **SP.3** explain and justify, briefly, points of view, assumptions, and plans. **W.1** write a simple, short descriptive	Once the class has discussed a few cultural norms together, the teacher asks students to jot down notes about one time they experienced a cultural "storm," or conflict--when their subculture or their personality did not fit well with the cultural norms of the community. **Rehearsing** Teacher tells students that today they have an opportunity to show empathy for other people with diverse experiences and use open communication to understand each other better. Learners imagine that they are TV journalists, doing interviews for a show called "Seeing Eye to Eye." Teacher asks students what they think that phrase means. Once students are clear on the meaning of the expression, the teacher explains the subject of the interviews. Students should ask their classmates for their opinions on their own cultures and subcultures. Below are three main questions they should be sure to answer: 1) What subculture(s) are you a part of? 2) How are the norms of your subculture other than the norms in other cultures? 3) What is your point of view (opinion) on these differences? The best interviewers will ask further questions to understand more about their classmates. The best interviewees will explain and justify their answers. Why do they think that? What assumptions are they making? How do they plan to deal with these differences in the future? **Producing** Certain pairs of students come forward to demonstrate their interviews in front of the class. The class listens, then writes follow up questions in their notes. The teacher selects a few of these follow up questions for students to ask the interviewee.	

W.1 writes a simple, short descriptive narrative paragraph based on real or imagined event related to cultural diversity, including characters, plot, and setting.	narrative paragraph of personal experiences on cultural diversity, without using an aid such as a dictionary, and check it to look for mistakes (subject-verb agreement, pronoun and article agreement, capitalization, using commas, sentence sense, word order, text structure, concrete ideas, spelling and basic punctuation, etc.).	**Pre-writing** So far this week, students have explored their identities and cultural experiences. They have gotten lots of chances to talk and ask questions about those things. Today their task will be to write one of their experiences down in a narrative paragraph. The teacher should explain this at the beginning of the lesson, and display this prompt on the board: "Write a narrative paragraph. The paragraph should tell the story of a time when you experienced a cultural 'storm' or conflict." To prepare for writing, the teacher reviews the prompt and reminds the students what a narrative paragraph is. It is a paragraph that tells a story. Then, the Teacher and students review the "Story Mountain" model of narrative (**APPENDIX 5**). The teacher gives students a copy of the "Story Mountain" with blank spaces (**APPENDIX 6**). Students write a few words next to each part of the mountain, to help plan their stories of cultural conflict. A completed example can be found in **APPENDIX 6.1**. **Drafting** The teacher now challenges the students. Students write their own narrative paragraph. Students may not use a dictionary or other aid, except for their "story mountain" plans. An example of a student's completed narrative paragraph can be found in **APPENDIX 6.2**. **Revising** Students get into pairs to read each other's stories and give feedback. They may use the feedback guide in **APPENDIX 7**. Students check that their partner's story has all of the parts of the story mountain. They can recommend that their partners elaborate (add on) to parts of their stories. Once they have received feedback from their partners, students take time to make changes to their writing. **Editing**	

		Once revisions have been made, students switch to a new partner. The new partners trade papers and check for mistakes in grammar, spelling, conventions, etc. Students correct their own errors based on their partners' feedback. During this time, the teacher walks around the room, helping students correct their mistakes. **Publishing** Some students come to the front and read their stories aloud. After each story is read, the other students in the class turn and talk with their partner. The pairs of students tell each other what the cultural conflict in the story was and how the writer resolved the problem. **Phonology Review** Monotonous vs. natural and interesting tone: Students can watch the video: https://www.youtube.com/watch?v=tzh3Owutf5Y Teacher asks students to listen to two audios. They are the same text, but they have different intonation. Students choose the one that is monotonous and the one that sounds more natural and interesting. Then, they are given the text. They work in pairs and they take turns reading it.	
Integrated Mini-Project			**Time**
Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation. **Participating to negotiate:** (5 or 10 minutes in week 1 or 2)			Adjust previous times listed above to allow 5 min each week. Group presentations can be week 5 or 6.

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Reflective Teaching		
What worked well	What didn't work well	How to improve

Enduring Understanding Reflection

How well did the learners progress in their understanding of the Enduring Understanding?

Week Plan Self-Assessment

At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)

Learner Self-Assessment			
I can…	***Yes***	***In progress***	***No***

*You must include the indicators of learning from the document "Guidelines on How to Write Indicators of Learning for the Pedagogical Mediation of the English Curriculum" under each Assessment Strategy and in the Self -Assessment chart at the end of every week.

APPENDIX 1: Pictures of diverse people. Teacher cuts out pictures for students to sort.

https://tradevistas.org/countries-dont-trade/	https://tradevistas.org/countries-dont-trade/	https://tradevistas.org/countries-dont-trade/
https://tradevistas.org/countries-dont-trade/	https://tradevistas.org/countries-dont-trade/	https://tradevistas.org/countries-dont-trade/

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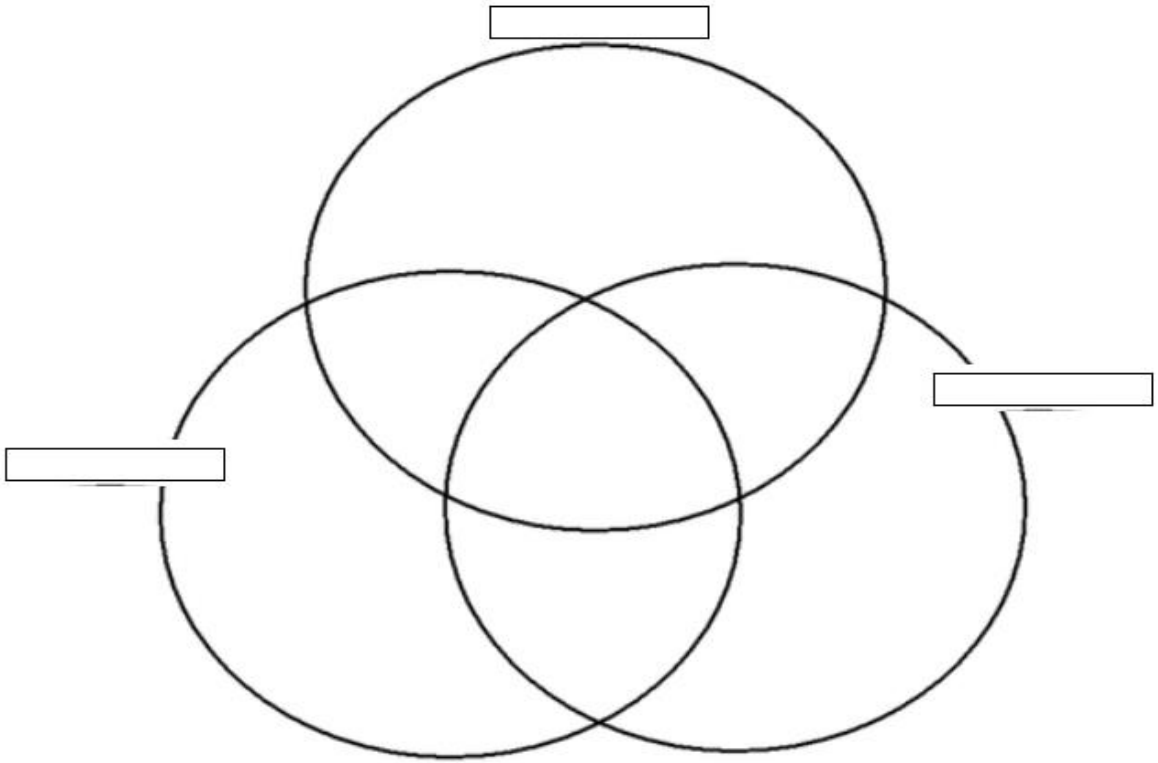
https://tradevistas.org/countries-dont-trade/	https://tradevistas.org/countries-dont-trade/	https://tradevistas.org/countries-dont-trade/
https://tradevistas.org/countries-dont-trade/	https://tradevistas.org/countries-dont-trade/	https://tradevistas.org/countries-dont-trade/
https://diversity.fb.com/initiatives/at-facebook/	https://diversity.fb.com/initiatives/at-facebook/	https://www.sparknz.co.nz/sustainability/diversity-and-inclusion/

APPENDIX 2.1: Blank Venn diagram for students to fill out.

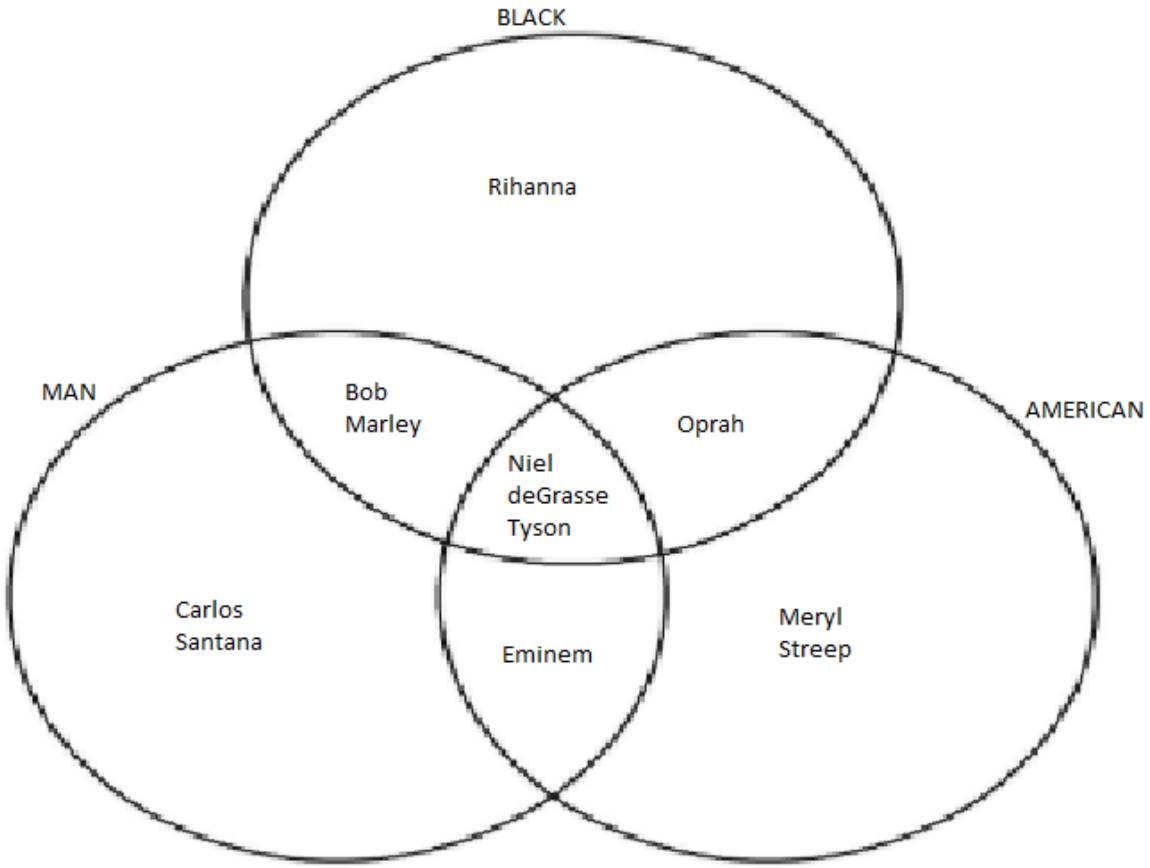
The admired person goes in the middle. Each circle is labeled with one of his/her identities. Try to think of people who fit in the other spaces!



Modified from: https://www.tes.com/teaching-resource/venn-diagram-template-11282239

APPENDIX 2.2: Example of Completed Venn Diagram

Niel deGrasse Tyson
Man
Black
Straight
Educated
American
English speaker
Able-bodied
Scientist
Famous



APPENDIX 3: Some aspects of a person´s identities

https://www.pinterest.com/pin/351421577147119170/

APPENDIX 4: Stories of immigrants to the US. Only give *one* story to each group of students.

1 When I came to the US, I noticed that our **cultures** are very different. For example, when I had a party in Mexico, I didn't really notice if the music bothered our neighbors. In the US, people think that's **insensitive**. Today I have learned that I have to respect others so they can respect me.

-- Alicia, immigrant from Mexico to the US

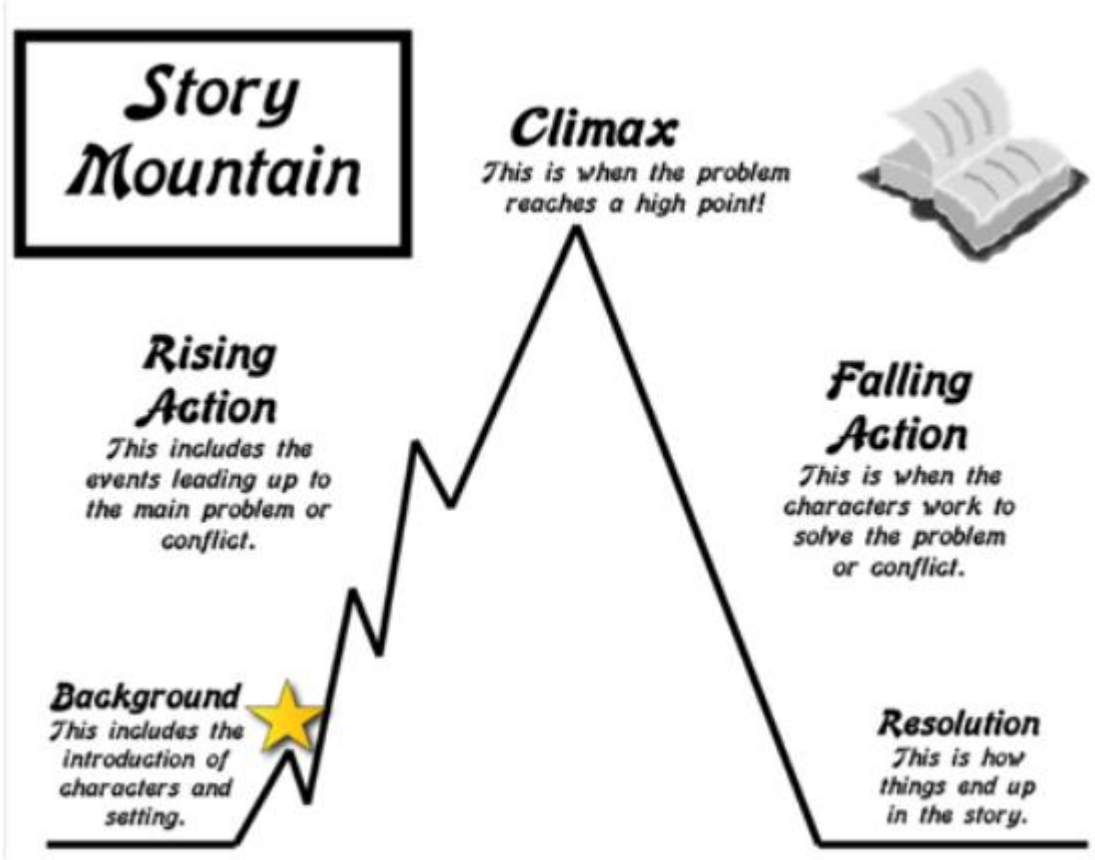
2 One thing that is different for us is the food and the time to eat. Usually we have dinner at noon and a small snack in the evening. Some Americans eat a lot of fast food but we try to keep our **customs** and eat our **ethnic** food. It's hard, though, because we can't find the ingredients we need, and if we find them, they are expensive. I know that we should enjoy the **cultural** differences, though, because they will help us grow.

-- Yolanda, immigrant from Cuba to the US

3 In American **society**, people welcome you to a new neighborhood and say hello even though they don't know you. In Chile when you don't know the person very well, they look at you in a funny way. I remembered a time when I said hello to several people in Chile, just to see if they would say it back. Only a few responded.

-- Carla, immigrant from Chile to the US

APPENDIX 5: "Story Mountain" model of narrative. Review to help students think through the parts of their story.



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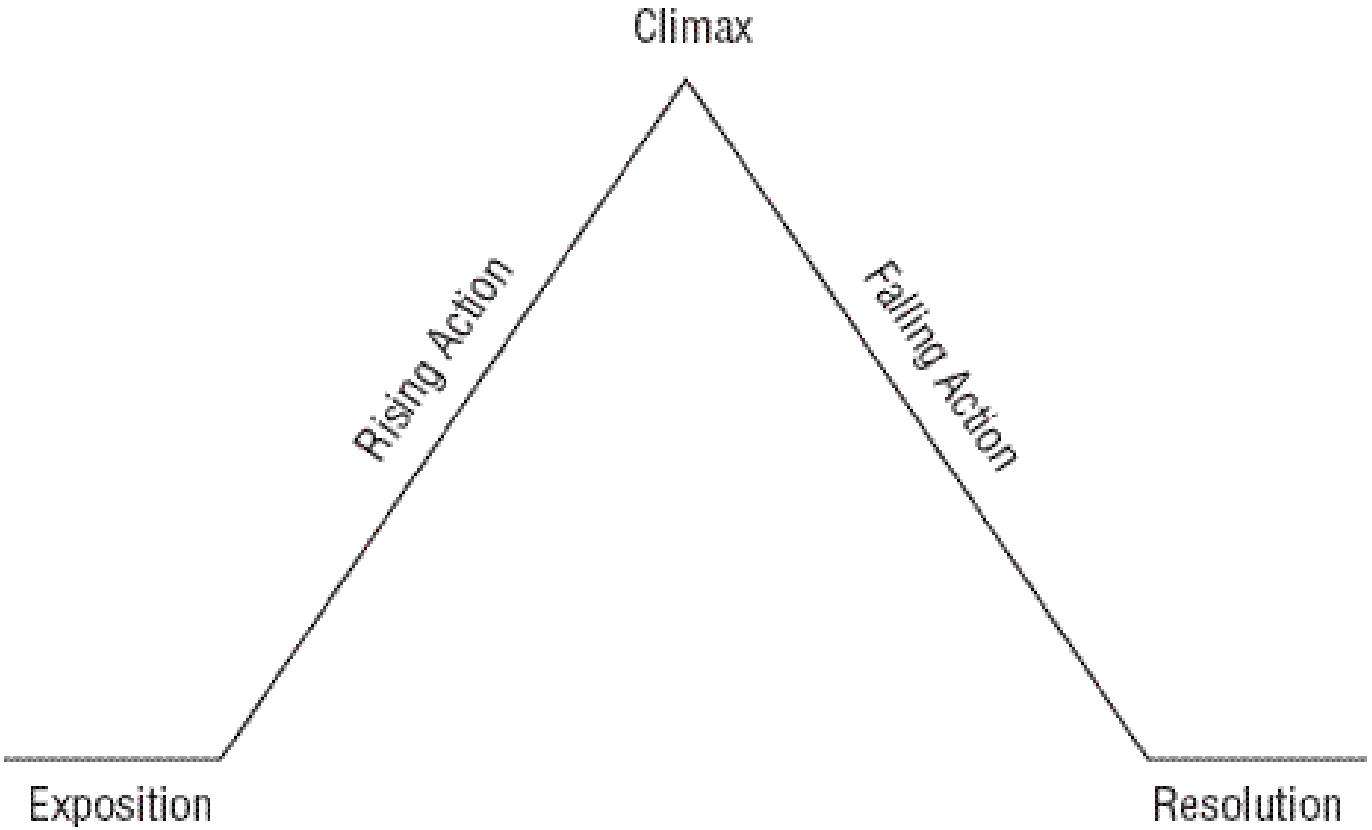
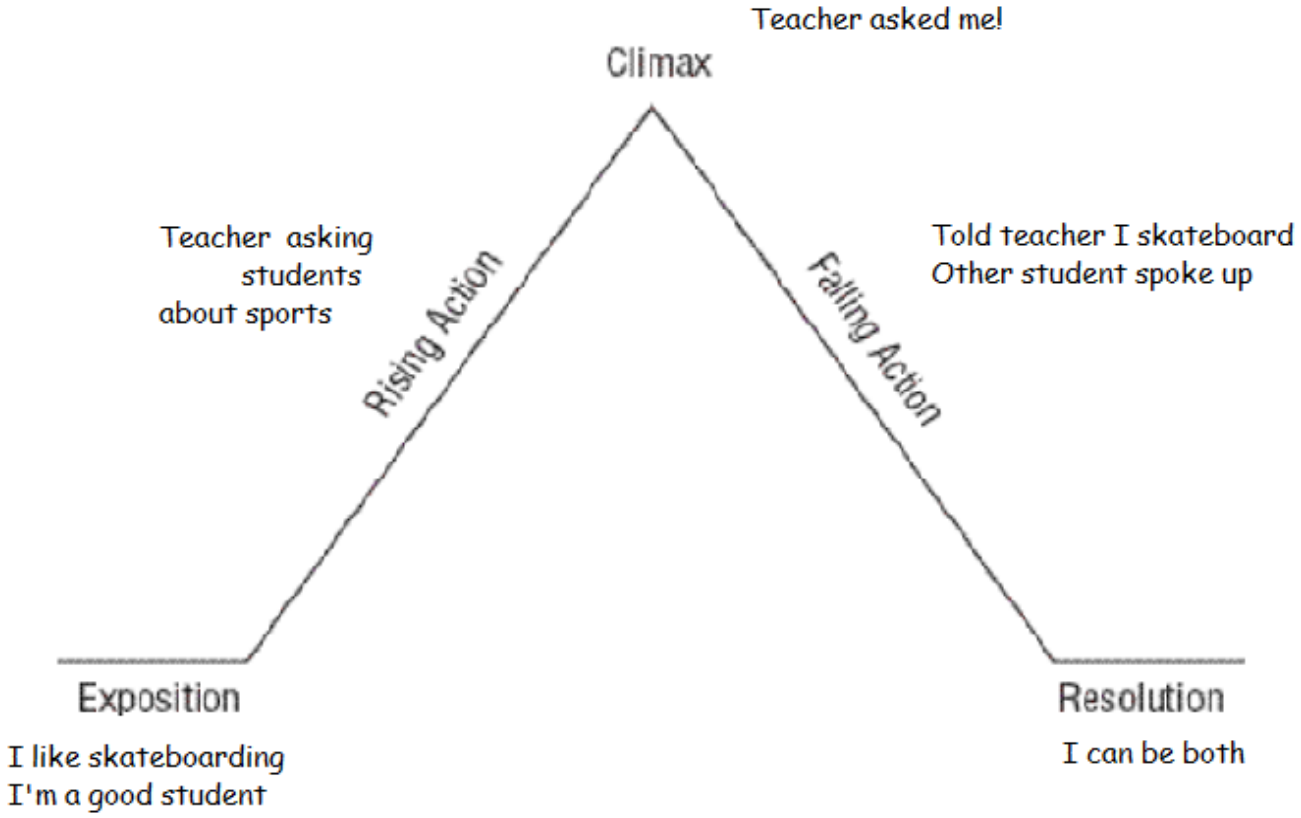
APPENDIX 6: "Story Mountain" with blank spaces for students to fill



https://www.tes.com/lessons/HGITQLsI5c6_mw/plot-diagram-practice

APPENDIX 6.1: Example of a story mountain completed by a student



Modified from: https://www.tes.com/lessons/HGITQLsI5c6_mw/plot-diagram-practice

APPENDIX 6.2: An example of a narrative paragraph completed by a student

I am a really good skateboarder. Ever since I was a kid, I was really into it. But I am also a good student at school. People don't think that skateboarders are very smart. One day, I heard my teacher asking some other students about sports. I didn't want him to ask me, because I knew he thought I was a great student. And then he asked me! I had to tell him that I skateboard. I was surprised, because the teacher said it was very creative and good exercise. Some of the other students thought so, too. Now I know that I can be a good student and a skateboarder!

APPENDIX 7: Feedback guide for narrative paragraph

1. What is one good thing about your partner's story?

_____

_____

2.

Does your partner's story have...	**Yes**	**No**
...background / introduction?		
...rising action?		
...a climax?		
...falling action?		
...a resolution?		

3. What part of your partner's story needs more detail?

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Didactic Planning
Week # 4

Level: 10th		**Unit: 3**
Domain: Psycho-social & Sociocultural	**Scenario:** A World of Differences	**Theme:** I Am Not My Hair

Enduring Understanding: The world is made up of diverse groups of people who nurture one another.
Essential Question: How does understanding people's differences help us all become better human beings?

New Citizenship:

Dimensions
1. Ways of thinking (√)
2. Ways of living in the world (√)
3. Ways of relating with others (√)
4. Tools for integrating with the world (√)

Learn to Know	Learn to Do	Learn to Be and Live in Community
Grammar & Sentence Frames <u>Broader range of intensifiers such as too, enough</u> - Jocks spend **too** much time in the gym. - I have heard **enough** racist comments. <u>Conditionals, 2nd and 3rd</u> - **If we had more understanding**, we would get along with other people. - **If I had been born somewhere else**, I would have acted differently than I do now. - **If we could make people listen to each other**, we might see peace in the world.	**Function** Expressing opinions, agreement, and disagreement. **Discourse Markers** <u>Connecting words expressing cause and effect, contrast</u> - **On the other hand**, we could go to the clinic. - **However**, this depends on the number of passengers. <u>Managing interaction: interrupting</u>	**Psychosocial** - Appreciating and celebrating own diversity (cultural, gender, sexual orientation, religion, disability, ethnicity, and age). **Sociocultural** - Showing empathy: putting oneself in the shoes of others and listening to their needs. - Adopting a non-judgemental attitude towards others' cultural diversity. **Idioms**

Phrasal verbs - When I **hang out** with people like me, we often **talk down** to people not like us. - We don't **put up** with bullying. - I **speak up** when I hear someone **putting** another person **down**. Expressing agreement/disagreement - I think so too… - Well, not really. - I'm sorry, but I think you are wrong. - I see what you mean, but… - Yes, I agree. - No, I disagree. **Vocabulary** education level, school or college attended, married or single, introverted or extroverted, language, complexion, hair or skin color, clothing, body art, political party, favorite sports, favorite teams, stereotype	- Sorry to interrupt you, but… - I have a question. - Could I interrupt here? Resuming a conversation - Anyway, … - Anyway, what was I saying? - What were we talking about? - To get back to what I was saying, … Continuing - Anyway, … - So, as I was saying, … - Well, ...	- You can't judge a book by its cover. - To walk a mile in someone else's shoes

Assessment Strategies & indicators of learning* (Diagnostic, formative, summative)	**Learner can**	**Didactic Sequence Mediation**	**Time** Total: 120 min (3 lessons)
		Pre-teaching **Routine:** Checking attendance, checking in with Ls, T posts the Essential Question on the board, Can Do's, and class agenda, etc.	

.		**Participating: Warm- up** The Teacher provides students with a list of vocabulary words and definitions associated with this week's theme (See **APPENDIX 1** for list of words with explanations and examples). Students look through the list briefly (this can be done in partners or individually), and the Teacher clarifies any questions the students may have. Next, the students get into small groups (no larger than 4), and each group has a piece of paper and a marker. Students divide the paper into 6 equal sized sections by drawing horizontal lines, or by folding the paper, and then unfolding it to make 6 horizontal sections. (See images below for help folding.) These sections are labeled 1-6 on the front of the paper, and then 7-12 on the back. https://spaceforlivingos.com/2012/02/quick-and-easy-steps-to-creating-your-cleaning-schedule.html Once students' papers are prepared, with 6 horizontal sections on each side, the teacher presents the clue for the first vocab word (See **APPENDIX 2** for clues). The students' goal is to listen to the clue, then guess the correct word, and write it on their paper with a marker in section 1. Students should not let other groups see the word they wrote. Once all the students have had time to write an answer, the teacher says "Papers up in 3, 2, 1!" Students hold up their papers and the teacher can see their answers from the front of the room. The teacher tells students what the correct word was, and students draw a check next to the word in section 1 if they got it right. This process is repeated with up to 12 vocabulary words. Students write each word in the next section of their paper, so that the teacher can easily read the answers from the front of the room. **Engaging: Activation of prior knowledge**	

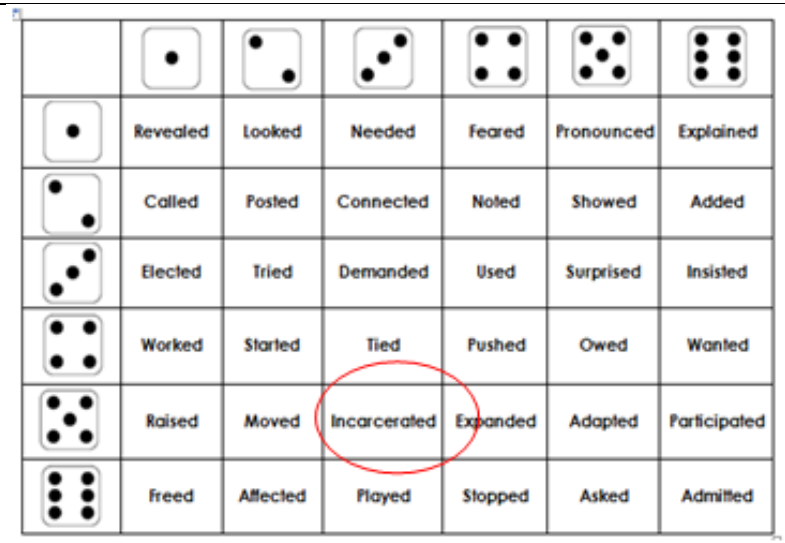
SI.2 expresses opinions about cultural identity and cultural diversity	**SI.2** express opinions about cultural identity and cultural diversity	For the beginning of this exercise, students work silently and independently. Students receive copies of Likert Agreement Scales (See **APPENDIX 3**), asking for their opinion on topics related to appearance and prejudice. For each statement, students must select an option on the scale that reflects how much they agree or disagree with the statement. Then students answer written questions about their opinions (also in **APPENDIX 3**). Once students have had time to fill out the forms giving their own, personal opinions, the teacher reviews the questions with the class, allowing students to express their opinions, as well as explain and justify why they see things that way. **Introducing** The Teacher introduces the idiom "**You can't judge a book by its cover.**" The students discuss what it might mean. The teacher makes sure that by the end of the discussion, students know that the phrase means that you can't judge what is inside of people based only on the way they look on the outside. The Teacher explains to students that this week they will consider appearances and their effect on how we see ourselves and others.	
R.3 interprets many subject specific words when encountered in text	**R.3** understand many subject specific words when encountered in text (e.g. diversity, culture, cultural norms, stereotypes) support reading	**Planning/prereading** The teacher shows students pictures of Representative Ayanna Pressley (**APPENDIX 4**). The teacher can ask students what they can tell about Pressley from the pictures. Next, the teacher reads Pressley's biography (**APPENDIX 5**) out loud, while students follow along in the text. The teacher checks that students understand who Pressley is (a Representative in the US House of Representatives), and what she has done (become the first black woman in that position, fight for women's rights, etc.).	

	comprehension by key words, diagrams, and illustrations.	<u>Reading for the first time</u> Teacher distributes the Newsela.com article on Representative Pressley's hair-loss announcement (**APPENDIX 6**). Students skim the title and subtitles, read the picture captions, and tell their partners what they think the article will be about. Then students read the article. They can read out loud, taking turns with their partners to practice their pronunciation. Alternatively, the teacher can ask students to read silently to emphasize deep understanding of the text. After reading, students work in partner pairs to answer the questions from **APPENDIX 7**. Some of these questions are on subject specific words (R.3), and others check students' comprehension of the text. **Pair/group feedback** When students have finished filling out the questions, the teacher displays the correct answers on the board. The students check themselves and either draw a check next to their answer if it is right, or change their answer if it is wrong. The teacher can also choose 1 or 2 of the most important questions to review with the class, saying "Why did you pick that answer? How did you know? What did you see in the text that told you…?". **Reading for the second time** Students read the text again. This time, they underline parts of the text that show how/why Ayanna's hair was important to her. **Post reading** The Teacher then shows students the reflection questions (**APPENDIX 8**) one at a time. For each question, students first share their answer with the person sitting next to them, then raise their hands to take turns sharing their ideas with the class. Finally, students should write down a 1-2 sentence summary of what they have taken away from reading this article. (Examples: Appearance means different things to different people. OR Sometimes people who look different are really amazing. OR You shouldn't judge people just by the way they look.)	

SP.3 explains points of view, justifying assumptions and plans briefly.	**SP.3** explain and justify, briefly, points of view, assumptions, and plans.	**Planning** The teacher explains that today students will be creating a public service message for middle-school (grade 6-8) children on the subject of appearances and prejudice. (For example, the message of their announcement might be "You can't judge a book by its cover.") To start planning, students receive a graphic organizer (**APPENDIX 9**) to complete, organizing their thoughts on the subject. The students fill out their own organizer independently. **Organizing** Students get into small groups (2-3 people) and share their responses to the graphic organizer. Together, they agree on what the most important lesson is and what reasons they should give. Students write a short script with parts for each student to say. The Teacher should circulate around the room, helping students develop their scripts and checking the quality of each script. **Rehearsing** Once their script is written, students rehearse presenting their public service announcements in the same groups. **Producing** Students perform their public service announcement for the class,or record them to show to actual middle school students.	
W.1 writes completing specific graphic organizers and sentence frames aimed at	**W.1** express what has been learned, how it has been learned, and learning goals for	**Pre-writing** The teacher tells students that their objective today is to write a well - developed paragraph expressing what they have learned this month about cultural diversity, how they learned it, and what their learning goals are for the future.	

monitoring comprehension.	the future, related to cultural diversity.	To get started, the teacher shows students pictures from each of the last four weeks' lessons (**APPENDIX 10**) and asks them to recall things they learned. For example, when students see a picture of an indigenous mask, they might recall "Indigenous people are our people--they are Costa Rican!". Then students can fill out a "Knew, Learned, Want to Know" organizer (**APPENDIX 11**), summarizing their thoughts and knowledge. **Drafting** Students' job now is to write a well-developed paragraph that answers the prompt "Express what has been learned, how it has been learned, and learning goals for the future related to cultural diversity" (W.2). The teacher can give them a rubric to check for themselves whether they have answered all parts of the prompt (**APPENDIX 12**). To help the teacher, **APPENDIX 13** is an example of a paragraph that a student might write, that answers all parts of the prompt. **Revising** Once students have had time to write and check themselves, they trade papers with their partners. Each student reads their partner's paragraph, then fills out a peer feedback rubric (**APPENDIX 14**). Then students trade back and make changes to their writing based on their partners' feedback. **Editing** Once students have had time to revise their writing, they trade papers with their partners again. This time, students check for grammatical and spelling errors. Students work together to fix these mistakes, while the Teacher circulates to help. **Publishing** Some students read their papers to the class. Listening students can raise their hands, after the paragraph has been read, to add on other things that they have learned or want to learn. **Phonology**	

		Activity: Pronunciation of inflectional –(e)d **Instructions:** Students work in pairs. Each player rolls the die twice. The first time they roll the die is to know the row that they will use and the second one is to know the column. They have to identify the word that they will use in their corresponding turn. Once they identify the word, they have to say the word in past tense. They have to say the inflectional –(e)d correctly to get a point. At the end, the player that has more points wins the game. For example, Student A rolls the die; s/he gets . S/he rolls the die again, and s/he gets . So, this means that s/he has to use the word "incarcerated." Student A has to say "Incarcerated" /ɪnˈkarsəˌreɪtɪd/. If s/he pronounces the inflectional –(e)d correctly, s/he gets the point. Student B continues playing, and s/he follows the same steps.	



	Revealed	Looked	Needed	Feared	Pronounced	Explained
	Called	Posted	Connected	Noted	Showed	Added
	Elected	Tried	Demanded	Used	Surprised	Insisted
	Worked	Started	Tied	Pushed	Owed	Wanted
	Raised	Moved	Incarcerated	Expanded	Adapted	Participated
	Freed	Affected	Played	Stopped	Asked	Admitted

See appendix 15

Integrated Mini-Project	**Time**
Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation. **Participating to negotiate:** (5 or 10 minutes in week 1 or 2)	Adjust previous times listed above to allow 5 min each week. Group presentations can be week 5 or 6.
Reflective Teaching	

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What worked well	What didn't work well	How to improve

Enduring Understanding Reflection

How well did the learners progress in their understanding of the Enduring Understanding?

Week Plan Self-Assessment

At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)

Learner Self-Assessment			
I can…	***Yes***	***In progress***	***No***

*You must include the indicators of learning from the document "Guidelines on How to Write Indicators of Learning for the Pedagogical Mediation of the English Curriculum" under each Assessment Strategy and in the Self -Assessment chart at the end of every week.

APPENDIX 1:

List of vocabulary with explanations and examples

education level - the highest level of school or college that a person has attended.

examples: elementary school, middle school, high school, college, masters, doctorate

school or college attended - the college or university where a person studied

examples: a community college, Yale University, University of Georgia

married or single - whether someone has a life partner

introverted or extroverted - whether a person likes to speak up, meet new people, and spend time with others (extroverted), or likes to listen, and does not necessarily enjoy meeting new people (introverted)

language - the language that a person speaks, or grew up speaking

complexion - the brightness of someone's skin color

examples: a dark complexion, a light complexion

hair or skin color - the natural color of someone's hair or skin

clothing - clothes that people like to wear

body art - tattoos

political party - the group of people that someone associates with for elections and other political activities

favorite sport - the sport that someone likes the most

favorite team - the sports team that someone likes the most

stereotype - an assumption that all members of a certain group of people are the same in some way

examples: Old people are boring. Young people are disrespectful.

APPENDIX 2: Clues to vocabulary words. The teacher can choose between these clues--they do not all have to be used.

education level:
- I was the first person in my family to get a college degree.
- My mother only got a 6th grade education.

school or college attended:
- I went to the University of Costa Rica.
- She graduated from Harvard.

married or single:
- My wife's name is Katie.
- He had a divorce.
- My brother is still a bachelor.

introverted or extroverted:
- Sometimes I just need a little time to myself.
- Emma is the life of the party.

language:
- English is not my mother tongue.
- Mark is still learning Spanish.

complexion:
- My skin is a little darker than my brother's.

hair or skin color:
- He is blond.
- The baby had beautiful, mahogany skin.

clothing:
- Eddy was wearing orange shorts and clogs.
- Mary preferred to wear fuzzy sweaters.

body art:
- Our instructor had a full sleeve of tattoos on his arm.
- Johanna has a picture of a dove on her ankle.

political party:
- Harry's whole family are Republicans.
- Elsa's opinions are moderately liberal.

favorite sports:
- Lisa is a football fanatic.
- Niel plays rugby.

favorite teams:
- Jim is a Philadelphia Eagles fan.
- Sarah likes Manchester United.

stereotype:
- It is not actually true that all young people are lazy.
- People think old people are boring, but my grandma is so funny!

APPENDIX 3: Likert agreement scales and questions related to appearances and prejudice.

On each scale, circle the option that represents how much you agree or disagree.

1) I think people pay attention to my appearance.

Strongly disagree — Disagree — Neutral — Agree — Strongly agree

2) I pay attention to other people's appearance.

Strongly disagree — Disagree — Neutral — Agree — Strongly agree

3) You can tell a lot about a person based on how they look.

Strongly disagree — Disagree — Neutral — Agree — Strongly agree

4) You should look the way **you** want to, no matter what other people think.

Strongly disagree — Disagree — Neutral — Agree — Strongly agree

5) Compare your answers to questions 1 and 2. Do you pay as much attention to others as you think they pay to you?

_____ Yes. _____ No.

6) Choose one of your answers above and explain your opinion and feelings about it.

_____

_____

APPENDIX 4: Pictures of Representative Ayanna Pressley

<table>
<tr>
<td>
https://www.usnews.com/news/the-report/articles/2018-08-10/ayanna-pressleys-fierce-urgency-of-now</td>
<td>
https://www.npr.org/2018/09/05/644716048/nothing-was-off-limits-intimate-photos-from-ayanna-pressley-s-campaign</td>
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https://www.npr.org/2018/09/05/644716048/nothing-was-off-limits-intimate-photos-from-ayanna-pressley-s-campaign	https://www.opensecrets.org/news/2018/11/in-historic-midterms-women-elected/boston-city-hall-plaza-protest-calls-on-senator-jeff-flake-to-reject-brett-kavanaugh-for-supreme-court/

APPENDIX 5: Biography of Representative Ayanna Presley
Modified from wikipedia.org article

Ayanna Pressley was raised in Illinois. Her mother worked multiple jobs, while her father was incarcerated (in prison) for drug abuse. Ayanna attended Boston University, but left school before graduating to take care of her mother. Later, she moved to Boston. She became the first black woman to ever be elected to the Boston City Council. In 2018, Pressley was elected as the first woman of color to represent Massachusetts in Congress. There, she has fought for expanded medical benefits, lowering the voting age, and protections for victims of sexual violence.

APPENDIX 6: Newsela.com article on Representative Pressley's hair loss announcement.

Representative Ayanna Pressley shows her loss of hair from alopecia

Representative Ayanna Pressley, a Democrat from Massachusetts, introduces Democratic presidential candidate Senator Elizabeth Warren during a campaign rally. Pressley has alopecia, a common skin disease that causes hair loss. Photo: Getty Images

By USA Today, adapted by Newsela.com.

1 Ayanna Pressley is a U.S. Democratic Representative of Massachusetts. On January 16, she revealed that she is bald. She has a condition called alopecia (pronounced: "al-oh-pee-shuh"), which causes hair loss. She explained why her "black hair story is both personal and political."

2 In a video posted online, Pressley noted how little girls connected with her braids. She said her hair is part of her image as a black woman. When her hair fell out, she felt like she participated in a "cultural betrayal."

Going Public

3 "I'm trying to find my way here, and I do believe going public will help," Pressley said. She showed her bald head. "This is my official public revealing. I am ready now because I want to be freed from the secret and the shame that that secret carries with it."

4 She added, "I am making peace with having alopecia. [...] I'm very early in my journey. But I'm making progress every day, and that's why I'm doing this today."

5 Pressley, who is 45 years old, represents parts of Boston and other communities in Massachusetts. In 2018, she became the state's first black woman elected to the U.S. House of Representatives.

6 While someone was working on her braids in fall 2019, she found out that she had some bald patches. It got worse quickly from there.

Fighting The Hair Loss

7 She said she started waking up to sink-fulls of hair. Pressley said she tried to fight the hair loss because she thought she could stop it. She tried wrapping her hair and wearing a bonnet at night, but nothing worked.

8 "I did not want the morning to come," she said. She feared that she would take off the wrap and "be met with more hair in the sink," Pressley said. She did not want to see in the mirror "a person who increasingly felt like a stranger" to her, she said.

Representative Ayanna Pressley speaks during an event in Boston, Massachusetts. Pressley said that when she got Senegalese twists in her hair, she felt like she met herself "fully for the first time." Photo: Getty Images

9 She said her last pieces of hair fell out the night before a big vote in December. Within hours, she needed to appear to cast her vote.

10 To her, losing her hair felt like losing an arm or leg, she said. However, she did not have time to think about it. “I knew the moment demanded that I stand in it," she said.

11 She left as soon as she could and hid in a bathroom stall. She felt ashamed.

Common Skin Disease

12 Alopecia is a common skin disease. It affects nearly 7 million people in the United States.

13 Pressley used to be a councilwoman for Boston. She has announced that she will run for a second term in Congress.

14 After she became an elected leader, Pressley said at first she wore wigs and hair extensions. Then she got long Senegalese twists about four or five years ago. The twists went down to her waist.

15 "I felt like I met myself fully for the first time. I sort of looked myself in the mirror and said, 'Oh, there I am.' And it felt good," she said.

Community Acceptance

16 She said she knew that her braid hairstyle would be seen by some as a statement. She said she was surprised by the acceptance of her community, especially from young girls and women.

17 Pressley said her twists had become a part of who she is and how she shows up in the world. They are also closely tied to her "political brand." This was why she wanted to be so open about her alopecia.

18 Pressley said she felt like she owed "all those little girls an explanation." Her husband insisted she did not owe an explanation. Pressley pushed back.

19 "The reality is I'm black and I'm a black woman and I'm a black woman in politics, and everything I do is political," she said.

APPENDIX 7: Vocabulary and comprehension questions for "Representative Ayanna" article

Subject specific word questions:

1) In paragraph 1, "bald" means…
   a. sick
   b. without hair
   c. hairy

2) In paragraph 2, "braids" are probably…
   a. a kind of political club
   b. assistants
   c. a kind of hairstyle

3) In paragraph 8, "stranger" probably means…
   a. an unknown person
   b. a foreign person
   c. a bad person

4) In paragraph 14, "Senegalese twists" are probably…

a. a kind of clothing
b. a kind of political advisor
c. a kind of hairstyle

5) In paragraph 18, what does “owe an explanation” mean?

_____

_____

Comprehension questions:

1) What did Representative Pressley announce?
a. that she was running for congress again
b. that she was very sick
c. that she had lost her hair

2) How did it feel for Ayanna to lose her hair?
a. terrified and afraid
b. embarrassed and ashamed
c. tired and sick

3) Why were her “Senegalese twists” important to Ayanna?
a. they made her feel like her true self and they were part of the image she had with other people
b. she had gotten them from her mother and they represented her culture
c. they represented a time in her life before she got sick

4) Why did Ayanna feel like she “owed” people an explanation?

APPENDIX 8: Reflection questions about "Representative Ayanna" article

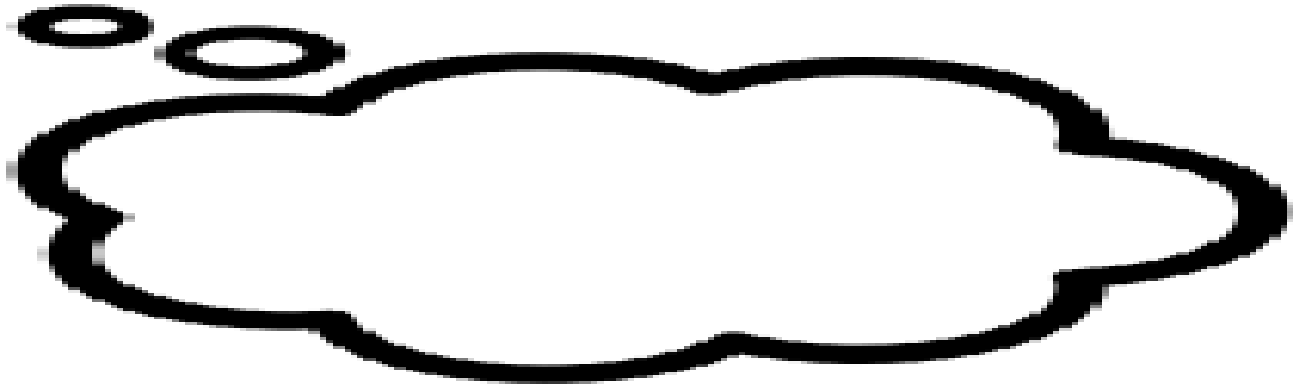
1) Why does her hair mean so much to Ayanna?

2) Will Ayanna's hair-loss affect how people think of her? How so?

3) *Should* Ayanna's hair loss affect how people think of her? Why or why not?

APPENDIX 9: Graphic organizer for students' public service announcements

Brainstorm: What are some words you might use to talk about appearances and prejudice?



Write **lessons** you have **learned** about appearances and prejudice:	List **reasons** these lessons are important:
•	•

APPENDIX 10: Images from Unit 3.

https://images.app.goo.gl/jByumBncGQ6LQYY67

Week 1: These Are My People

https://steemit.com/life/@reiny/subcultures-8-subcultures

Week 2: Cultures, Subcultures, and Cliques

https://www.pinterest.com/pin/351421577147119170/

Week 3: Cultural Norms, Cultural Storms

https://newsela.com/

Week 4: I Am Not My Hair

APPENDIX 11: "Knew, Learned, Want to Know" Organizer

Students fill out the table to organize their thoughts and knowledge about cultural diversity.

I already knew...	I learned...	I still want to know...

APPENDIX 12: Self-check rubric to help students answer all parts of the writing prompt

Directions: Check if you have completed each goal in your writing. Then circle Yes, Partly, or No, depending on whether you have done it. If there are any objectives that are done partly, or not done, correct your essay, then change your answer to Yes.

Prompt: Express what has been learned, how it has been learned, and learning goals for the future related to cultural diversity			
My paragraph has a topic sentence.	*Yes*	*Partly*	*No*
I expressed several things that I learned about cultural diversity.	*Yes*	*Partly*	*No*
I described how I learned these things.	*Yes*	*Partly*	*No*
I explained what I still want to learn about cultural diversity.	*Yes*	*Partly*	*No*

APPENDIX 13: Example, for the teacher, of a paragraph that a student might write.

Prompt: Express what has been learned, how it has been learned, and learning goals for the future related to cultural diversity

Student Response:

In this unit, I have learned a lot about cultural diversity and understanding. First, I learned about the cultures of indigenous people in Costa Rica. I watched a video about a Boruca festival, and learned the meanings of their masks and performances. Next, I learned that every culture has its norms, and the differences between those norms sometimes cause "storms," or conflicts. I discussed my culture's norms and other people's norms with my classmates. Finally, I learned that "you should not judge a book by its cover." That means that you can't tell what is inside someone based only on how they look on the outside. I read an article about a congresswoman in the US who lost all her hair. Her hair had been a big part of her identity, and it was important to her, but she was still the same amazing person after her hair fell out. I still don't know very much about what people's appearances mean to them. In the future, I want to learn more about why people decide to look the way they do. I also always want to learn more about people who look different from me and see what is on the inside of them--not what is on the outside.

Color coding:

Topic sentence
Things learned
How things were learned
Goals for learning in the future

APPENDIX 14: Peer feedback rubric for writing.

1)

Prompt: Express what has been learned, how it has been learned, and learning goals for the future related to cultural diversity			
My partner's paragraph has a topic sentence.	*Yes*	*Partly*	*No*
My partner expressed several things that they learned about cultural diversity.	*Yes*	*Partly*	*No*
My partner described how they learned these things.	*Yes*	*Partly*	*No*
My partner explained what they still want to learn about cultural diversity.	*Yes*	*Partly*	*No*

2) What is one thing your partner did well?

_____

_____

3) What part of the prompt can your partner explain more?

_____

_____

APPENDIX 15:

Past Tense: Inflectional –(e)d

Instructions:

Work in pairs. Each player rolls the die twice. The first time you roll the die is to know the row you will use and the second one is to know the column.

Identify the word that you will use in your corresponding turn. Then, say the word in past tense. If you say the inflectional –(e)d correctly, you get a point. At the end, the player that has more points wins the game.

Example:

Student A rolls the die; s/he gets (row or horizontal line). S/he rolls the die again, and s/he gets (column or vertical line). So, this means that s/he has to use the word "Incarcerated."

Student A has to say "incarcerated." If s/he pronounces the inflectional –(e)d correctly, s/he gets the point. Student B continues playing, and s/he follows the same steps.

Row → Column↓						
	Revealed	Looked	Needed	Feared	Pronounced	Explained
	Called	Posted	Connected	Noted	Showed	Added
	Elected	Tried	Demanded	Used	Surprised	Insisted
	Worked	Started	Tied	Pushed	Owed	Wanted
	Raised	Moved	Incarcerated	Expanded	Adapted	Participated
	Freed	Affected	Played	Stopped	Asked	Admitted

Adapted from: https://www.maestrosdeaudicionylenguaje.com/el-juego-de-los-dados-foneticos/

ANSWER KEY

/d/	/t/	/ld/
revealed	looked	needed
raised	worked	elected
called	pushed	posted
freed	pronounced	started
Tried	asked	affected
Moved		connected
Tied		demanded
Played		incarcerated
Feared		noted
Used		expanded
Showed		stopped
Surprised		adapted
Owed		added
Explained		insisted
		wanted
		participated
		admitted

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Weeks 5 and 6
Review and Integrated Mini-Project

Level: 10th	**Unit: 3**
Enduring Understanding: The world is made up of diverse groups of people who nurture one another. **Essential Question:** How does understanding people's differences help us all become better human beings?	
New Citizenship:	

Dimensions
1. Ways of thinking (√)
2. Ways of living in the world (√)
3. Ways of relating with others (√)
4. Tools for integrating with the world (√)

Learn to Know	**Learn to Do**	**Learn to Be and Live in Community**
Grammar & Sentence Frame ▪ Did Ls use all sentence frames? **Vocabulary** ▪ Did Ls say aloud and write all vocabulary? **Phonology** ▪ Did Ls recognize, articulate and produce phonological sounds?	**Function** ▪ Did Ls use all functions? **Discourse Markers** ▪ Did Ls practice connecting words: and, but, because?	**Psychosocial** ▪ Did Ls show evidence of … ▪ Being aware and committed to protecting the environment ▪ Appreciating natural wonders **Sociocultural** ▪ Did Ls practice idioms and quotes?

Assessment Strategies & indicators of learning (Diagnostic, formative, summative)	**Learner can**	**Didactic Sequence Mediation**	**Time** Total: 120 min (3 lessons)
▪ Did Ls achieve all learning outcomes?	▪ Can Ls do all tasks?	Referencing notes from formative assessments throughout the weeks, repeat activities to strengthen Ls in weaker areas or select from Optional Activities that follow these plans.	All of week 5 or 6
Options		**Integrated Mini-Project**	**Time**
–		By allowing time for the Mini-Project each week for participating, thinking, and acting out, learners should now have a chosen project and determined content and strategies. In the presentation week Ls focus on: **Responding and sharing:** Participating in individual and peer assessment of the integrated mini-project. Teachers monitor …. ▪ Did Ls use English during all aspects of Integrated Mini-Project? ▪ How did project presentations reflect understanding and/or mastery of Can - Do Statements? ▪ Did Ls put into practice the focus of Learn to Be and Live in Community? ▪ Did the Integrated Mini-Project provide answers to the Essential Question?	All of week 5 or 6 of unit

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Level 10th		**Unit 4**
	CEF Level to be Reached B1 Basic User/Independent User	
Scenario: Caution: Fragile World. Handle with Care		
Enduring Understanding	**Enduring Understanding**: Sustainable development is a "glocal" (global and local) issue where all citizens share a common sustainable responsibility to preserve the planet for future generations.	
Essential Question	**Essential Question:** Why is it important to focus on sustainable development?	

New Citizenship:

Dimensions
1. Ways of thinking (√)
2. Ways of living in the world (√)
3. Ways of relating with others (√)
4. Tools for integrating with the world (√)

Assessment and Goals

Week 1 Goals	**Week 1 Assessment**	**Week 2 Goals**	**Week 2 Assessment**	**Week 3 Goals**	**Week 3 Assessment**	**Week 4 Goals**	**Week 4 Assessment**	**Week 5/6**
L.1. understand the main points of even a relatively long discussion if it concerns a familiar topic and if the people involved use Standard English and do not speak too quickly. **L.3**. understand the most important	**L.1.** paraphrases the main points of a relatively long discussion using standard English. **L.3**. extracts the most important	**L.2.** follow the main idea of audio text about our sustainable world.	**L.2**. extracts the main points of audio texts. **W.1.** summarizes simple text	**R.3.** understand the important information in simple, clearly drafted printed materials such as newspapers, charts and graphs with some understanding of sustainable development.	**R.3**. interprets the important information in simple, clearly drafted print materials (newspaper, charts and graphs, diagrams).	**SP.2.** explain and justify points of view briefly about the topic. **W.2.** describe events (e.g., sustainable	**SP.2.** explains and justify points of view briefly about the topic. **W.2.** describes events (e.g.,	**Assessment** Anecdotal reports / rubrics / instruments for self and co-assessment **Suggested Integrated Mini project**

information in a news broadcast (television, Internet) when visuals support the message about the fragile world and the way of mitigating effects responsibly. **R.1.** use key words, diagrams, and illustrations to support reading comprehension	information in news broadcast (television, internet). **R.1.** discriminates key words, diagrams, and illustrations to support reading comprehension.	**W.1**. summarize simple text dealing with the subject. **SI. 1.** verbally indicate willingness to participate in activities.	dealing with the subject. **SI.1**. indicates verbally willingness to participate in activities.	**SI. 2.** sustain a conversational exchange with a peer in the classroom when the topic is familiar, though there may be some difficulty in understanding and being understood from time to time. **SP.1**. express opinions about the fragile world and the way of mitigating effects responsibly, welcoming questions with others' opinions.	**SI.2.** starts, maintains and closes a conversational exchange with a peer in the classroom. **SP.1.** expresses opinions about the fragile world and the way of mitigating effects responsibly, deriving questions for others' opinions.	practices at home or school) using complete sentences that are connected to each other in expository paragraphs and check written paragraphs to look for mistakes (subject-verb agreement, pronoun and article agreement, capitalization, using commas, sentence sense, word order, text structure, concrete ideas, etc.).	sustainable practices at home or school) using complete sentences that are connected to each other within expository paragraphs.	Own app, explaining what it will do, how it will work, what it will look like. Giving own opinions/ answers to the Essential Question of the unit, using available technology or posters/paper.
Phonology **R2.** manipulates English language sounds using prior knowledge in phonics, syllabification and word parts. • Review of sound articulation (7th to 9th) and of phonological features of most unfamiliar words when needed. • Use of prosodic features (stress, intonation, rhythm) to support the message intended to convey. • Even though this goal is still linked to reading in Diversified Education, teachers can reinforce it in Spoken Interaction and Spoken Production activities as well.								

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Theme **1.** What Makes Something Sustainable	**Theme** **1.** Products and Practices around the World.	**Theme** **1.** Products and Practices in Costa Rica	**Theme** **1.** Am I Environmentally friendly?
Function • Describing experiences and sustainable practices.	**Function** • Expressing opinions about products and practices around the world.	**Function** • Expressing opinions about products and practices in Costa Rica.	**Function** • Expressing my own commitment towards sustainable practices.
Discourse Markers <u>Connecting words expressing cause and effect, contrast:</u> – **On the other hand**, we could take care of the planet. – **However,** this is n everybody's business. <u>Initiating and closing a conversation</u> **<u>Initiating</u>** – Can I talk to you for a minute? – Excuse me, please. Do you have a minute? <u>Managing interaction</u> <u>Interrupting</u> – Sorry to interrupt you but … – I have a question.	**Discourse Markers** <u>Connecting words expressing cause and effect, contrast:</u> – **On the other hand**, we could take care of the planet. – **However,** this is n everybody's business. <u>Resuming a conversation</u> – Anyway…, anyway, what I was saying? – What were we talking about? – To get back to what I was saying <u>Continuing</u> – Anyway….	**Discourse Markers** <u>Connecting words expressing cause and effect, contrast:</u> – **On the other hand**, we could take care of the planet. – **However,** this is n everybody's business. <u>Initiating and closing a conversation</u> **<u>Initiating</u>** – Can I talk to you for a minute? – Excuse me, please. Do you have a minute? <u>Managing interaction</u> <u>Interrupting</u>	**Discourse Markers** <u>Initiating and closing a conversation</u> **<u>Initiating</u>** – Can I talk to you for a minute? – Excuse me, please. Do you have a minute? <u>Managing interaction</u> <u>Interrupting</u> – Sorry to interrupt you but … – I have a question. – Could I interrupt here? <u>Closing</u> – It´s been nice talking to you. See you later.

– Could I interrupt here?	– So, as I was saying, Well…	– Sorry to interrupt you but … – I have a question. – Could I interrupt here? Closing – It´s been nice talking to you. See you later. – I´m sorry, I have to go now. – Must go.	– I´m sorry, I have to go now. – Must go. Changing the topic – Anyway…, by the way, there´s something else I wanted to tell you… Continuing – Anyway…. So, as I was saying, Well…
Grammar & Sentence Frames Comparative/Superlative – Sustainable agriculture produces food that is **less** harmful to the environment. – Sustainable farming focuses on raising food that is health**ier than** other types. – Sustainable farming is **the best** decision for our future. Future continuous – By the year 2025, 83 per cent of the expected global population of 8.5 billion will be **living** in developing countries.	**Grammar &Sentence Frames** Comparative/Superlative – Sustainable agriculture produces food that is **less** harmful to the environment. – Sustainable farming focuses on raising food that is health**ier than** other types. – Sustainable farming is **the best** decision for our future. Future continuous – By the year 2025, 83 per cent of the expected global	**Grammar & Sentence Frames** Comparative/Superlative – Sustainable agriculture produces food that is **less** harmful to the environment. – Sustainable farming focuses on raising food that is health**ier than** other types. – Sustainable farming is **the best** decision for our future. Future continuous – By the year 2025, 83 per cent of the expected	**Grammar & Sentence Frames** Comparative/Superlative – Sustainable agriculture produces food that is **less** harmful to the environment. – Sustainable farming focuses on raising food that is health**ier than** other types. – Sustainable farming is **the best** decision for our future. Future continuous – By the year 2025, 83 per cent of the expected

Modals – People **should** protect the environment. It makes good sense. – Stores **must** give out recyclable plastic bags. – The government **ought** to improve the public transportation system. Tag questions – People should select energy-efficient cars. **Shouldn't they**? – We need to reduce our carbon dioxide footprint. **Don't we**? Wh- Questions/ Yes-no questions Am I environmentally friendly? – What are some of the sustainability practices you currently use in your house or school? – When your parents purchase goods for your house, which aspects influence their decision on	population of 8.5 billion will be **living** in developing countries. Modals – People **should** protect the environment. It makes good sense. – Stores **must** give out recyclable plastic bags. – The government **ought** to improve the public transportation system. Connectors for Cause and Effect and Phrases for giving advice – Because sustainable farming does not endanger public health, I recommend you support it. – We should practice sustainability in raising animals and see that they are treated humanely, allowed to carry out their normal behaviors.	global population of 8.5 billion will be **living** in developing countries. Modals – People **should** protect the environment. It makes good sense. – Stores **must** give out recyclable plastic bags. – The government **ought** to improve the public transportation system. Tag questions – People should select energy-efficient cars. **Shouldn't they**? – We need to reduce our carbon dioxide footprint. **Don't we**? Connectors for Cause and Effect and Phrases for giving advice – Because sustainable farming does not endanger public health, I recommend you support it.	global population of 8.5 billion will be **living** in developing countries. Modals – People **should** protect the environment. It makes good sense. – Stores **must** give out recyclable plastic bags. – The government **ought** to improve the public transportation system. Tag questions – People should select energy-efficient cars. **Shouldn't they**? – We need to reduce our carbon dioxide footprint. **Don't we**? Wh- Questions/ Yes-no questions Am I environmentally friendly? – What are some of the sustainability practices

what to buy and by how much? – What should we do to increase awareness about sustainable development practices? – Do you have any ideas on how to minimize the use of plastic bags and Styrofoam boxes?	<u>Connecting words for Compare and Contrast</u> – Wind power and solar energy have risen in popularity remarkably over the past decade; however, they are still used less than traditional forms of energy. – Switches from petrol to diesel and fuel-saving technologies have been the main drivers of reduction of CO_2 emissions; however, we need to do more. –	– We should practice sustainability in raising animals and see that they are treated humanely, allowed to carry out their normal behaviors. <u>Connecting words for Compare and Contrast</u> – Wind power and solar energy have risen in popularity remarkably over the past decade; however, they are still used less than traditional forms of energy. – Switches from petrol to diesel and fuel-saving technologies have been the main drivers of reduction of CO_2 emissions; however, we need to do more.	you currently use in your house or school? – When your parents purchase goods for your house, which aspects influence their decision on what to buy and by how much? – What should we do to increase awareness about sustainable development practices? – Do you have any ideas on how to minimize the use of plastic bags and Styrofoam boxes? <u>Connectors for Cause and Effect and Phrases for giving advice</u> – Because sustainable farming does not endanger public health, I recommend you support it. – We should practice sustainability in raising animals and see that they are treated humanely,

			allowed to carry out their normal behaviors. <u>Connecting words for Compare and Contrast</u> – Wind power and solar energy have risen in popularity remarkably over the past decade; however, they are still used less than traditional forms of energy. – Switches from petrol to diesel and fuel-saving technologies have been the main drivers of reduction of CO_2 emissions; however, we need to do more.
Vocabulary <u>What Makes Something Sustainable</u> – Sustainability – Environmentally friendly – Eco-friendly – Biodegradable – Carbon footprint – Energy efficient	**Vocabulary** <u>Products and Practices around the World.</u> – Caution, fragile, sustainable, sustainable practices, harmful, fuel-efficient, energy-efficient, reusable, endanger, emissions, carbon	**Vocabulary** <u>Products and Practices in Costa Rica</u> – locally, pesticides, biodegradable, Styrofoam, toxics, reduction**, carbon dioxide, population, barriers**	**Vocabulary** <u>Am I Environmentally friendly?</u> – User-friendly – environment-friendly – ecofriendly alternatives – committed to green choices – going green

	footprint, minimizes, energy consumption, alternative. – reduce, reuse, and recycle.	– natural health products – printed on recycled paper		
Psycho-social – Analyze, think in a critical and creative way, make decisions – Find creative solutions and show initiative – Allow others to express themselves and to decode their emotions **Sociocultural** – Practicing a responsible consumption of goods. – Valuing collaborative teamwork. – Taking sustainable actions in protecting the environment. – Giving and receiving constructive feedback.	**Psycho-social** – Analyze, think in a critical and creative way, make decisions – Find creative solutions and show initiative **Sociocultural** – Practicing a responsible consumption of goods. – Valuing collaborative teamwork. – Taking sustainable actions in protecting the environment. – Giving and receiving constructive feedback.	**Psycho-social** – . Willingness to put into practice sustainable practices – Analyze, think in a critical and creative way, make decisions – Find creative solutions and show initiative **Sociocultural** – Practicing a responsible consumption of goods. – Valuing collaborative teamwork. – Taking sustainable actions in protecting the environment. – Giving and receiving constructive feedback.	**Psycho-social** – Willingness to put into practice sustainable practices – Analyze, think in a critical and creative way, make decisions – Find creative solutions and show initiative **Sociocultural** – Practicing a responsible consumption of goods. – Taking sustainable actions in protecting the environment.	

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Didactic Planning
Week # 1

Level: 10th		**Unit: 4**
Domain: Psycho-social & Sociocultural	**Scenario:** Caution: Fragile World. Handle with Care	**Theme:** What makes something sustainable

Enduring Understanding: Sustainable development is a "glocal" (global and local) issue where all citizens share a common sustainable responsibility to preserve the planet for future generations.
Essential Question: Why is it important to focus on sustainable development?

New Citizenship:

Dimensions
1. Ways of thinking (√)
2. Ways of living in the world (√)
3. Ways of relating with others (√)
4. Tools for integrating with the world (√)

Learn to Know	Learn to Do	Learn to Be and Live in Community
Grammar & Sentence Frames Comparative/Superlative Sustainable agriculture produces food that is less harmful to the environment. Sustainable farming focuses on raising food that is healthier than other types. Sustainable farming is the best decision for our future. Future continuous	**Function** Describing experiences and sustainable practices. **Discourse Markers** Connecting words expressing cause and effect, contrast: On the other hand, we could take care of the planet. - However, this is n everybody's business. Initiating and closing a conversation Initiating	**Psychosocial** - Analyze, think in a critical and creative way, make decisions - Find creative solutions and show initiative - Allow others to express themselves and to decode their emotions **Sociocultural**

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By the year 2025, 83 percent of the expected global population of 8.5 billion will be living in developing countries. Modals People should protect the environment. It makes good sense. Stores must give out recyclable plastic bags. The government ought to improve the public transportation system. Wh- Questions/ Yes-no questions Am I environmentally friendly? What are some of the sustainability practices you currently use in your house or school? When your parents purchase goods for your house, which aspects influence their decision on what to buy and by how much? What should we do to increase awareness about sustainable development practices? Do you have any ideas on how to minimize the use of plastic bags and Styrofoam boxes? **Vocabulary** - Sustainability - Environment - Eco-friendly - Biodegradable - Carbon footprint - Energy - Exploited	Can I talk to you for a minute? Excuse me, please. Do you have a minute? Managing interaction Interrupting Sorry to interrupt you but … I have a question. Could I interrupt here?	- Practicing a responsible consumption of goods. - Valuing collaborative teamwork. - Taking sustainable actions in protecting the environment. - Giving and receiving constructive feedback.

- Decompose - Reduce, reuse and recycle - Saving water - Styrofoam		

Assessment Strategies & indicators of learning* (Diagnostic, formative, summative)	**Learner can**	**Didactic Sequence Mediation**	**Time** Total: 200 min (5 lessons)
		Pre-teaching **Routine:** Checking attendance, checking in with Ls, T posts the Essential Question on the board, Can Do's, and class agenda, etc. **Participating:** **Warm up** Teacher shows students a series of mixed pictures. Some of them portray positive environmental practices (riding a bike, composting, using solar panels and recycling) and some others portray negative environmental practices (cutting down trees, using plastic bags, wasting water and flushing medications) (**See APPENDIX 1).** Students will work in pairs to classify positive and negative practices orally. Teacher will ask for volunteers to share their answers aloud. **Engaging:** **Activation of prior knowledge** Using the same pictures from the warm up activity, the teacher will ask students to write down the names of the different activities presented. The ones that they know. Students can add more negative or positive practices of their own. **Introducing** Teacher writes down the following questions on the board(projects them): How would you define sustainability? How do you know if something is sustainable?	5' 5' 5'

L.2. extracts the main points of audio texts.	**L.2.** follow the main idea of audio text about our sustainable world.	Which of the practices previously presented can be considered sustainable practices? Teacher asks them to answer those questions in pairs. Volunteers share their answers with the group. Teacher tells students that during this week, they will learn information related to those questions. **Oral Comprehension** **Pre-listening** Activation of schema. Teacher presents a picture of a sustainable practice (or acts it out). **See (APPENDIX 2)**. The teacher tells them that it is a sustainable practice and asks them a couple of questions: What makes this practice sustainable? What other practices do you know about? Teacher introduces the goal for the lesson: L.2. follow the main idea of audio text about our sustainable world. Video for the task can be accessed at https://youtu.be/SS5ov8CCgDc (See **APPENDIX 5** for the script) Teacher presents the key words using pictures that illustrate them. She/He includes a sentence in the presentation for every word. Teacher asks students to listen and to repeat the words and sentences. Students copy everything in their notebooks(gives them a copy). (**See APPENDIX 3)** **Key words:** needs, resources, available, exploited, maintain, decompose, forever, take up, environment, harms, avoid, fix **NOTE:** Teacher chooses 8 out of the 12 key words depending on what his/her students know. **Clarifying**: Teacher clarifies the meaning of the words by asking questions such as What is something that you can fix? How do you maintain the classroom in good condition? etc. **Pairwork**: Pictures are numbered, but they have no text this time. Every pair gets a copy with the sentences (or they can use the ones that they previously wrote in their notebook). One student at a time reads a sentence at random, and the other student tells the number of the picture on the board that represents the sentence. (**See APPENDIX 4)**	10’ 10’ 15’ 5’

		Listening for the first time. Choose the right answer. (video script is in APPENDIX) What does the speaker talk about? a. unsustainability versus sustainability b. sustainability and sustainable practices **(Correct answer)** c. sustainability and the effects of plastic **Pair/Group feedback** In pairs, learners compare their answers, and the teacher asks students to raise their hands to show whether they chose a, b or c. **Listening for the second (and third time)** Listen again and choose the best answer. 1. What is sustainability? A) Protecting the environment for future generations. **(Correct answer)** B) The total number of resources to exploit on Earth. C) Actions that you can only do for a short period of time. 2. What question can we ask ourselves to know if our actions are sustainable? A) What is sustainability? B) What happens with plastic after we use it? C) Can I do this forever? **(Correct answer)** 3. Which of these actions is NOT mentioned in the video? A) Carpooling **(Correct answer)** B) Avoiding plastic bags C) Implementing the 3 R's 4. What do you need to ask yourself before buying a product? A) Do I really need to shop this? **(Correct answer)** B) Can I fix it if it breaks?	5’ 5’ 5’

		C) Can I recycle it when I finish using it? **Pair/Group feedback** Students work in pairs and compare their answers. Then, teacher checks them orally with the group. **Post-listening**: **Pairwork:** Production. Briefly, tell your partner what you learned about sustainability (concept and possible practices). You can use Sustainability means/is…. Some things that we can/should do…	5’
L.1. paraphrases the main points of a relatively long discussion using standard English.	**L.1.** understand the main points of even a relatively long discussion if it concerns a familiar topic and if the people involved use Standard English and do not speak too quickly.	**Oral Comprehension** **Pre-listening** **Activation of schema:** Teacher directs a quick review of key words and concepts from the previous listening exercise. Teacher shows a picture of a footprint **(See APPENDIX 6).** Teacher asks students: What do you see here? How is it produced? Have you heard of the term *carbon footprint*? What do you think it is? Teacher listens to students as they give their answers, and s/he shares with them the following definition: Carbon footprint *is a mark you leave upon the environment. It is related to harmful gases and the use of energy.* (Definition adapted from: https://youtu.be/8q7_aV8eLUE - Teacher can use this video as a personal reference to talk to her/his students about the topic.) This is another definition:	5’

		Carbon Footprint A carbon footprint is the amount of greenhouse gas emissions caused by an organisation, event, product or person. Usually a carbon footprint is calculated for a year. You can think of your carbon footprint as a measure of your impact on the environment. Having a small carbon footprint is better than having a large one, and a good goal is becoming what is known as ***carbon neutral***. That's when the combination of all your activities releases the same amount of CO2 as they absorb. When you are carbon neutral, your carbon footprint is zero. Taken from: https://www.naturalresources.sa.gov.au/files/sharedassets/sa_murray-darling_basin/education/teaching_resources/climate_change/carbon-footprint-game-teacher-resource-pack-gen.pdf Teacher asks students the following question. : Do you think that what we eat has a carbon footprint? Why? How? Teacher introduces the goal of the lesson: Understand the main points(ideas) in a conversation about an environmental topic. Teacher presents the key words by giving students a strip of paper with some questions related to the key words. (**See APPENDIX 7).** The teacher reads the questions aloud and repeats the key word at the end of the question for the students to listen and repeat. **Key words**: contain, reduce, vegan, greenhouse, requires, open field, grown, halve Teacher points at a word at a time and students pronounce it. **Clarifying.** Now, the teacher gives students time to answer the questions individually first. **Pairwork**. Students quiz each other by asking the same questions to the partner. The student who is answering the question cannot see her/his copy. Then, they share the answers with the group. As they go over the questions, the teacher shows them possible answers on the board and a picture illustrating the concept. (**See APPENDIX 8).**	5’ 5’ 10’ 5’

		Listening for the first time You can access the video at **https://www.youtube.com/watch?v=71KviG1pacU** (from 0:00 to 2:07) 1. What is the video about? ( ) Growing tomatoes in greenhouses causes a high carbon footprint. ( ) Sandwiches made with tomatoes have a high carbon footprint. ( ) Simple ways to reduce the carbon footprint of a sandwich. **(correct answer)** 2. What is the purpose of the speakers? ( ) To motivate people to grow their own tomatoes. ( ) To inform people of simple ways to reduce their carbon footprint. **(correct answer)** ( ) To persuade people to buy ingredients with a low carbon footprint. **Pair/Group feedback** In pairs, learners compare their answers, and the teacher asks students to raise their hands to show whether they chose a, b or c. **Listening for the second (and third time)**. Listen to David and Adisa and answer the questions. Teacher writes down the following questions on the board: 1. What type of sandwiches should people avoid? 2. What do most tomatoes grown in greenhouses require ? What does this mean? 3. What would happen if we imported tomato from Spain? 4. What can Canadians take away from Adisa's study? **Pair/Group feedback** In pairs, learners compare their answers, and then teacher checks them orally. Answers: 1. The sandwich that you should avoid is ham and cheese and also a breakfast sandwich, which contains bacon, sausage and an egg.	5’ 5’ 5’

R.1. discriminates key words, diagrams, and illustrations to support reading comprehension.	**R.1.** use key words, diagrams, and illustrations to support reading comprehension	2. In the Uk, for example, most of the tomato is grown in greenhouses and that requires energy, which means that the carbon footprint of tomato is really high. 3. If we imported tomato from Spain where it's grown in open fields; then, the carbon footprint is lower. 4. We have a choice in terms of the type of food that we eat. **Post-listening:** Situation: Students imagine that they are newspaper journalists who are writing an article about the carbon footprint of the food that we eat. They want to mention what David Common from CBC News reports about Adisa's study. Use the answers from the previous exercise to do the paraphrasing. You can use the options below to write the sentences. **These are some options that students can use:** **1) a.** prohibit the consumption of **b.** abstain from eating **c.** continue eating **2) a.** are made of **b.** are cooked without **c.** do not include **3) a.** produces **b.** saves **c.** needs **4) a.** reduces **b.** increases **c.** curbs **5) a.** reduce **b.** increase **c.** exacerbate **6) a.** difference **b.** limitation **c.** alternative **7) a.** waste **b.** prepare **c.** consume They can use expressions such as People should...In the Uk,..., There is/are...David/Adisa says/mentions/thinks that ... **Written Comprehension:** ▪ **Pre-reading** **Activation of prior knowledge:** Students work in groups of three. They are shown two cartoons **(See APPENDIX 9).** Based on the cartoons, they do a brainstorming exercise. They think about the sources of carbon footprint around the world and ways in which they can reduce their carbon footprint. They can	10’

		write their answers in their notebooks. Once students finish, teacher asks each group to tell her/him their ideas in order to write them on the board. **Possible sources of carbon footprint:** electricity and heat production, transportation, food consumption, industry, food waste, energy generation, burning fuels **Possible ways to reduce their carbon footprint:** saving water, saving energy, reducing, reusing and recycling, planting trees, etc. Teacher writes down the following questions on the board: How worried are you about your carbon footprint? Why is it important to reduce our carbon footprint? What benefits could come from reducing carbon footprint? What may happen if we cannot reduce our carbon footprint? Teacher asks them to answer those questions in the same groups. Volunteers share their answers with the group. Teacher introduces the goal of the lesson: Use key words, diagrams, and illustrations to support reading comprehension Teacher presents the key words using pictures that illustrate each word. She/He includes a sentence in the presentation for every word. Teacher asks students to listen and to repeat the words and sentences. Students copy them in their notebooks(teacher can give them a copy). (**See APPENDIX 10).** **Key words:** journeys, strengthen, intake, flush, disproportionately, lobby, household, fans, sparingly **Clarifying**: Teacher clarifies the meaning of the words by asking questions such as What is something that you flush? How often do you go on a journey? etc. **Pairwork**: Every pair gets a card with definitions (**See APPENDIX 11)**. Together, they have to match the underlined word from the previous sentences (APPENDIX 10) with the corresponding definition. Once they finish, teacher checks their answers orally.	5’ 5’ 5’

		Teacher gives students a copy of the text (**See APPENDIX 12**) printed in legal size or even bigger, if possible) and asks students to look at it. If not, teacher can project the text. https://drive.google.com/open?id=1u0XuuEGQUF_rg0q_qLeDA7Vr7qD2pJCW Students DO NOT READ the information. Based only on the title and the pictures, they answer the questions below. Teacher writes them on the board with the possible answers for students to choose from. 1) What type of text is this? A) A flyer (a leaflet or brochure) B) An infographic (a graphic visual representation of information) C) An advertisement (a paid announcement) 2) What is the purpose of the text? A) To inform people about ways to reduce their carbon emissions. B) To persuade people into changing their lifestyle to protect the environment. C) To criticize people who never try to reduce their carbon footprint. **Pair/Group feedback** In pairs, learners compare their answers, and the teacher asks students to raise their hands to show whether they chose a, b or c. **Reading for the first time** Students are asked to match the headings to the corresponding suggestions to reduce your carbon footprint. Teacher writes the options on the board. HEADINGS: Waste management: Reduce, Reuse, Recycle Transport Water Use Energy Use Food	5’ 10’ 5’

R.1 L identifies English language sounds using prior knowledge in phonics, syllabification and word parts.	**R2.** manipulates English language sounds using prior knowledge in phonics, syllabification and word parts.	CORRECT ANSWERS 1. Transport 2. Food 3. Energy use 4. Water Use 5. Waste Management: Reduce, Reuse, Recycle **Reading for the second time:** Use the infographic to do the following exercise. What suggestion would you give to a person who____? a. does the laundry with hot water b. throws out a lot of garbage c. buys heavily packaged food d.needs to buy a new refrigerator e.drives too fast f. does not eat everything on her/his plate g. makes impulse purchases h. cleans her/his sidewalk everyday i. constantly travels to other countries j. leaves the tap running while brushing her/his teeth k. loves to eat meat l. leaves the TV on while sleeping **Pair/Group feedback** In pairs, learners compare their answers. Then, teacher checks them orally. **Post-reading** Teacher gives students a copy of a footprint. **(SEE APPENDIX 13)** They are asked to think about possible changes that they can make in their lives to reduce their carbon footprint. Once they finish, they work in groups of three and share their ideas orally.	5’ 5’ 10’

		Phonology Teacher projects or writes the following words on the board. She/He reads them aloud, and students drill them. Then, teacher reads the words again for students to classify them into the sounds: /eɪ/, /aɪ/, /aʊ/ and /oʊ/. **SEE APPENDIX 14.** Students work in pairs and compare their answers. Then, teacher checks the answers with the whole group. She/He reads the words again and students drill them. After this, they work in pairs or in groups of three. They are given a set of cards. A student picks a card and says a sentence using the indicated word. Then, the other student does the same. They do this until they finish using all the words. **SEE APPENDIX 15** **Variation:** Students can play a concentration game. Every time they flip the cards over, they say the word out loud. If they match two cards, they say a sentence to keep the cards. At the end, the winner is the person with more cards. sustainability /səˌsteɪnəˈbɪlɪti/ biodegradable /ˌbaɪoʊdɪˈgreɪdəbəl/ available /əˈveɪləbəl/ maintain /meɪnˈteɪn/ environment /ɪnˈvaɪrənmənt/ greenhouse /ˈgrinˌhaʊs/ recycle /riˈsaɪkəl/ styrofoam /ˈstaɪrəˌfoʊm/ bicycle /ˈbaɪsɪkəl/ population /ˌpɑpjəˈleɪʃən/ containers /kənˈteɪnərz/ household /ˈhaʊsˌhoʊld/	

Integrated Mini-Project	**Time**
Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation. **Participating to negotiate:** (5 or 10 minutes in week 1 or 2) **Option 1**: **Art from Scrap**. Elaborate one or two pieces of art with wastes that come from your house or school and are not part of a recycling process. Describe your work of art and explain how you made it. Describe the problem that those wastes cause, where you got them from, how these works of art help the environment. Explore other alternatives to deal with those wastes. **Option 2**: **Our Green School/House**. Write down a proposal in the form of an information bulletin with a series of sustainable activities that you will put into practice at home and/or school. Describe your practices. Tell about the problems that those practices are tackling. Talk about the necessary resources to carry out the practices. Describe the possible outcomes/results.	Adjust previous times listed above to allow 5 min each week. Group presentations can be week 5 or 6.

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Choose one mini project and get in groups of 3-4 participants and negotiate in order to plan the next phase. Gather information about environmental problems that you see at home and/or at school.	

Reflective Teaching

What worked well	What didn't work well	How to improve

Enduring Understanding Reflection

How well did the learners progress in their understanding of the Enduring Understanding?

Week Plan Self-Assessment

At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)

Learner Self-Assessment			
I can…	***Yes***	***In progress***	***No***

*You must include the indicators of learning from the document "Guidelines on How to Write Indicators of Learning for the Pedagogical Mediation of the English Curriculum" under each Assessment Strategy and in the Self -Assessment chart at the end of every week.

APPENDIX 1

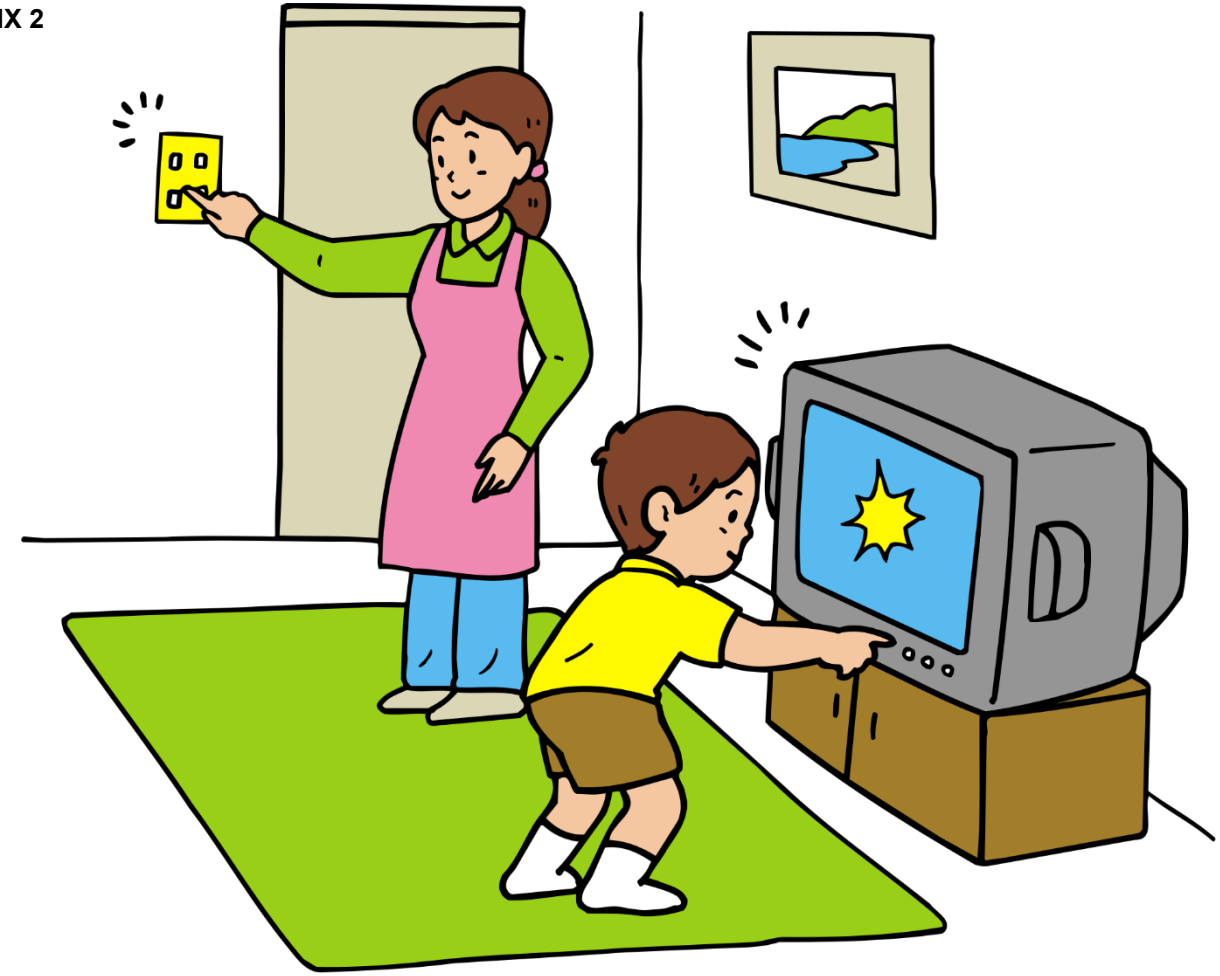
 https://incident-prevention.com/ip-articles/chainsaw-safety-planning-and-precision-felling-techniques	 https://www.denverpost.com/2019/08/25/composting-denver-landfill-recycling/

https://www.hometownlife.com/story/news/local/birmingham/2019/07/02/birmingham-seeks-ease-requirements-install-solar-panels/1489328001/	https://www.bicycling.com/skills-tips/a20026575/how-to-learn-to-ride-a-bike-as-an-adult/

https://www.goodhousekeeping.com/home/g804/recycling-symbols-plastics-460321/	https://www.cataloniatoday.cat/article/1493103-plastic-bag-no-thanks.html

 https://www.emwd.org/report-water-waste	 https://earth911.com/living-well-being/health/recycling-mystery-medication/

APPENDIX 2



https://www.pinclipart.com/pindetail/ihwRRRx_global-warming-paris-agreement-carbon-dioxide-energy-turn/

APPENDIX 3

https://tinycards.duolingo.com/decks/8X8VKTcR/basic-human-needs

Food, water, shelter and clothing are some of the basic human **needs.**

Water, forests, and minerals are important natural **resources.**

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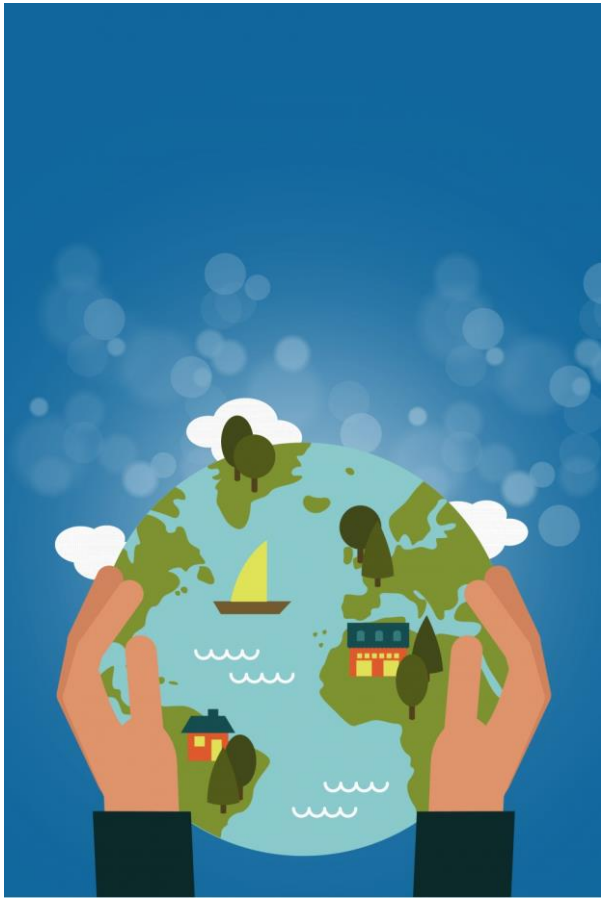
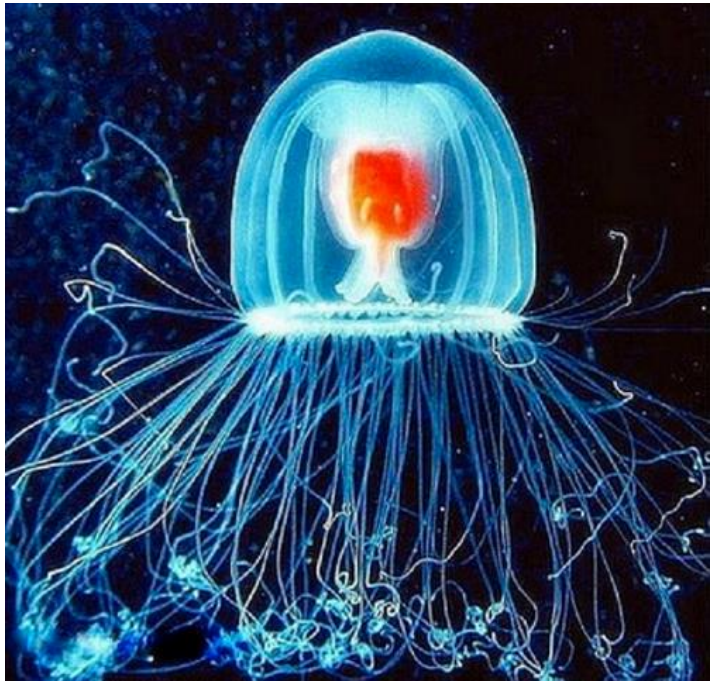
The Energy Efficiency Inspection App is **available** in Google Play; you can find it there.

A lot of minerals are exploited in Africa every day.



Protecting water is a way to maintain ecological balance.

The tomatoes began to decompose after half a day in the sun.



The immortal jellyfish called *Turritopsis dohrnii* can live forever; that is, it never dies.

Garbage takes up too much space; we need to reduce waste.

Plants and animals need a healthy environment to survive.

Styrofoam harms the environment; this is a non-biodegradable material that produces air pollution.

Bats avoid contact with humans.

I will fix my bicycle. I don't have enough money to buy a new one.

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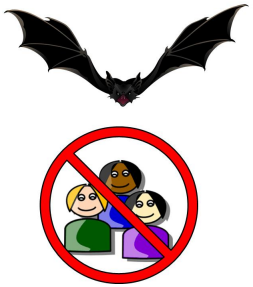
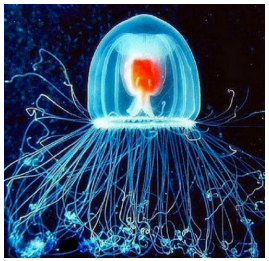
APPENDIX 4

Student A

Listen to your partner reading some sentences to you. Look at the pictures and tell her/him the number of the picture that corresponds to each sentence.

					
1	**2**	**3**	**4**	**5**	**6**
7	**8**	**9**	**10**	**11**	**12**

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Student B
Do not show this copy to your partner.

Read each sentence to your partner. After reading each sentence, your partner will tell you what the matching picture is. Check her/his answers.

If the answer is correct, you can tell her/him: That's correct. // You're right! // That's good.
If the answer is incorrect, you can tell her/him: I'm sorry. Try again. // That's not the picture.

A) Food, water, shelter and clothing are some of the basic human needs. (Picture 12)

B) Water, forests, and minerals are important natural resources. (Picture 10)

C) The Energy Efficiency Inspection App is available in Google Play; you can find it there. (Picture 7)

D) A lot of minerals are exploited in Africa every day. (Picture 1)

E) Protecting water is a way to maintain ecological balance. (Picture 5)

F) The tomatoes began to decompose after half a day in the sun. (Picture 6)

G) The immortal jellyfish called Turritopsis dohrnii can live forever; that is, it never dies. (Picture 4)

H) Garbage takes up too much space; we need to reduce waste. (picture 11)

I) Plants and animals need a healthy environment to survive. (Picture 9)

J) Styrofoam harms the environment; this is a non-biodegradable material that produces air pollution. (Picture 8)

K) Bats avoid contact with humans. (Picture 3)

L) I will fix my bicycle. I don't have enough money to buy a new one. (Picture 2)

APPENDIX 5

VIDEO SCRIPT

What is sustainability?

The United Nations says that sustainability focuses on meeting the needs of the present without compromising the ability of future generations to meet their own needs. In other words, sustainability means maintaining the world we live in. To achieve this goal, we must act responsibly. We shouldn't use up all the resources on the planet that future generations will also need. There are not enough resources to support the world's population. The resources available are limited, and these are exploited every day to construct buildings, to produce vehicles, to develop technology, in general terms, it is used to create pretty much everything.

Sustainability means that we should maintain these resources so that they last a very long time or even forever. Remember that our actions have a deep impact on the environment, and we need to protect it because future generations will depend on it.

According to mocomi.com, if you want to know if what you do is sustainable, you should ask yourself if you can do it forever. For example, whenever you use something made of plastic such as bags, bottles and containers, you should ask yourself the question: Can I do this forever? The answer is no because plastic takes millions of years to decompose and it takes up a lot of space on earth. The accumulation of plastic harms the environment and it also affects both people's and animals' health. The consumption of plastic is unsustainable and we should protect our environment from its harms.

What actions can actually contribute to sustainability?

You should avoid the use of plastic bags. Fix broken items instead of throwing them away. Recycle, reduce and reuse. Be a conscious consumer. Before you buy something, ask yourself the question: Do I need it, or do I want it? These are just some examples of sustainable actions. Remember that what you do can affect others, so act locally and think globally. Sustainability starts with you.

APPENDIX 6

APPENDIX 7

Your Carbon Footprint.

1. What can a bottle **contain**? _____
2. What is something that a **vegan** person won't eat? _____
3. What can you find in a **greenhouse**?_____
4. What is something in the classroom that **requires** energy? _____
5. What's an activity you can do in an **open field**? _____
6. What's a typical product that is **grown** in Costa Rica? _____
7. If your footprint is 50 kg of CO_2 and you **halve** it, how much would you produce? _____
8. How can you **reduce** your carbon footprint? _____

APPENDIX 8

1. A bottle can **contain** water, juice and liquids in general. 	3. People grow flowers, vegetables and fruits in a **greenhouse**.
2. A **vegan** person won't eat meat or any dairy products. 	4. Smartphones, computers and video beams **require** energy to operate.

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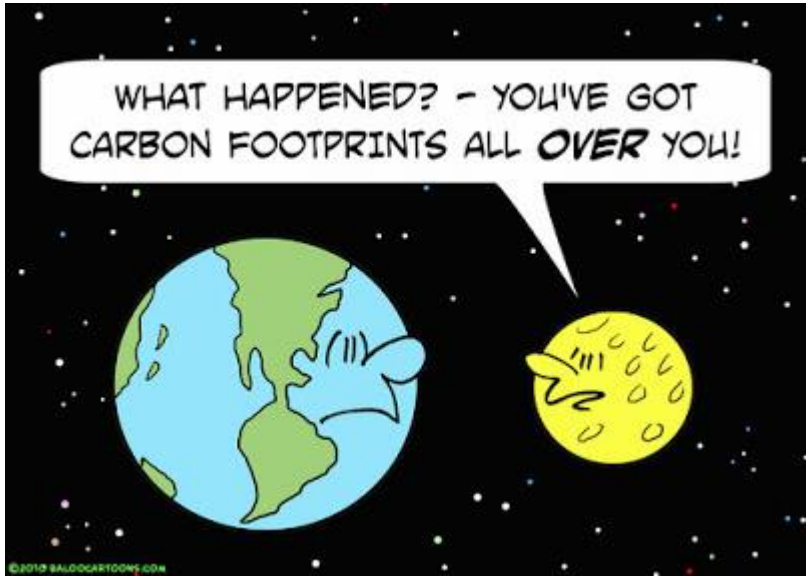
5. I can play soccer, grow vegetables and walk in an **open field**. 	7. If you **halve** your carbon footprint, you will end up with 25 kg of CO2. 1/2
6. Coffee is a typical product **grown** in our country.	8. I can **reduce** my carbon footprint by recycling, reusing, riding a bike, among others.

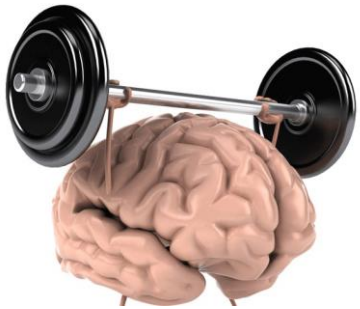
APPENDIX 9



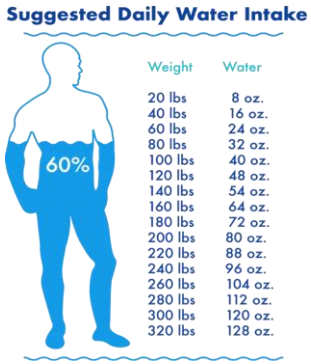
http://balooscartoonblog.blogspot.com/2010/04/carbon-footprint-cartoon.html https://www.denverpost.com/2009/05/20/carbon-footprint/

APPENDIX 10

1) It was a long **journey** to Hells Canyon Scenic Byway in Oregon. It took us two days to get there.



2) Playing memory games **strengthens** your brain.



3) Increasing your daily **intake** of water aids digestion, improves your concentration and helps to remove toxins from your body.

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4) The claw of the crab grew **disproportionately.**

5) He will **lobby** other party members to change the legislation concerning guns.

6) My robot will prepare meals, clean and wash dishes. These are **household** tasks that I don't like to perform.

7) Use water **sparingly** so that the paint doesn't run. A moderate amount of water on the brush is enough to paint.

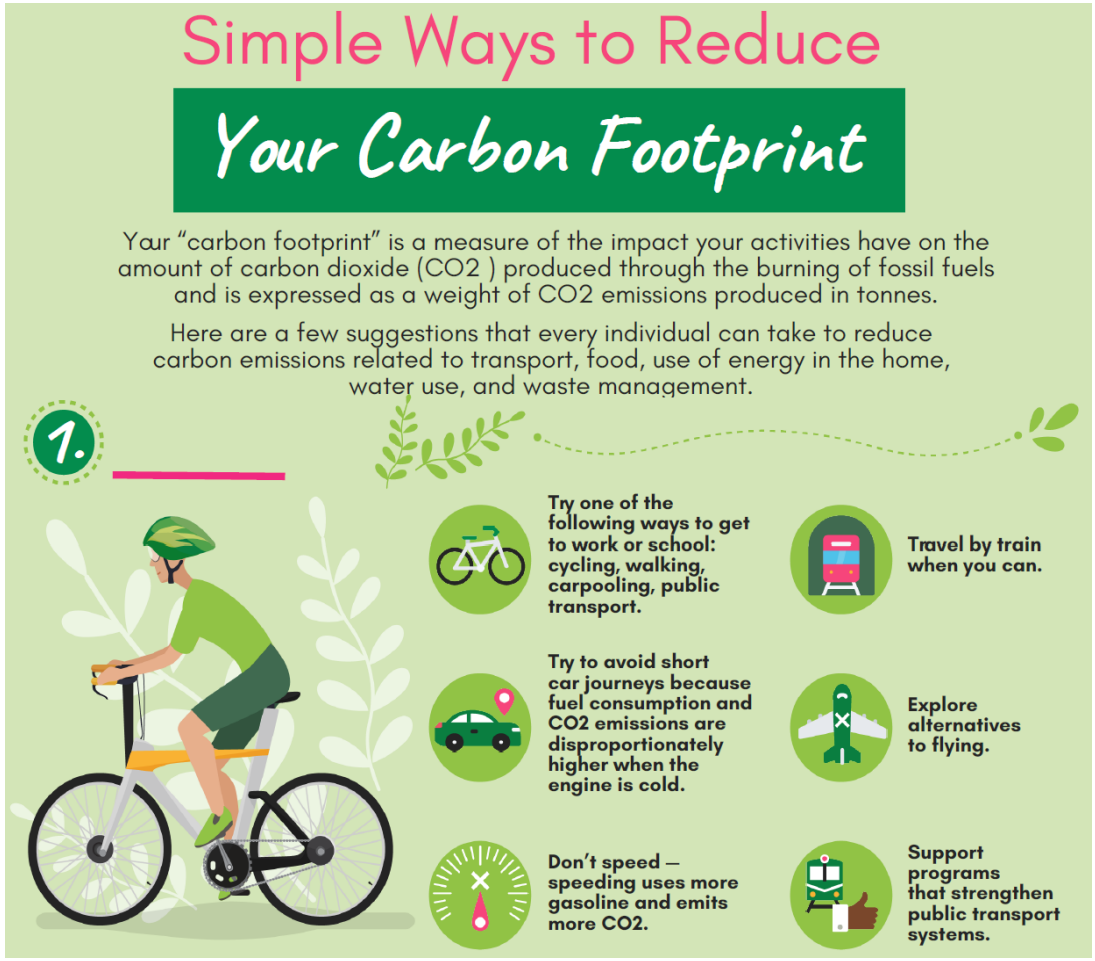
8) The toilet doesn't **flush.** There is insufficient water in the tank.

9) It was hot, so I turned on the **fans.**

APPENDIX 11

a. ( ) (adverb) in small amounts, or without wasting any b. ( )(verb) to try to persuade a politician, the government, or an official group that a particular thing should or should not happen, or that a law should be changed c. ( ) (verb) to (cause to) be washed with a sudden rush of water d. ( ) (noun) any device for producing a current of air by the revolving movement of one or more blades e. ( ) (noun) the act of traveling from one place to another, usually taking a rather long time; trip	f. ( ) (adjective) used to describe something that is used in the home g. ( ) (verb) to make something stronger, more effective, or more powerful h. ( ) (noun) the amount of something such as food, breath, or a liquid that is taken in by someone or something i. ( ) (adverb) in a way that does not have proportion or balance	**ANSWER KEY** a. 7 sparingly b. 5 lobby c. 8 flush d. 9 fan e. 1 journey f. 6 household g. 2 strengthen h. 3 intake i. 4 disproportionately

APPENDIX 12


Simple Ways to Reduce
Your Carbon Footprint
Your "carbon footprint" is a measure of the impact your activities have on the amount of carbon dioxide (CO2) produced through the burning of fossil fuels and is expressed as a weight of CO2 emissions produced in tonnes.
Here are a few suggestions that every individual can take to reduce carbon emissions related to transport, food, use of energy in the home, water use, and waste management.
1.
Try one of the following ways to get to work or school: cycling, walking, carpooling, public transport.
Travel by train when you can.
Try to avoid short car journeys because fuel consumption and CO2 emissions are disproportionately higher when the engine is cold.
Explore alternatives to flying.
Don't speed – speeding uses more gasoline and emits more CO2.
Support programs that strengthen public transport systems.

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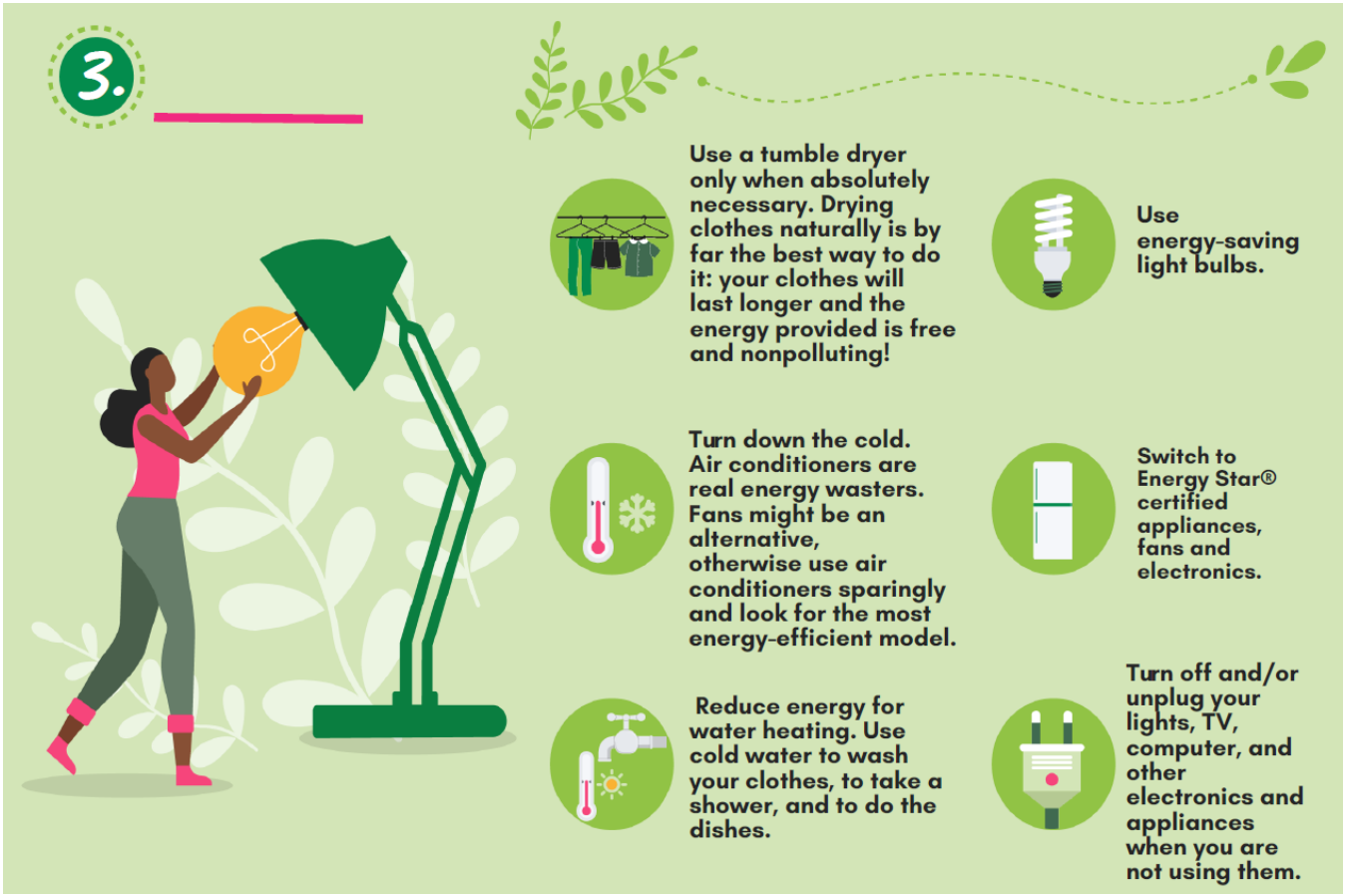

3.
Use a tumble dryer only when absolutely necessary. Drying clothes naturally is by far the best way to do it: your clothes will last longer and the energy provided is free and nonpolluting!
Use energy-saving light bulbs.
Turn down the cold. Air conditioners are real energy wasters. Fans might be an alternative, otherwise use air conditioners sparingly and look for the most energy-efficient model.
Switch to Energy Star® certified appliances, fans and electronics.
Reduce energy for water heating. Use cold water to wash your clothes, to take a shower, and to do the dishes.
Turn off and/or unplug your lights, TV, computer, and other electronics and appliances when you are not using them.

4.
Boil less water and cover your pots while cooking.
Turn off the tap.
Install new toilets that use less than 1.6 gallons per flush.
Water plants early or late in the day to reduce evaporation.
Avoid drinking bottled water.
Avoid using a hose when possible such as when cleaning floors and outdoor areas.
Take a shower instead of a bath.
Find and repair leaks.

5. _____

Recycle as much as possible.

Choose products that come with little packaging.

Lobby for appropriate recycling options in your community.

Buy intelligently.

Reuse your shopping bag.

Stop household burning of rubbish.

Sources:

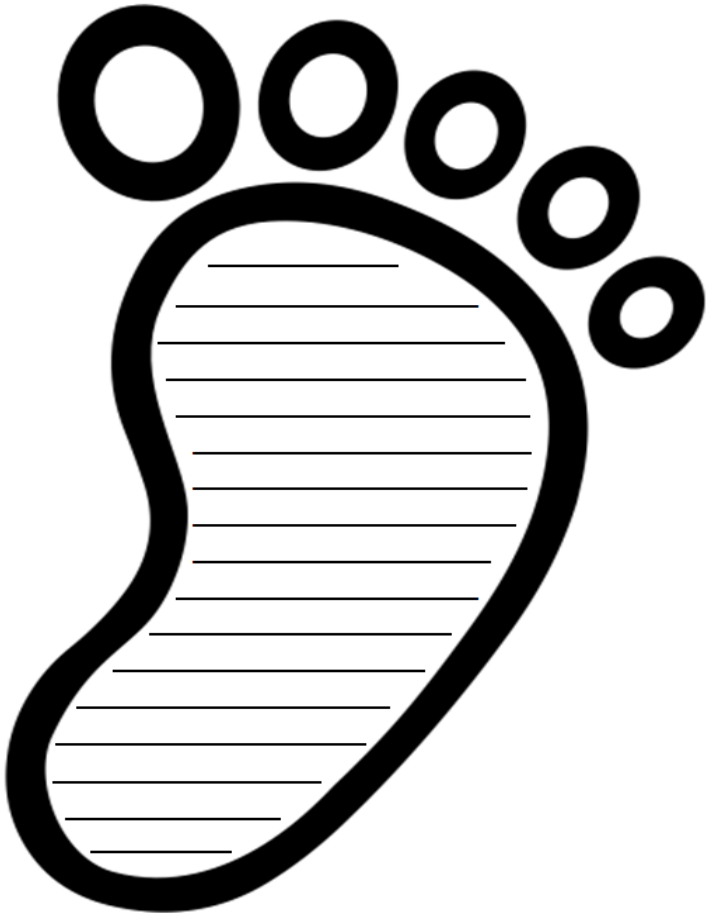
"REDUCING YOUR CARBON FOOTPRINT CAN BE GOOD FOR YOUR HEALTH
A List of Mitigating actions1." Kit2008_annex1_2, World Health Organization, **2008,**
www.who.int/globalchange/publications/factsheets/ **Kit2008_annex1_2.pdf**
https://www.energy.gov/articles/resolve-save-energy-year
https://briefbox.me/submissions/10-ways-to-reduce-your-carbon-footprint/
https://www.texascoastalexchange.org/reducing-your-carbon-footprint.html
http://growplumbing.com/wp-contre/uploads/2014/08/watersaving.jpg

APPENDIX 13

Your Carbon Footprint

Think of at least six things you can do to save the earth and reduce your carbon footprint. Write them on the lines.

I can_____.



APPENDIX 14

Classify the words depending on the sound of the <u>underlined</u> part. Your teacher will read them for you, so pay attention!

sust**<u>ai</u>**nability	b**<u>i</u>**odegradable	av**<u>ai</u>**lable	greenh**<u>ou</u>**se
b**<u>i</u>**cycle	m**<u>ai</u>**nt**<u>ai</u>**n	biodegr**<u>a</u>**dable	h**<u>ou</u>**sehold
env**<u>i</u>**ronment	popul**<u>a</u>**tion	styrof**<u>oa</u>**m	rec**<u>y</u>**cle
st**<u>y</u>**rofoam	household	bi**<u>o</u>**degradable	cont**<u>ai</u>**ners

eɪ	oʊ	aɪ	aʊ

APPENDIX 15

sust**ai**nability	b**i**odegradable	av**ai**lable	st**y**rofoam

greenh**ou**se	b**i**cycle	m**ai**nt**ai**n	househ**o**ld
biodegr**a**dable	h**ou**sehold	env**i**ronment	bi**o**degradable

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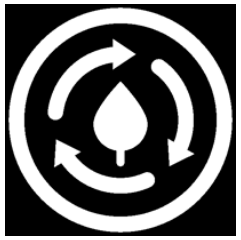
popul**a**tion	styrof**oa**m	rec**y**cle	cont**ai**ners
/eɪ/	 /aɪ/	/eɪ/	/aɪ/

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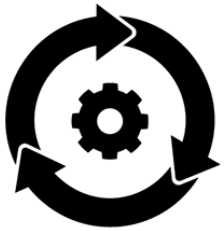
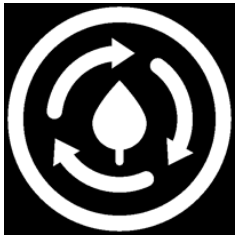
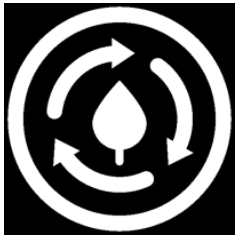
/aʊ/	/aɪ/	 /eɪ/	/oʊ/
 /eɪ/	/aʊ/	/aɪ/	 /oʊ/

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/eɪ/	/oʊ/	/aɪ/	/eɪ/

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Level: 10th		**Unit: 4**
Domain: Psycho-social & Sociocultural	**Scenario:** Caution: Fragile World. Handle with Care	**Theme:** Products and Practices around the World

Enduring Understanding: Sustainable development is a "glocal" (global and local) issue where all citizens share a common sustainable responsibility to preserve the planet for future generations.
Essential Question: Why is it important to focus on sustainable development?

New Citizenship:

Dimensions
1. Ways of thinking (√)
2. Ways of living in the world (√)
3. Ways of relating with others (√)
4. Tools for integrating with the world (√)

Learn to Know	**Learn to Do**	**Learn to Be and Live in Community**
Grammar & Sentence Frames Comparative/Superlative Sustainable agriculture produces food that is less harmful to the environment. Sustainable farming focuses on raising food that is healthier than other types. Sustainable farming is the best decision for our future. Future continuous By the year 2025, 83 per cent of the expected global population of 8.5 billion will be living in developing countries.	**Function** Expressing opinions about products and practices around the world. **Discourse Markers** Connecting words expressing cause and effect, contrast: - On the other hand, we could take care of the planet. - However, this is n everybody's business. Resuming a conversation	**Psychosocial** - Analyze, think in a critical and creative way, make decisions - Find creative solutions and show initiative **Sociocultural** - Practicing a responsible consumption of goods. - Valuing collaborative teamwork. - Taking sustainable actions in protecting the environment. - Giving and receiving constructive feedback.

Modals People should protect the environment. It makes good sense. Stores must give out recyclable plastic bags. The government ought to improve the public transportation system. Connectors for Cause and Effect and Phrases for giving advice Because sustainable farming does not endanger public health, I recommend you support it. We should practice sustainability in raising animals and see that they are treated humanely, allowed to carry out their normal behaviors. Connecting words for Compare and Contrast Wind power and solar energy have risen in popularity remarkably over the past decade; however, they are still used less than traditional forms of energy. Switches from petrol to diesel and fuel-saving technologies have been the main drivers of reduction of CO2 emissions; however, we need to do more. **Vocabulary**	- Anyway…, anyway, what I was saying? - What were we talking about? - To get back to what I was saying Continuing - Anyway…. - So, as I was saying, Well…	

- Sustainable - Sustainable practices - Reusable - Carbon footprint - Consume - Alternatives - Environmental activism - Hassles - Hazardous waste - Cleanup - Replacing - Consumption		

Assessment Strategies & indicators of learning* (Diagnostic, formative, summative)	**Learner can**	**Didactic Sequence Mediation**	**Time** Total: 200 min (5 lessons)
		Pre-teaching **Routine:** Checking attendance, checking in with Ls, T posts the Essential Question on the board, Can Do's, and class agenda, etc. **Participating :** **Warm up** Students are given a copy of a quiz **(See APPENDIX 1: Carbon Footprint Worksheet).** Individually, students answer it. Then, they work in groups of three and share	5' 10'

		their results. They answer the question: Who has a bigger footprint? What can you do to reduce your carbon footprint? **Engaging : Activation of prior knowledge** Teacher shows a picture of a dirty place. Teacher asks students to work in pairs and to answer the following question: What can we do to change this scenery? What can we do with all the trash? (**See APPENDIX 2)** **Introducing** Teacher shows students pictures of three products, one at a time **(See APPENDIX 3).** Teacher asks them the following questions, one at a time: What do you think of this product? How do you think that each product was made? What do you think of this product and practice in relation to the environment? Are they eco-friendly? Why/Why not? What makes a product eco-friendly? Why is it important to reduce, reuse and recycle? Teacher writes some useful expressions for students to express their opinions: I think that… because… / I consider that.../ In my opinion, ... / Personally, I believe that.../ I agree / That's a good point. / I'm afraid I disagree with you… / I don't think so because... **Oral Comprehension:** Video can be accessed at https://youtu.be/9h4LXI7AgOw (from 0:00 to 2:00)	5' 5'
L.3. extracts the most important information in news broadcast.	**L.3.** understand the most important information in a news broadcast (television, Internet) when visuals support	**Pre-listening** Activation of schema. Teacher shares the following riddle with students: This is something that can be drunk in many different ways: black, with milk or as an espresso. What is it? (coffee) What kind of waste does coffee produce? **Predicting in pairs:** What do you think that we are going to learn today about coffee, waste and environment? Write down your guesses.	5'

	the message about the fragile world and the way of mitigating effects responsibly.	Teacher introduces the goal of the lesson: Understand the most important information in a news broadcast. Teacher projects/writes down the key words on the board (consume, grounds, pour, edible, saucer, scent, appearance, replacing). He/She gives students a slip of paper. **See APPENDIX 4.** The slip of paper has an exercise that they have to fill in with the key words. Once students complete the exercise, they compare with a partner. Then, teacher proceeds to present the key words (**See APPENDIX 5**). As the teacher presents them, students correct their answers if necessary. After that, teacher asks for the corresponding answers to the exercise. Answer Key: 1. saucer 2. edible 3. consume 4. replacing 5. scent 6. pour 7. appearance 8. grounds The teacher points at a word at a time, and students pronounce it. **Clarifying.** The words are projected or written on the board, and they are numbered from 1 to 8. Teacher gives a synonym or definition of the key word, and the students raise their hands showing the number that corresponds to the word on the board. **Pairwork**. Students quiz each other. One student reds a definition/synonym. The other student gives the word that was defined by using it in a sentence. (**See APPENDIX 6**, if teacher wants to give them a handout. A different option is to project the definitions on the board)	10’ 5’ 5’

		Listening for the first time Review predictions that students made earlier in the lesson. Additionally, students do the following exercise. **True/False (correct)** Watch the news broadcast and write True or False for each statement below. If you write False, write down the right information. (Note to teacher: Explain to students that Kaffee Form is a company.) 1. _____ The news broadcast takes place in England. _____ 2. _____ The video is about cups made out of coffee waste. _____ 3. _____ The founder of the company has a pessimistic attitude towards the product. _____ 4. _____ The cups are only available for coffee consumption at the coffee shop. _____ **Answers:** 1. False/ in Berlin, Germany 2. True 3. False / He is proud of the product. 4. False/ Consumers can buy a cup and saucer to take them home. **Pair/Group feedback** Students share answers in pairs and then as a group. **Second listening**. Watch the video again and choose the correct answer.	5’ 5’

		1. What are the cups made of? a. ( ) They are made out of coffee grounds. **(correct answer)** b. ( ) They are made out of coffee beans. c. ( ) They are made out of recycled coffee cups. 2. How many kilos of the material does the producer need to make 15 cups? a. ( ) more than a kilo b. ( ) one kilo **(correct answer)** c. ( ) less than a kilo 3. How much is a cup and saucer? a. ( ) 50 euros b. ( ) 13 euros c. ( ) 15 euros **(correct answer)** 4. How often do they need replacing? a. ( ) rarely because it seems impossible to break them **(correct answer)** b. ( ) after washing them a couple of times c. ( ) when they get a strong coffee scent **Pair/Group feedback** Teacher asks students to exchange answers/notebooks/copies. Teacher and students talk about the right options for each item, and the teacher writes the correct answers on board. Once students have checked the partner's answers. They give answers back and teacher walks around the room to take a quick look at the answers.	5' 5' 5'

W.1. summarizes simple text dealing with familiar subjects.	**W.1.** summarize simple text dealing with the subject.	**Post-task.** *Elevator Pitch-modified* (a short description of a product or business idea, especially one given to a possible investor. Taken from https: //www.google.co/amp/s/dictionary.cambridge.org/amp/english/elevatorpitch) **Pairwork.** You just came from a trip to Berlin. You learned about a particular type of cup there. You want to convince your boss to produce this cup in Costa Rica. Speak to your boss and tell him/her about the product. What is it? How is it made? Tell your boss why you think that this is a good product for our country/market. Use expressions such as *I think..., I consider..., I believe that..., We could.., We should*... and others to express your opinion. (2 minutes per person)	10’
		Written Production **Pre-writing.** Activation of previous knowledge. Teacher asks students the following question: What do you think that the most eco-friendly countries in the world are doing to reduce their carbon footprint? (Switzerland, France, Denmark, Malta, Sweden) Share the task with your students. Your school has a digital newspaper. This month, they want to publish about eco-friendly practices around the world. They have given you the task of reading a short article about an interesting eco-friendly practice or product. And you have to write down a summary of that article for the school newspaper. (Article is on **APPENDIX 7**) **Note**: Students are given time to read the text. **Drafting**	10’

SI. 1. verbally indicate willingness to participate in activities.	**SI.1**. indicates verbally willingness to participate in activities.	Ask students to complete the information table. (See APPENDIX 8) Once they are done, ask students to compare answers with a partner. Check the answers with the whole group. Now, students write down their first draft. **Revising** Individually. Students to go over their summary answering the following questions about the draft: Were all important ideas included? Were they paraphrased correctly? Were all connecting words correctly used? Does the summary follow the original organization of ideas? Go over grammar, spelling, punctuation, etc. **Editing** Pairwork. Students exchange papers and go over spelling, grammar, punctuation, capitalization and word choice. They go over the same elements from “Revising”, too. Students can write down observations in the partner’s draft or ask questions. **Publishing** After getting their edited drats back, students look at the observations or questions to write down the final version of the summary. **Spoken Interaction/Production** **Warm up** Teacher shows students some pictures of environmental activism. (**See APPENDIX 9).** Students will work in pairs and answer the following questions: Why is environmental activism important? Do you take action for the planet? If so, how? **Engaging:**	10’ 5’ 5’ 5’

.		**Activation of prior knowledge** Teacher shows some pictures (**See APPENDIX 10**) and asks students the following questions: What are these people doing? How do their actions contribute to the environment? **Introducing** Teacher writes down the following question on the board: What events are celebrated in Costa Rica and/or around the world to protect the planet? Teacher asks them to answer that question in groups of three. After this, they share their answers with the other groups. Teacher introduces the goal of the lesson: Indicate verbally willingness to participate in activities. Teacher presents the key words using pictures that illustrate each word. She/He includes a sentence in the presentation for every word (**See APPENDIX 11**). Teacher asks students to listen and to repeat the words and sentences. **Key words:** cleanup, supplies, hassles, discover, tires, shredding, hazardous waste, give up Teacher gives students a slip of paper. (**See APPENDIX 12).** The slip of paper has eight sentences that they have to complete with the key words. Once students complete the exercise, they compare with a partner. Then, teacher checks answers with the whole group. Answer key: 1. hazardous wastes 2.tire 3. give up	5’ 5’ 5’ 5’

		4. cleanup 5. discover 6. hassle 7. shredding 8. supplies **Planning:** Teacher tells the students what the task is: “You want to take action for the environment, so you decide to participate in different events to help save our planet.” They work in pairs or in groups of three, and they are given some posters with information about different events that will take place during the year. (**See APPENDIX 13**) Individually, they will think about the events they are willing to participate in and the different actions they want to take to protect the environment. **Organizing** Sts organize their ideas and prepare a short conversation about the events they are willing to participate in and the different actions they want to take to protect the environment. Teacher provides them with useful language and an example of a possible conversation: **Useful language:** In which of the events would you like to participate in? / Which events would you like to celebrate? What will you do? I would like to____. I will (definitely/probably) _____.	5’ 5’ 5’

		I want to ____. I am going to_____. We can ….. Can't we? **Model:** Brenda: Look at these events... they all look great! Tom: Yes. In which event would you like to participate in? Brenda: I am going to turn off the lights on March 28th, and I would like to ask my parents to leave the car at home and use public transportation on September 22nd. What about you? Tom: I want to go to the community reuse & recycling event. Brenda: What will you do? Tom: I will definitely bring some clothing. I will probably take a couple of old cell phones. **Rehearsing** Sts. practice the conversation orally to improve it. **Interacting/Describing** Sts present their conversation in front of the class.	5' 20'

R.2 L identifies English language sounds using prior knowledge in phonics, syllabification and word parts	R2. manipulates English language sounds using prior knowledge in phonics, syllabification and word parts.	**Phonology** While students present their conversations (previous exercise), teacher writes down examples of sentences that students say with *I would like to.../ I will .../ I want to... / I am going to…* Teacher writes from 4 to 8 sentences on the board, and reads them using contractions *(I would like to…= I'd like to… / I will… I'll / I want to…= I wanna… / I am going to… =I'm gonna…).* Students drill the sentences. Then, they work in pairs and take turns reading the sentences aloud.	5'

Integrated Mini-Project	**Time**
Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation. **Participating to negotiate:** (5 or 10 minutes in week 1 or 2) Gather information and resources to carry out the project. Negotiate in order to plan the next phase. Distribute responsibilites.	Adjust previous times listed above to allow 5 min each week. Group presentations can be week 5 or 6.

Reflective Teaching

What worked well	What didn't work well	How to improve

Enduring Understanding Reflection

How well did the learners progress in their understanding of the Enduring Understanding?

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Week Plan Self-Assessment

At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)

Learner Self-Assessment			
I can…	***Yes***	***In progress***	***No***

*You must include the indicators of learning from the document "Guidelines on How to Write Indicators of Learning for the Pedagogical Mediation of the English Curriculum" under each Assessment Strategy and in the Self -Assessment chart at the end of every week.

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APPENDIX 1: Carbon Footprint Worksheet

Instructions: Answer the questions below.Then, write the corresponding values in the right column. See the example below. Add together all the values in the right column to find out what your carbon footprint is. Only fill in one value for each question, unless otherwise stated.

Ex. Do you turn off the lights when you leave a room?		
a. Yes (circled)	a. 133	133
b. No	b. 268	_____

1. How do you get to school?

a. On foot	a. 0 _____
b. By bike	b. 0 _____
c. By car	c. 1115 _____
d. By bus	d. 131 _____
e. Carpool	e. 459 _____
f. By motorcycle	f. 547 _____

2. What do you mostly eat?

a. fast food	a. 4818 _____
b. home cooked food	b. 629 _____

3. What do you mostly eat?

a. vegetables/fruits	a. 153 _____
b. meat	b. 644 _____
c. bread	c. 364 _____

4. Do you turn off lights when you leave a room?

a. yes	a. 133 _____
b. no	b. 268 _____

5. Do you unplug appliances/chargers when not in use?

a. yes	a. 9 _____
b. no	b. 18 _____

6. How do you dry clothes?

a. hang to dry	a. 0 _____
b. dryer	b. 750 _____
c. both	c. 375 _____

7. Do you turn off the water when brushing your teeth?

a. yes	a. 34 _____
b. No	b. 274 _____

8. Do you turn off the TV when you're not watching it?

a. yes	a. 47 _____
b. no	b. 140 _____
c. don't have/use one	c. 0 _____

9. Do you turn off your video game system when you're not using it?

a. yes	a. 29 _____
b. no	b. 90 _____
c. don't have/use one	c. 0 _____

10. Do you recycle? (for this question, select all that apply)

a. magazines	a. -15 _____
b. newspaper	b. -90 _____
c. glass	c. -7 _____
d. plastic	d. -19 _____
e. aluminum and steel cans	e. -86 _____

This total is an estimate of your carbon footprint and shows the number of pounds of carbon dioxide you produce annually. The lower the number, the fewer greenhouse gasses emitted into the atmosphere.
Taken and adapted from:
https://www.teachengineering.org/content/cub_/lessons/cub_whatkindoffootprint/cub_footprint_lesson01_worksheet_v3_tedl_dwc.pdf

APPENDIX 2

APPENDIX 3

1	2	3

1. **Adidas** shoe is made from ocean plastic.
2. **Stella the Seahorse** are made entirely of plastic debris from Pacific Coast beaches.
3. **Ecoist** handbags are made from recycled candy wrappers, food packages, soda labels, and other recycled materials.

APPENDIX 4

Key Word Exercise

1. In that coffee shop, the cup and the _____ are made of recycled material.

2. The paper-like wrapping of this Chinese candy is _____. It is made of rice. I didn't know you can actually eat it.

3. In China, people _____ approximately 73.8 billion plastic bottles in a year.

4. This PS3 control needs _____. It is not working well.

5. My mom loves these flowers. They have a nice _____. They smell really good.

6. Do you want me to _____ more hot water in your cup?

7. You shouldn't judge people by their external _____.

8. What does your dad usually do with the coffee _____? He composts them along with the fruit peels.

APPENDIX 5

1. Consume (eat, drink, or ingest food or drink)	3. Pour (cause -a liquid- to flow from a container)
2. Grounds (coffee bean waste)	4. Edible (fit to be eaten)

5. Scent (a pleasant natural smell)	7. Replacing (substitute, change)
6. Appearance (the way someone/something looks)	8. Saucer (a shallow dish)

APPENDIX 6

Definition/Synonym	**Word**
eat, drink, or ingest food or drink	Consume
coffee bean waste	Grounds
cause -a liquid- to flow from a container	Pour
fit to be eaten	Edible
a pleasant natural smell	Scent
the way someone/something looks	Appearance
substitute, change	Replacing
a shallow dish	Saucer

APPENDIX 7

What is an eco-friendly brand?

A new eco-friendly era is rising, and it is reaching every corner of the world.
Organisations of all sizes are quickly discovering that today's consumers want more than just the right products and services. Your clients want to feel as though they are spending their money on a brand they can feel good about. As a result, the top eco-friendly companies are currently the ones with the most marketplace power.

More than 90% of today's CEO's believe that sustainability is essential to success. As consumer groups continue to publish studies about the rising demand for more environmentally-friendly practices in business, it is easy to see why green initiates are becoming so important.
Eco-friendly brands are the companies that recognise some of the biggest threats facing our planet and know how to come up with unique ways of overcoming those issues. These organisations do not just use recycled packaging or turn their thermostats down during the winter. Many of the most eco-friendly brands are also investing in new initiatives that change the way they operate on a fundamental level.
Look at Seventh Generation, for instance. This cleaning-product company transformed the cleaning industry with products that completely eliminate the harmful toxins and chemicals that other businesses in the sector have relied on for decades. To become one of the world's most socially conscious brands, the business had to start from scratch and find their own unique formula for cleaning. However, the results of the company's hard work were significant. Seventh Generation recently topped Forbes' annual "Best for the Environment" list.
The trend is spreading to the business leaders of tomorrow, too. Around 88% of business school students say that they think social and environmental issues are crucial to business branding. Additionally, more first-time entrepreneurs are basing their USPs and points of differentiation on environmental protection.

Adapted from: https://fabrikbrands.com/eco-friendly-companies/

Key words: **CEO**= chief executive officer of a company or institution **start from scratch**= start from the very beginning
threats= dangers **trend**= fashion
brands= products manufactured by a particular company under a particular name

APPENDIX 8

Main idea of the article: _____ _____	**Supporting ideas**: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____

APPENDIX 9

ACT NOW
For Future Generations
ELDERS CLIMATE ACTION
www.eldersclimateaction.org

THE CLIMATE IS CHANGING.
WHY AREN'T WE?

CLIMATE ACTION NOW!
Protect Our EARTH
THE OCEANS ARE RISING AND SO ARE WE
LET'S MAKE EARTH

WE WOUIDN'T DISRESPET OUR BIRTH MOTHER SO
KEEP THE EARTH CLEAN IT'S NOT URANUS
heal the WORLD
OUR PLANET OUR FUTURE

APPENDIX 10

Appendix 11

My daughter did a quick cleanup of her room. It now looks clean and organized.

	Each school kit contains materials for up to 80 children, as well as teaching supplies.

	Carrying luggage, changing planes and walking long distances are hassles that most travelers must face.

Scientists around the world are working to discover a cure for cancer.

The sculpture is made entirely of old car tires.

	Carlson was shredding some documents before throwing them away.

The hazardous waste has toxicity, flammability, reactivity and infection.

	She is obstinate and determined and will not give up.

APPENDIX 12

Complete the sentences by using the following words:

supplies / hassle/ hazardous wastes / shredding/ give up / discover/ tire / cleanup

1. We would like to reduce the amount of _____ because they pollute the environment.

2. I need to buy two new _____for my car. I'll go to Pricesmart now.

3. I won't _____ because I want to win the game.

4. I will help my parents with the _____. The house is a mess.

5. Visitors to the museum will be able to _____more about their ancestors.

6. It's a _____ trying to decide what to wear to the party. I'll ask my best friend for help.

7. This company is going to make the habit of _____ documents that are no longer needed in order to recycle paper.

8. There aren't enough food_____. I'll buy some.

APPENDIX 13

Taken and adapted from: https://www.tanktopsflipflops.com/playa-hermosa-community-clean-up-2019

Taken and adapted from: https://www.3blmedia.com/News/Earth-Hour-2019-Single-Hour-Inspire-Movement-Protect-Our-Planet

Adapted from: https://www.unilinkbus.co.uk/world-car-free-day

COMMUNITY REUSE & RECYCLING EVENT

If you love taking care of the environment, this is for you.

Where?
Pococí de Guápiles, Limón

When?
February 28, from 8:00 a.m. to 3:00 p.m.

ACCEPTED

Electronic Waste
Computers
Laptops
Televisions
LCD/LED monitors
Fax machines
Scanners
Printers
Circuit boards
Cell phones
Calculators
Copy machines
Answering machines
Connectors/Cables
CPU keyboards and mice
Audio/video (AV) equipment
Electronic or video game consoles

Household/Garage items:
Appliances
Clothing
Furniture
Metal
Tires

Others:
Documents for shredding
Cardboard
Plastic
Glass
Styrofoam

NOT ACCEPTED
Automotive waste
Broken furniture
Construction waste
Garbage
Hazardous waste
Car seats
Household batteries
Dehumidifiers
Air conditioners
Medical waste
Non-recyclable or non-reusable items

Staff reserves the right to refuse items that are not listed, or items that are contaminated or too large to handle.

For more information: 2710-0939
https://www.facebook.com/municipalidaddepococi/

Adapted from:
https://www.visitcostarica.com/en/costa-rica/events/recycling-campaign-lim%C3%B3n
https://atyourservice.seattle.gov/2018/03/21/neighborhood-recycling-events-spring-2018/

Taken and adapted from: http://considerategroup.com/world-meat-free-day/

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Didactic Planning
Week # 3

Level: 10th		Unit: 4
Domain:	**Scenario:**	**Theme:**

Enduring Understanding: Sustainable development is a “glocal” (global and local) issue where all citizens share a common sustainable responsibility to preserve the planet for future generations.

Essential Question: Why is it important to focus on sustainable development?

New Citizenship:

Dimensions
1. Ways of thinking (√)
2. Ways of living in the world (√)
3. Ways of relating with others (√)
4. Tools for integrating with the world (√)

Learn to Know	Learn to Do	Learn to Be and Live in Community
Grammar & Sentence Frames Comparative/Superlative Sustainable agriculture produces food that is less harmful to the environment. Sustainable farming focuses on raising food that is healthier than other types. Sustainable farming is the best decision for our future. Future continuous By the year 2025, 83 per cent of the expected global population of 8.5 billion will be living in developing countries. Modals	**Function** Expressing opinions about products and practices in Costa Rica. **Discourse Markers** Connecting words expressing cause and effect, contrast: - On the other hand, we could take care of the planet. - However, this is n everybody’s business. Initiating and closing a conversation Initiating Can I talk to you for a minute?	**Psychosocial** - Willingness to put into practice sustainable practices - Analyze, think in a critical and creative way, make decisions - Find creative solutions and show initiative **Sociocultural** - Practicing a responsible consumption of goods. - Valuing collaborative teamwork. - Taking sustainable actions in protecting the environment. - Giving and receiving constructive feedback.

People should protect the environment. It makes good sense. Stores must give out recyclable plastic bags. The government ought to improve the public transportation system. Tag questions People should select energy-efficient cars. Shouldn't they? We need to reduce our carbon dioxide footprint. Don't we? Connectors for Cause and Effect and Phrases for giving advice Because sustainable farming does not endanger public health, I recommend you support it. We should practice sustainability in raising animals and see that they are treated humanely, allowed to carry out their normal behaviors. Connecting words for Compare and Contrast Wind power and solar energy have risen in popularity remarkably over the past decade; however, they are still used less than traditional forms of energy. Switches from petrol to diesel and fuel-saving technologies have been the main drivers of reduction of CO2 emissions; however, we need to do more. **Vocabulary** - Blue Flag - Ecoins - Sustainable tourism - Environmentally friendly - Biodiversity	Excuse me, please. Do you have a minute? Managing interaction Interrupting Sorry to interrupt you but … I have a question. Could I interrupt here? Closing It´s been nice talking to you. See you later. I´m sorry, I have to go now. Must go.	

- Commitment - Renewable - Resources - Sources - Earth Day **Phonology** falling and rising intonation in wh and yes/no questions		

Assessment Strategies & indicators of learning* (Diagnostic, formative, summative)	**Learner can**	**Didactic Sequence Mediation**	**Time** Total: 200 min (5 lessons)
		Pre-teaching **Routine:** Checking attendance, checking in with Ls, T posts the Essential Question on the board, Can Do's, and class agenda, etc. **Participating** **Warm up:** A minute to answer. Teacher asks students to sit in pairs. Teacher asks some quick questions and both students in the pairs have to share the answers with their pairs.(30 seconds each) Sample questions: 1. What is sustainability? 2. Name a simple way in which you can lower your carbon footprint? 3. What suggestion would you give to a person who… does the laundry with hot water and throws out a lot of garbage? 4. What is Earth Day? 5. What is one activity in which you can participate on Earth Day? 6. What is an eco-friendly product/brand?	5' 5'

		Engaging : Activation of prior knowledge Pairwork. What eco-friendly or sustainable practices are implemented in Costa Rica? Share answers with the group. **Introducing** Teacher shows pictures representing some eco-friendly practices or products in our country. **(See APPENDIX 1)** He/She lets them know that these practices take place in Costa Rica. Teacher asks students questions and asks them to share the answers with a partner and with the group. **The Blue Flag**. What is this flag? What does it represent? (It is the Blue Flag. It is given to places or institutions that have environmental sustainable practices.) **Ecolones (Ecoins)** symbol. What does this sign represent? (virtual money that you are given when you recycle. It is part of a national program) **The Certification of Sustainable Tourism**. Have you seen this sign? Where? What does it mean? (At touristic places that have sustainable/ eco-friendly practices.) **Florex bottle**. Why am I showing you this product? How is it related to eco-friendly practices? (Environmentally Friendly Cleaning Products)	10’ 5’
R.3. understand the important information in simple, clearly drafted printed materials such as newspapers, charts and graphs with some understanding of sustainable development.	**R.3.** understand the important information in simple, clearly drafted printed materials such as newspapers, charts and graphs with some understanding of sustainable development.	**Written Comprehension:** **Pre-reading** Teacher asks students a couple of questions for them to discuss in pairs: 1. How does Costa Rica produce its electricity? 2. What do you know about Costa Rica´s biodiversity? (every living organism within a single ecosystem or habitat, including numbers and diversity of species and all environmental aspects such as temperature, oxygen and carbon dioxide levels and climate. Taken from https://biologydictionary.net/biodiversity/) Teacher introduces the goal for the lesson: understand important information from a text. **Key words**: commitment, renewable, embraced, embedded, reconcile, reward, entrepreneurs, pioneer **Clarifying**: Teacher presents the new words to the students. He/She uses a Power Point for that purpose. **(See APPENDIX 2)** First, teacher introduces the words in sentences accompanied by pictures. He/She pronounces the words for them. Then, teachers asks them to listen and repeat. They focus on the **words** only.	5’

		Second, teacher reads the sentences and clarifies meaning by acting out or referring them to the pictures. Teacher can give students a copy of the words or ask them to write them down. **Pairwork:** Teacher projects the numbered pictures on the board with no sentences. One student says a word, and the other says the number of the corresponding picture. **(See APPENDIX 3)** **Reading for the first time (See APPENDIX 4 for the reading)** 1. What's the text about? ( ) Costa Rica has become the first carbon neutral country in the world. ( ) Savegre River was declared a Biosphere Reserve by UNESCO. ( ) Costa Rica has made great efforts to promote sustainable practices. **(Correct answer)** 2. What is the purpose of the author? ( ) To inform the reader. **(Correct answer)** ( ) To persuade the reader. ( ) To entertain the reader. **Pair/Group feedback** Students share answers in pairs. Then, share their answers with the group. **Reading for the second time** Answer the following questions based on the information from the text. 1. What are the two new records mentioned in the title of the article? (production of clear energy and declaration of Savegre River as a Biosphere Reserve.) 2. How much of Costa Rica's energy comes from renewable sources? (93% of our country's energy) 3. What's a Biosphere Reserve? (specially designated areas for sustainable development that reconcile the conservation of biodiversity with the proper use of natural resources) 4. What can entrepreneurs receive with a CTS (Certification for Sustainable Tourism)? (recognition and reward for their sustainable practices) **Pair/Group feedback** Teacher walks around the classroom and looks at students' answers. Then, he/she writes the answers on the board. **Post-reading**	10' 5' 5' 5' 10'

<table>
<tr>
<td>SI. 2. sustain a conversational exchange with a peer in the classroom when the topic is familiar, though there may be some difficulty in understanding and being understood from time to time.</td>
<td>SI. 2. sustain a conversational exchange with a peer in the classroom when the topic is familiar, though there may be some difficulty in understanding and being understood from time to time.</td>
<td>A friend of yours in Europe is asking you about the sustainable efforts that Costa Rica is making. Write down a short reply in the form of an e-mail telling him/her about the different actions that our country has made to promote environmentally-friendly practices.

Spoken Interaction/Production

Activation of prior knowledge

Pairwork. Teacher projects a chart on the board. Teacher asks learners to complete the chart in pairs. They can use these questions as a guide: What eco-friendly practices and products in Costa Rica do you know about? What is your opinion about each of them?

<table>
<tr><td>Product</td><td>What I think about it</td><td>Practice</td><td>What I think about it</td></tr>
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Once students finish, the teacher asks them to share their answers with the group, and he/she writes the answers on the board.

Planning</td>
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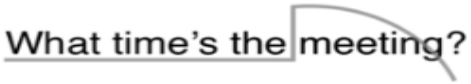
		Pairwork. A friend and you are recording a podcast. Based on the previous information, plan a short conversation in which both of you express your opinions about the products and practices jotted down. **Modeling.** Play this (https://thegreendivas.com/episode/good-bad-ugly-on-bottled-water-more-environmental-news/) or any other podcast to let your students get familiar with the structure and dynamic of a podcast. Start a short analysis of the structure of the podcast with the students to make them aware of its flow through the conversation. Teacher does not have to play it all. Just a part for it to get the idea of what is expected from them. Expressions that they can use: On the other hand, we could take care of the planet. However, this is everybody's business. Sorry to interrupt you, but … I have a question. Could I interrupt here? It´s been nice talking to you. See you later. I think that Costa Ricans should…. We will be minimizing/preserving/practicing …. **Organizing** In pairs, students organize their conversation including the requested information and structure of the podcast.	5' 10' 5'

		Rehearsing Students take some time to practice the conversation until they have mastered its content and organization. **Interacting/Describing** Pairs can record their conversations in the classroom and show it to the teacher. They can also call the teacher to their places when ready and perform for him/her. Some students can go to the front to perform for their classmates.	10’ 10’
SP.1. express opinions about the fragile world and the way of mitigating effects responsibly, welcoming questions with others’ opinions.	**SP.1**. express opinions about the fragile world and the way of mitigating effects responsibly, welcoming questions with others’ opinions.	**Spoken Interaction/Production** **Activation of prior knowledge** (Optional: **See APPENDIX 5**. Here, you will find some articles about sustainable practices and products in Costa Rica that you can share with your students for them to have some background knowledge for speaking.) Teacher reviews the chart of practices and products used during the previous activity or shares one of the articles in APPENDIX 5 with the students to generate ideas about what our country is doing in terms of environmental protection. **Planning** Option 1. You have a Youtube Channel. Today, you will include a short video about 3 of the sustainable practices and/or products that Costa Rica supports. Choose at least 3 practices and/or products describe them and give your opinion about them. (Students can actually record the video with a smartphone or camera.)	10’ 5’

		Option 2. It is the celebration of “Earth Day”. Your principal has asked you to prepare a short speech about some of the sustainable practices and products that Costa Rica supports. Choose at least 3 practices and/or products, describe them and give your opinion about each of them. Plan your speech. Include the following information: what the products and/or practices are, why you think that they are important, how you think that they help the environment and any other information that you consider relevant. You can use some of the expressions provided in the previous class. **Organizing** Organize your information according to what you have been requested. You can use visual material for your support just do not include full sentences. **Rehearsing** Individually, rehearse your presentation. You can also practice your speech with a classmate. **Interacting/Describing** When you are ready, show the video to your teacher or deliver your speech for your teacher. Depending on time, some students will go to the front to present. Another option is to have students work in small groups. Each member presents her/his speech to the others, and the teacher can monitor their work. **Phonology** **Recognition**:	5’ 5’ 10’ 10’

R 2. L identifies rising and falling intonation in questions using knowledge in phonics, syllabification and word parts.	R.2. L identify and manipulate English language sounds using knowledge in phonics, syllabification and word parts.	Teacher writes a series of wh questions and yes/no questions related to the topic of the week. Then she/he reads the questions out loud in order to make students aware of the type of intonation of every group of questions. Learners listen to the teacher and show a thumb up if they hear a rising sound at the end of the question and show a thumb down if they hear a falling intonation. The teacher draws a line for every question indicating where the intonation falls or rises. Example:  **Articulation**: The learners observe the teacher as he/she reads the questions. Learners repeat the pronunciation following the indicated intonation. Teachers and learners can use their finger/hand to indicate how the intonation rises or falls at the end. **Practice/Production**: Learners practice in pairs using the list of questions on the board. One will say a question, and the other must indicate the type of intonation used (rising or falling). Ss, in pairs, ask each other questions using the correct intonation.	5' 5' 5' 5'
Integrated Mini-Project			**Time**
Start elaborating your final product. Think what to do (the information you need to find, the time and organization of the work (what to write and distribute what each member is going to do). Check out if you are covering all requested aspects.			Group presentations can be week 4 or 5.

Reflective Teaching		
What worked well	What didn't work well	How to improve
Enduring Understanding Reflection How well did the learners progress in their understanding of the Enduring Understanding?		
Week Plan Self-Assessment		

At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)

Learner Self-Assessment			
I can…	***Yes***	***In progress***	***No***

*You must include the indicators of learning from the document "Guidelines on How to Write Indicators of Learning for the Pedagogical Mediation of the English Curriculum" under each Assessment Strategy and in the Self -Assessment chart at the end of every week.

APPENDIX 1

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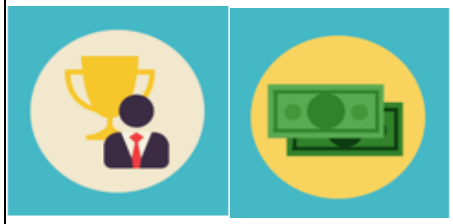
APPENDIX 2

1 Costa Rica has a strong environmental **commitment**.	2 **Renewable** energy will become progressively more important	3 People **embraced** the idea of being eco-friendly.	4 The bookshelf is **embedded** in the wall.
5 The couple decided to **reconcile** after a year.	6  You want to give the high-performing employee on your team a **reward**.	7 She also has become an **entrepreneur** by starting several businesses.	8 Jobs is widely recognized as a **pioneer** of the personal computer revolution of the 1970s.

APPENDIX 3

1	2	3	4
5	6	7	8

APPENDIX 4

Costa Rica Achieves Two New Records in Sustainability Effort

By Laura Alvarado - July 26, 2017

In just the first half of 2017, Costa Rica has reached a new record in clean energy production and received their latest Biosphere Reserve declaration by UNESCO (United Nations Educational, Scientific and Cultural Organization)—solidifying their strong commitment to sustainability.

During the first six months of the year, 99 percent of Costa Rica's electricity came from renewable sources, according to data from the National Energy Control Center (CENCE). In the last 30 years, renewable sources such as wind, geothermal, solar and hydroelectric have been responsible for production of nearly 93 percent of Costa Rica's energy, but this July they broke their own record. With a goal to be the first carbon neutral country in the world by 2021, sustainable practices can be observed in every region of the country, across all industries, adopted by all citizens and embraced by visitors. With almost all of its energy being produced by renewable resources, it's clear that sustainability is embedded deeply in the culture and traditions of Costa Rica.

Another win for sustainability was earned in June, when UNESCO declared Savegre River, located in the Zona de los Santos (Zone of the Saints), a Biosphere Reserve. Biosphere reserves are specially designated areas for sustainable development that reconcile the conservation of biodiversity with the proper use of natural resources. As stated on the UNESCO website: Biosphere reserves are 'Science for Sustainability support sites' – special places for testing interdisciplinary approaches to understanding and managing changes and interactions between social and ecological systems, including conflict prevention and management of biodiversity. Costa Rica already has four reserves, but this is the first with coastal marine components, as it includes the marine part of the Manuel Antonio National Park, in Quepos.

It is clear that Costa Ricans are proud to live amongst and protect their country's rich environment. The small nation holds five percent of the world's known biodiversity, 3.5 percent of all marine life and 30 percent of the country's territory is protected natural land. A pioneer in the area of sustainability, Costa Rica is a model for sustainable practices for many industries around the world. Through the Certification for Sustainable Tourism (CST) program, which was designed by the Costa Rica Tourism Board (ICT), entrepreneurs can receive recognition and reward for their sustainable practices to help differentiate businesses within the tourism sector. Based on the degree in which they comply with a sustainable model of natural, cultural and social resource management, a large selection of attractions, hotels and restaurants can be officially classified as sustainable.

Adapted from: https://news.co.cr/costa-rica-achieves-two-new-records-sustainability-effort/63742/

APPENDIX 5

https://theculturetrip.com/central-america/costa-rica/articles/meet-the-heroes-of-costa-rica-leading-the-way-for-sustainable-tourism/

https://costaricaexperts.com/ecotourism-in-costa-rica/

https://costaricaexperts.com/2017/08/01/costa-rica-breaks-clean-energy-records-for-the-year/

MINISTERIO DE EDUCACIÓN PÚBLICA
Dirección de Desarrollo Curricular
Departamento de Tercer Ciclo y Educación Diversificada
Asesoría Nacional de Inglés

Didactic Planning
Week # 4

Level: 10th		Unit: 4
Domain:	**Scenario:**	**Theme:**

Enduring Understanding: Sustainable development is a "glocal" (global and local) issue where all citizens share a common sustainable responsibility to preserve the planet for future generations.

Essential Question: Why is it important to focus on sustainable development?

New Citizenship:

Dimensions
1. Ways of thinking (√)
2. Ways of living in the world (√)
3. Ways of relating with others (√)
4. Tools for integrating with the world (√)

Learn to Know	Learn to Do	Learn to Be and Live in Community
Grammar & Sentence Frames Comparative/Superlative Sustainable agriculture produces food that is less harmful to the environment. Sustainable farming focuses on raising food that is healthier than other types. Sustainable farming is the best decision for our future.	**Function** Expressing my own commitment towards sustainable practices. **Discourse Markers** Initiating and closing a conversation Initiating Can I talk to you for a minute? Excuse me, please. Do you have a minute? Managing interaction	**Psychosocial** - Willingness to put into practice sustainable practices - Analyze, think in a critical and creative way, make decisions - Find creative solutions and show initiative **Sociocultural** - Practicing a responsible consumption of goods. - Taking sustainable actions in protecting the environment.

Future continuous By the year 2025, 83 per cent of the expected global population of 8.5 billion will be living in developing countries. Modals People should protect the environment. It makes good sense. Stores must give out recyclable plastic bags. The government ought to improve the public transportation system. Wh- Questions/ Yes-no questions Am I environmentally friendly? What are some of the sustainability practices you currently use in your house or school? When your parents purchase goods for your house, which aspects influence their decision on what to buy and by how much? What should we do to increase awareness about sustainable development practices? Do you have any ideas on how to minimize the use of plastic bags and Styrofoam boxes? Connectors for Cause and Effect and Phrases for giving advice Because sustainable farming does not endanger public health, I recommend you support it. We should practice sustainability in raising animals and see that they are treated humanely, allowed to carry out their normal behaviors. Connecting words for Compare and Contrast Wind power and solar energy have risen in popularity remarkably over the past decade; however, they are still used less than traditional forms of energy.	Interrupting Sorry to interrupt you, but … I have a question. Could I interrupt here? Closing It's been nice talking to you. See you later. I'm sorry, I have to go now. Must go. Changing the topic - Anyway…, by the way, there's something else I wanted to tell you… Continuing - Anyway…. So, as I was saying, Well…	

Switches from petrol to diesel and fuel-saving technologies have been the main drivers of reduction of CO2 emissions; however, we need to do more. **Vocabulary** - Environmentally-friendly - Ecofriendly alternatives - Go green - Impact - Unplug devices - Cloth bags - Clean energy - Zero waste Phonology Review initial /ʃ/ / /tʃ/ sounds should/chew shop/chop chip/ship cheap/sheep chore/shore share/chair she's/cheese		

Assessment Strategies & indicators of learning* (Diagnostic, formative, summative)	**Learner can**	**Didactic Sequence Mediation**	**Time** Total: 200 min (5 lessons)
		Routine: Checking attendance, checking in with Ls, T posts the Essential Question on the board, Can Do's, and class agenda, etc. **Participating:**	5'

		Warm up **What do you think?** Teacher mentions some practices that are common among Costa Ricans. In pairs, students talk about what they think of each of them from the environmental perspective. 30 seconds per student. 1 minute per practice. Shopping for the latest clothes and fashion Recycling Buying eco-friendly products Using plastic tableware for parties **Engaging : Activation of prior knowledge** Project or copy the quote in **APPENDIX 1**. Teacher asks them to share with him/her what they understand. Follow up questions: What kind of impact do you think that we have in the world around us? (They can refer to our impact at several different levels, not only environmentally speaking.) Environmentally speaking? (our actions affect the environment) What kind of difference do you want to make in this world (environmentally speaking)? How can you do it? (I can do specific-everyday actions that help the environment. Students can name a few.) **Introducing** Teacher shows students a series of pictures **(See APPENDIX 2)**. Teacher tells students that he/she will ask them some questions. They will share the answers with a partner and then check as a whole group: What do these pictures represent?(everyday sustainable practices) What do they have in common? (among others, these are actions that we can do everyday to take care of the environment) What sustainable practice do you see in every picture? (riding a bike to school, recycling, unplugging devices when not used, shopping with cloth bags)	5’ 10’ 10’

SP.2. explain and justify points of view briefly about the topic.	**SP.2.** explain and justify points of view briefly about the topic.	**Spoken Interaction/Production** **Activation of prior knowledge** Teacher reviews everyday sustainable practices mentioned in the previous activities and asks learners to brainstorm some others that they can think of. (See **APPENDIX 3** for more practices) As the students share ideas with the teacher, he/she writes them down on the board and models possible expressions to use: I think that I can/should/must …If I do that, I can reduce…. In that way, I can… I will start riding my bike to come to school. One way in which I can reduce my carbon footprint is….;however, … The best thing that I can do in relation to water saving is …. I strongly believe that I ought to… **Planning** Am I environmentally friendly? Your school is participating in a contest to reduce its carbon footprint. Every student at school has to present a personal plan with four sustainable practices that he/she will commit to implementing from now on. Prepare a short oral presentation in which you mention four practices, explain why you chose them and justify by proving that they are reasonable or necessary. **Organizing**	10’ 5’ 5’

		Organize your presentation taking into consideration all the requested information, the given phrases and others that you may already know. **Rehearsing** Rehearse individually first. Then, practice with a classmate who has already practiced individually, too. **Interacting/Describing** Once you are ready, call your teacher and make your presentation. You can evaluate the first students who are finished in this way. Some of them can go to the front to present. **Written Production** **Pre-writing**. Activation of prior knowledge Teacher asks students to brainstorm several environmental issues that they see in their houses and school. For every issue written down, they have to write one or two possible courses of action that they can follow to make things more environmentally friendly. Teacher asks students to share their ideas with him/her, and he/she writes some of them on the board. Teacher shares the expository paragraph on **APPENDIX 4** with the students. By means of questions, the teacher guides the students into the analysis of the structure of the paragraph. 1. Where is the main idea of the paragraph stated? 2. What ideas and how many are mentioned in the paragraph related to that main idea? 3. How does the paragraph end?	10’ 15’ 5’ 5’ 10’
W.2. describe events (e.g., sustainable practices at home or school) using complete sentences that are connected to each other in expository paragraphs and check written paragraphs to look for mistakes (subject-verb agreement, pronoun and article	**W.2.** describes events (e.g., sustainable practices at home or school) using complete sentences that are connected to each other within expository paragraphs.		

agreement, capitalization, using commas, sentence sense, word order, text structure, concrete ideas, etc.).		Share the task with your students. The school is working hard to promote eco-friendly practices. There is a school contest for students to write about different sustainable practices that they will put into practice at home or school to reduce their carbon footprint. Write down an expository paragraph in which you talk about those personal practices. **Drafting** Based on the given task, students write their first draft. **Revising** Individually, students revise their papers to see if they: · Included the main idea, supporting details and a concluding sentence · Included all the important ideas from the brainstorming · Included the connecting words correctly · Connected all ideas coherently **Editing** Pairwork. Students exchange papers and go over spelling, grammar, punctuation, capitalization and word choice. They go over the same elements from “Revising”, too. Students can write down observations in the partner’s draft or ask questions. **Publishing** After getting their edited drafts back, students look at the observations or questions to write down the final version of the summary.(depending on the available resources, students can type their paragraph on a computer or tablet, and the teacher can create a digital document with all the paragraphs.)	10’ 10’ 10’ 10’

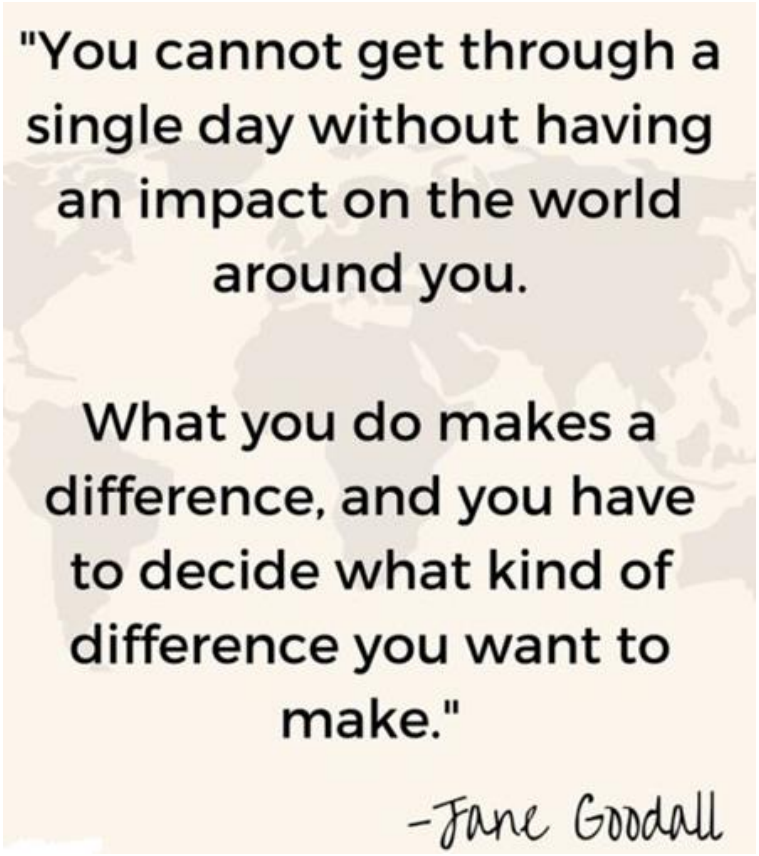
R2. manipulates English language sounds using prior knowledge in phonics, syllabification and word parts.	**R2.** manipulates English language sounds using prior knowledge in phonics, syllabification and word parts.	**Phonology** Recognition Teacher writes a series of words that have initial /ʃ/ / /tʃ/ sounds. He/She pronounces them with special emphasis on the initial sound. He/She asks them to raise their left hand if the sound is /ʃ/ and the right hand if it is a /tʃ/ sound. Articulation: The learners observe the teacher as he/she reads the words. Learners repeat the pronunciation of the words. The teacher reviews the difference in the articulation of both sounds. Practice/Production: Learners write down the words in their notebook. They practice in pairs using the list of words. One student produces a word, and the other points at the word in the notebook.	5’ 5’ 5’
Integrated Mini-Project			**Time**
Continue working on your final product. Think what to do (the information you need to find, the time and organization of the work (what to write and distribute what each member is going to do). Check out if you are covering all the requested aspects.			
Reflective Teaching			
What worked well	What didn’t work well	How to improve	
Enduring Understanding Reflection How well did the learners progress in their understanding of the Enduring Understanding?			
Week Plan Self-Assessment			

At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)

Learner Self-Assessment			
I can…	***Yes***	***In progress***	***No***

*You must include the indicators of learning from the document "Guidelines on How to Write Indicators of Learning for the Pedagogical Mediation of the English Curriculum" under each Assessment Strategy and in the Self -Assessment chart at the end of every week.

APPENDIX 1



Taken from https://earth911.com/inspire/earth-day-23-quotes/

APPENDIX 2

APPENDIX 3

http://www.globalstewards.org/ecotips.htm

https://www.biologicaldiversity.org/programs/population_and_sustainability/sustainability/live_more_sustainably.html

APPENDIX 4 Expository Paragraph Example

How are English and Chinese Languages different

Chinese differs from English in several ways, and these differences make learning English difficult. First, the most complex difference is the word order. For example, in English, a greeting is “How are you?” but in Chinese, the same greeting is “You are how?” Beside this important difference, Chinese and English have many small differences. Chinese, for instance, does not distinguish between “he” and “she”, as there is in English which can be embarrassing. For these reasons, many Chinese born students make errors in their spoken and written English making it difficult to master.

Adapated from https://www.slideserve.com/ulf/expository-writing

MINISTERIO DE EDUCACIÓN PÚBLICA
Dirección de Desarrollo Curricular
Departamento de Tercer Ciclo y Educación Diversificada
Asesoría Nacional de Inglés

Weeks 5 and 6
Review and Integrated Mini-Project

Level: 10th	Unit: 4

Enduring Understanding: Sustainable development is a "glocal" (global and local) issue where all citizens share a common sustainable responsibility to preserve the planet for future generations.

Essential Question: Why is it important to focus on sustainable development?

New Citizenship:

Dimensions
1. Ways of thinking (√)
2. Ways of living in the world (√)
3. Ways of relating with others (√)
4. Tools for integrating with the world (√)

Learn to Know	Learn to Do	Learn to Be and Live in Community
Grammar & Sentence Frame ▪ Did Ls use all sentence frames? **Vocabulary** ▪ Did Ls say aloud and write all vocabulary? **Phonology** ▪ Did Ls recognize, articulate and produce phonological sounds?	**Function** ▪ Did Ls use all functions? **Discourse Markers** ▪ Did Ls practice connecting words: and, but, because?	**Psychosocial** ▪ Did Ls show evidence of … ▪ Being aware and committed to protecting the environment ▪ Appreciating natural wonders **Sociocultural** ▪ Did Ls practice idioms and quotes?

Assessment Strategies & indicators of learning	Learner can	Didactic Sequence Mediation	Time Total: 120 min (3 lessons)

(Diagnostic, formative, summative)			
▪ Did Ls achieve all learning outcomes?	▪ Can Ls do all tasks?	Referencing notes from formative assessments throughout the weeks, repeat activities to strengthen Ls in weaker areas or select from Optional Activities that follow these plans.	All of week 5 or 6
Options		**Integrated Mini-Project**	**Time**
–		By allowing time for the Mini-Project each week for participating, thinking, and acting out, learners should now have a chosen project and determined content and strategies. In the presentation week Ls focus on: **Responding and sharing:** Participating in individual and peer assessment of mini-project. Teachers monitor …. ▪ Did Ls use English during all aspects of Integrated Mini-Project? ▪ How did project presentations reflect understanding and/or mastery of Can Do statements? ▪ Did Ls put into practice the focus of Learn to Be and Live in Community? ▪ Did the Integrated Mini-Project provide answers to the Essential Question?	All of week 5 or 6 of unit

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Level 10th		Unit 5
CEF Level to be Reached B1 Basic User/Independent User		
Scenario: #HighTech HighTouch		
Enduring Understanding	Technology is a powerful tool and, in the right hands, it can make the world a better or worse place.	
Essential Question	How can technology help me make my world better?	

New Citizenship:

Dimensions
1. Ways of thinking (√)
2. Ways of living in the world (√)
3. Ways of relating with others (√)
4. Tools for integrating with the world (√)

Assessment and Goals

Week 1 Goals	**Week 1 Assessment**	**Week 2 Goals**	**Week 2 Assessment**	**Week 3 Goals**	**Week 3 Assessment**	**Week 4 Goals**	**Week 4 Assessment**	**Week 5/6**
L.1. understand many television, radio, and web-based broadcasts/ announcements dealing with subjects of interest if the people talk clearly. **L.3.** follow the main idea of audio text if the topic is	**L.1.** recognizes many television, radio, and web-based broadcasts/ announcements. **L.3.** extracts the main idea of audio text if the topic is familiar	**L.2.** understand when people speak at normal speed on familiar topics. There may be a need to repeat particular words and phrases. **R.3.** understand clear, simple instructions with some	**L.2.** recognizes when people speak at normal speed on familiar topics. There may be a need to repeat particular words and phrases. **R.3.** interprets clear, simple instructions with some visual support (e.g.,	**SI.2.** sustain a conversational exchange with a peer in the classroom when the topic is familiar, though there may be some difficulty in understanding and being understood from time to time. **W.1.** summarize simple text dealing with	**SI.2.** starts, sustains and closes a conversational exchange with a peer in the classroom when the topic is familiar. **W.1** summarizes	**SP.2.** explain and justify points of view, briefly, about the digital world. **W.2**. describe applications or tech tools (e.g., apps, video games, programs,	**SP.2.** gives explanations and justifications on points of view, briefly. **W.2**. writes expository paragraphs about tech tools (e.g., apps, video games,	**Assessment** Anecdotal reports / rubrics / instruments for self and co-assessment **Suggested Integrated Mini project** Own app, explaining

familiar and the text can be replayed. **R.1.** understand factual text and simple reports on familiar topics (e.g., interviews).	and the text can be replayed. **R.1**. recognizes factual text and simple reports on familiar topics.	visual support (e.g., how to use an app). . **SI.1**. ask questions about procedures.	how to use an app). **SI.1**. asks questions about procedures.	familiar subjects. **SP.1.** express opinions on familiar subjects and ask for others' opinions. **R.2.** manipulate English language sounds using knowledge in phonics, syllabification and word parts.	simple text dealing with familiar subjects. **SP.1**. expresses opinions and asks for others' opinions about the digital world. **R.2**.indentify and manipulate English language sounds using knowledge in phonics, syllabification and word parts.	tech tools) using	programs, tech tools), using complete sentences that are connected to each other.	what it will do, how it will work, what it will look like. Giving own opinions/ answers to the Essential Question of the unit, using available technology or posters/paper.

Phonology

R2. manipulates English language sounds using prior knowledge in phonics, syllabification and word parts.

- Review of sound articulation (7th to 9th) and of phonological features of most unfamiliar words when needed.
- Use of prosodic features (stress, intonation, rhythm) to support the message intended to convey.
- Even though this goal is still linked to reading in Diversified Education, teachers can reinforce it in Spoken Interaction and Spoken Production activities as well.

Theme **1.** Hot Apps	**Theme** **2.** Danger Zones in a Digital World	**Theme** **3.** Tech Tools for Positive Change	**Theme** **4.** My Future is in My Hands
Function	**Function**	**Function**	**Function**

• Giving directions and advice about useful hot apps.	• Giving directions and advice about Danger Zones in a Digital World	• Describing tech tools for positive changes in people´s lives.	• Expressing opinions about how my future is in my hands.
Discourse Markers **Connectors** **(Cause and effect)** – I think/I believe that people share too much information online. – I think my cell phone is more than a phone, so I should get to use it in class. – **Apps make life easier; therefore, I try to keep up with the latest versions, so: because, consequently, for this reason**	**Discourse Markers** **Connectors** **(Cause and effect)** – I think/I believe that people share too much information online. – I think my cell phone is more than a phone, so I should get to use it in class. – **Apps make life easier; therefore, I try to keep up with the latest versions, so: because, consequently, for this reason**	**Discourse Markers** **Connectors** **(Cause and effect)** – I think/I believe that people share too much information online. – I think my cell phone is more than a phone, so I should get to use it in class. – **Apps make life easier; therefore, I try to keep up with the latest versions, so: because, consequently, for this reason**	**Discourse Markers** **Connectors** **(Cause and effect)** – I think/I believe that people share too much information online. – I think my cell phone is more than a phone, so I should get to use it in class. **Apps make life easier; therefore, I try to keep up with the latest versions, so: because, consequently, for this reason**
Grammar & Sentence Frames Simple Passive – Instagram **was created** as an online, photo-sharing, video-sharing and social networking service. – **This app** was designed **to provide free video and phone calls, messaging and group chats for up to 50 people.** – **Emoticons** were designed **to help make texts shorter.** – **Hashtags** were created **to help search for information.** Sequencing – **First,** go to the Apps store	**Grammar &Sentence Frames** Present Perfect Continuous – I have been using **Facebook. You should too.** – You have been looking **for a new video game to play. What do you suggest?** Present Perfect – I have used **Instagram but I don't really like it.** – **We** have purchased **a new computer. I think it's much faster.** – The class has watched **YouTube videos to learn English. I like it when we do that.**	**Grammar & Sentence Frames** Noun Phrases – __Mary___ needs to know (math, science, logic, etc.) so he/she can____. (job function) – (software engineers, systems analysts, web developers, graphic designers) –	**Grammar & Sentence Frames** Sequencing – **First,** go to the Apps store – **Then,** search for the app you want. – **Nex**t, tap to download – **Finally,** check the settings. Noun Phrases – __Mary___ needs to know (math, science, logic, etc.) so he/she can____. (job function) – (software engineers, systems analysts, web

– **Then,** search for the app you want. – **Nex**t, tap to download – **Finally**, check the settings. **<u>Imperatives</u>** – Use a nickname instead of your real name. – Check your settings. – Delete old accounts. – Get anti-virus software. – Guard your personal information.	–		developers, graphic designers) –	
Vocabulary <u>Hot Apps</u> -Facebook, WhatsApp, Instagram, Twitter social apps interactive apps, multimedia apps, text, tag, google apps, surf emoticons, applications (apps), hashtags, line (video chat) hangouts Skype, Messenger Viber, Spotify	**Vocabulary** <u>Danger Zones in a Digital World</u> – Virus, spam, – Risks of the digital world: cyber-bullying, identity theft, hacking, copyright infringement, plagiarism –	**Vocabulary** <u>Tech Tools for Positive Change</u> – Social network**,** website, sites, storyboard, Audacity, Google, Dropbox, YouTube Prezi, moviemaker,	**Vocabulary** <u>My Future is in My Hands</u> – Technology to improve life not only within a career or profession – Software engineers, systems analysts, web developers, graphic designers – Instagram, Facebook, Twitter, Snapchat	
Psycho-social – Being aware of the ethical responsibility when up or downloading data from the web. – Thinking critically when searching and visiting websites.	**Psycho-social** – Being aware of the ethical responsibility when up or downloading data from the web. **<u>Sociocultural</u>**	**Psycho-social** – Thinking critically when searching and visiting websites. **<u>Sociocultural</u>**	**Psycho-social** – Being aware of the ethical responsibility when up or downloading data from the web. – Thinking critically when searching and visiting websites.	

Sociocultural – Practicing e-safety and ethical digital regulations.	– Practicing e-safety and ethical digital regulations. – Being socially creatively, and reflectively. responsible when interacting with others digitally – Respecting everyone's opinions.	– Practicing e-safety and ethical digital regulations. – Being socially creatively, and reflectively. responsible when interacting with others digitally – Respecting everyone's opinions.	**Sociocultural** – Being socially creatively, and reflectively. responsible when interacting with others digitally – Respecting everyone's opinions.	

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Didactic Planning
Week # 1

Level: 10th		Unit: 5
Domain:	**Scenario: HighTech HighTouch**	**Theme: Hot Apps**

Enduring Understanding: Technology is a powerful tool and, in the right hands, it can make the world a better or worse place.
Essential Question: How can technology help me make my world better?

New Citizenship:

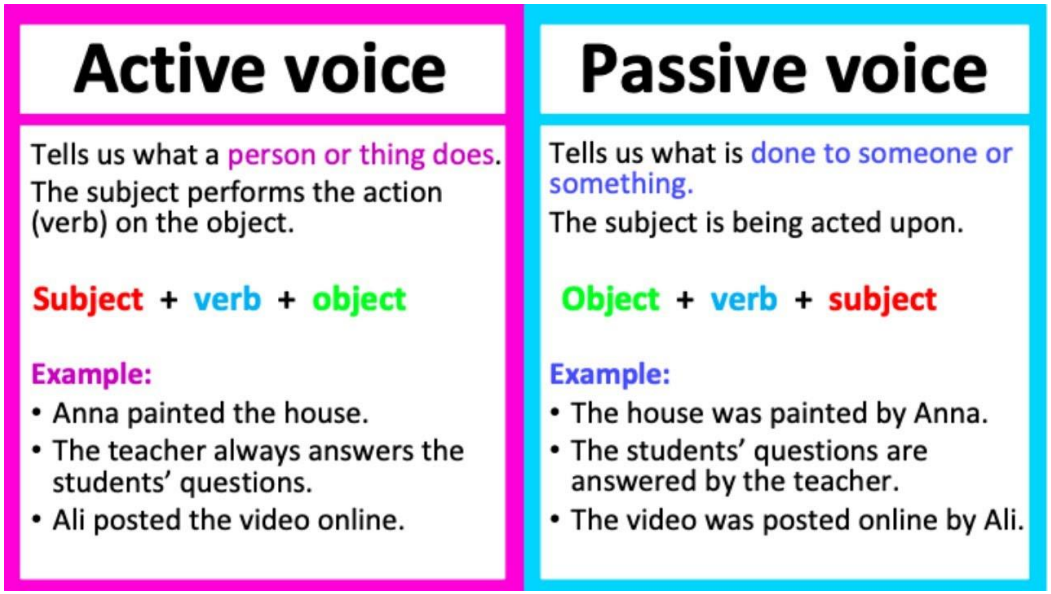
Dimensions
1. Ways of thinking (√)
2. Ways of living in the world (√)
3. Ways of relating with others (√)
4. Tools for integrating with the world (√)

Learn to Know	Learn to Do	Learn to Be and Live in Community
Grammar & Sentence Frames **Simple Passive** • Instagram was created as an online, photo sharing, video sharing and social networking service. • This app was designed to provide free video and phone calls, messaging and group chats for up to 50 people. • Emoticons were designed to help make texts shorter. • Hashtags were created to help search for information. **Vocabulary** **Hot Apps** -Facebook, WhatsApp, Instagram, Twitter social apps interactive apps, multimedia apps, text, tag, google apps, surf emoticons, applications (apps),	**Function** Giving directions and advice about useful hot apps. **Discourse Markers** Connectors (Cause and effect) • I think/I believe that people share too much information online	**Psychosocial** -Being aware of the ethical responsibility when up or downloading data from the web. **Sociocultural** -Practicing e-safety and ethical digital regulations.

hashtags, line (video chat) hangouts Skype, Messenger Viber, Spotify.		

Assessment Strategies & indicators of learning (Diagnostic, formative, summative)	**Learner can**	**Didactic Sequence Mediation**	**Time** Total: 200 min (5 lessons)
		Pre-teaching **Routine:** Checking attendance, checking in with Ls, T posts the Essential Question on the board, Can Do's, and class agenda, etc. **Participating: Warm up** The teacher pastes different apps pictures around the classroom, then, asks learners about their favorite app, and Ls have to stand next to their favorite app. Teacher asks them: Why? What do they use the app for? How often do they use the app.? **Engaging: Activation of prior knowledge** The teacher pastes the following phrases on the board. When the teacher reads a phrase, learners have to mention which app is used for that purpose. OR Ls can paste the app drawing next to the different uses.	5 min 10 min 15 min

SEND MESSAGES	READ IMPORTANT INFORMATION	CREATE / WATCH/ VIDEOS	ADD FRIENDS
POST = PUBLISH	CALL FRIENDS	SEND VOICE MESSAGES	LISTEN TO MUSIC
COMMENT SHARE	WRITE ABOUT ME	LOOK FOR INFORMATION	FIND NEW SONGS
CHAT	KNOW THE LATEST NEWS	DOWNLOAD MUSIC	PLAY GAMES
LOOK AT MY FRIEND´S PHOTOS			

		Introducing T explains the topic of active vs. passive voice by using the following chart. **Passive Voice Chart**  Then, T models more sentences by using the unit vocabulary and theme. After that, learners work in pairs and create sentences using each app following the pattern of passive voice. For example - Instagram <u>was created</u> to post your photos. - WhatsApp and Messenger <u>were designed</u> to chat with friends. Then, learners share their sentences with another couple of classmates.	20 min

L.1. recognizes many television, radio, and web-based broadcasts/ announcements. Indicators of learning Identifies the topic in many television, radio, and web-based broadcasts/ announcements dealing with subjects of interest if the people talk clearly. Identifies main ideas in many television, radio, and web-based broadcasts/ announcements dealing with subjects of interest if the people talk clearly. Distinguishes supporting points in many television, radio, and web-based broadcasts/ announcements dealing with subjects of interest if the people talk clearly.	**L.1.** understand many television, radio, and web-based broadcasts/ announcements dealing with subjects of interest if the people talk clearly.	**Pre-listening** Learners do the following match: Freedom ( ) 6. A secret or underhand agreement Joined ( ) 2. Only one, unique Single ( ) 4. Having knowledge Bothered ( ) 3. To come together Wise ( ) 5. The state of being free or liberty Deal ( ) 1. annoy **Listening for the first time** Learners listen to the Social Networking audio on the following link: https://listenaminute.com/s/social_networking.html Then, they answer the following questions: 1. What was the audio about? **Pair/Group feedback** Learners check their answers and help each other to make the apps list longer. **Listening for the second time** Learners listen to the script again and fill in the blanks of the script. 1. What app did the man mention? 2. Is the man against or in favor of social networking? 3. Is it wise to post personal information on Facebook? 4. What´s the man's ideal of social networking? **Post-listening** Learners work in pairs answer the following questions: What's the big deal with social networking? Do you agree or disagree with the man on his conclusion? Why?	40 min

L.3. extracts the main idea of audio text if the topic is familiar and the text can be replayed. Indicators of learning	**L.3.** follow the main idea of audio text if the topic is familiar and the text can be replayed.	**Pre-listening** In the following link: https://careerkarma.com/blog/best-tech-jobs/, there is a list of the best Tech jobs of 2020 and the future with their correspondent definition. T can also use the QR code to read the information before doing the listening activity. First of all, T asks learners what careers or professions they consider to be the best tech jobs in the future. Some possible answers can be: 1. Artificial Intelligence/ Machine Learning Developer 2. Information Security Analyst. 3. Web developer. 4. Data Scientist 5. Software Engineer/ Software Developer 6. Computer Programmer 7. DevOps Enginner 8. Python Developer 9. Computer Research Scientist. 10. Mobile Application Developer 11. IT Manager 12. PHP Developer 13. Data Analyst 14. Java Developer **For teachers' use only.** **Taken from** https://careerkarma.com/blog/best-tech-jobs/ Next, learners pay attention about their classmates' answers and take notes. **Listening for the first time** Students watch the video, "Top 5 Technology Careers in Demand by Rubén Harris" taken from https://www.youtube.com/watch?v=PdtczZkgmi8&feature=youtu.be Then, learners take notes of the most relevant aspects included in the video.	45 min

Identifies the topic of audio text if the topic is familiar and the text can be replayed. Distinguishes important details of audio text if the topic is familiar and the text can be replayed.		T writes on the board: • What was the video about? **Pair/Group feedback** Learners compare their answers. After that, in groups, learners discuss the video and share ideas with the whole class using their notes. **Listening for the second time** Learners watch the video for the second time and answer some specific questions from the video. • What are the Top 5 Technology Careers in Demand? **Answer:** software engineers, sales, data analyst/ scientist, designers and marketers. • Who are the ones in charge to write codes, create Apps? **Answer:** Software engineers. • What professions support Software engineers (SE)? **Answer:** Designers, Data Analyst/Scientist, Digital markers • What is a code? **Answer:** Given Instructions to a computer.to do what you want. • What is an SDR? **Answer:** Sales development representative. • What is customer success? **Answer:** Close deals and set appointments, and provide feedback to SE. • What is customer support? **Answer:** solve customer's problems. • What does a designer do? **Answer:** Create a user interface that is easy to understand • What is a data analyst /scientist? **Answer:** collect data that comes from the engineering team. • What is a SEM? **Answer:** Search Engine Marketing • What is a SEO? **Answer:** Search Engine Optimization **Post-listening** Learners share their answers and give opinions orally with the whole class about their career preferences in the future.	

R.1. recognizes factual text and simple reports on familiar topics. Indicators of learning Identifies main ideas in factual texts and simple reports on familiar topics (e.g., movie review, interviews, and meeting agendas).	**R.1.** Understand factual text and simple reports on familiar topics (e.g., movie review, interviews, and meeting agendas).	**Pre-reading** Teacher asks learners to work in groups and comment on the importance of protecting a person 's private information online. **Reading for the first time** Learners read the text "Protecting your identity." Then, they read some statements and tell if they are true or false. After that, they write a reason to support each answer. Protecting your identity When someone steals another person's private information, such as their date of birth, passport or banking details, it is called identity theft. If that information is obtained and used by the thief for their own financial benefit, it is called identity fraud. There are many types of identity fraud. A criminal stopped for a traffic offence may avoid going to court or paying a fine by presenting a stolen driver's licence to the police. Stolen forms of identification can be used in a number of ways, for example to order goods or to set up mobile phone contracts. And while cyber-criminals often use stolen information to transfer money from a victim's bank account, the information may also be used to take out bank loans or credit cards in that person's name. It is not unusual for the victim to remain unaware that their personal information has been stolen until they apply for a credit card or a loan themselves. In 2013, almost £40 million was lost to credit card identity theft in the UK. Identity theft and fraud are not new problems but, with the rise of the Internet, they have become significantly more common. In the early days of the Internet, online security was not as advanced as it is today, and people were less informed about how to protect their personal information online. Different methods are used to trick people into revealing their banking information. Some of these are quite simple, while others are more sophisticated. Many people have been deceived by websites that are designed to look exactly like their bank's site. These are called phishing websites. In August 2006, there were 100 phishing websites aimed at banks and building societies in the UK. By August 2012, that number had risen to 41,734 sites. The targets of phishing scams are often individual members of the public, but entire organisations can be hit, too. In 2012, one British woman was robbed of her life savings (over £1,000,000) when she fell for a phishing scam. Fortunately, the criminals – in this case, a gang of fourteen people – were later caught and arrested. In 2014, the hotel reservations website, Booking.com, was hit by a major phishing scam which affected about 10,000 people. The company paid full refunds to every customer who had lost money, and made important changes to its technical security features. Phishing is also frequently done by email or over the phone. The sender, or caller, pretends to be from a genuine bank or company and persuades the victim to reveal their account information or password. Identity theft and fraud can be very stressful experiences. Always take a cautious approach whenever anyone requests your personal information. While it could be said that some victims of phishing and identity fraud have not been cautious enough, it should be noted that many cyber-criminals are extremely clever and convincing. **Taken from:** *https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Passive_voice/Reading_comprehension_and_passive_voice_rp1326052ap*	60 min

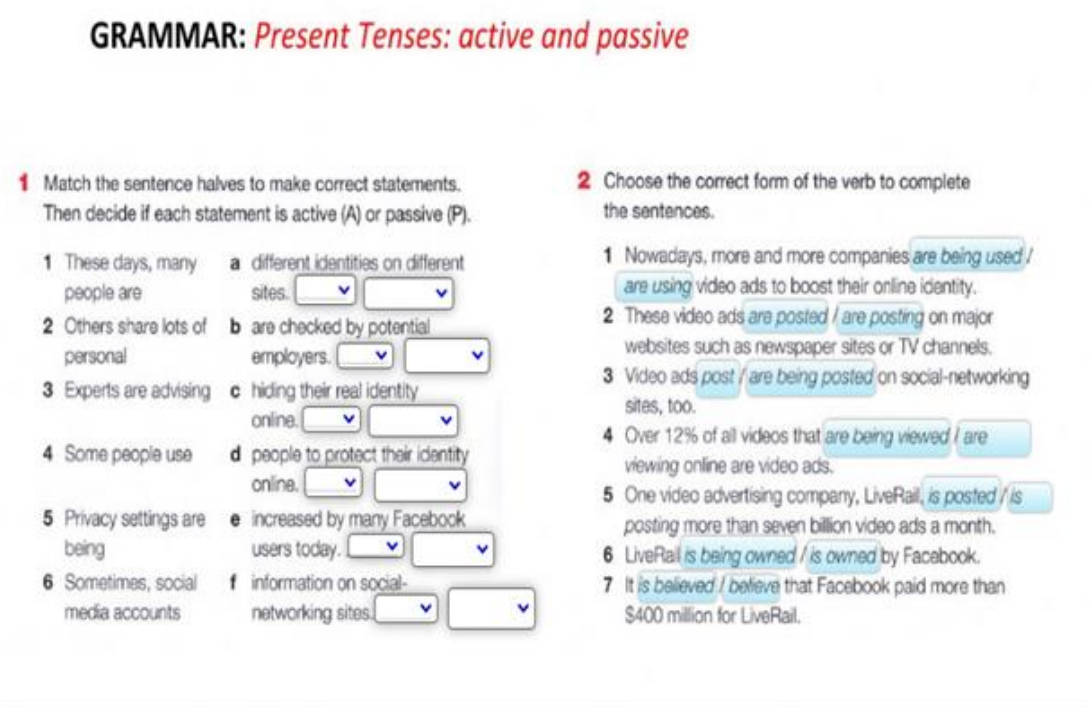
ARE THESE SENTENCES TRUE (T) OR FALSE (F)?

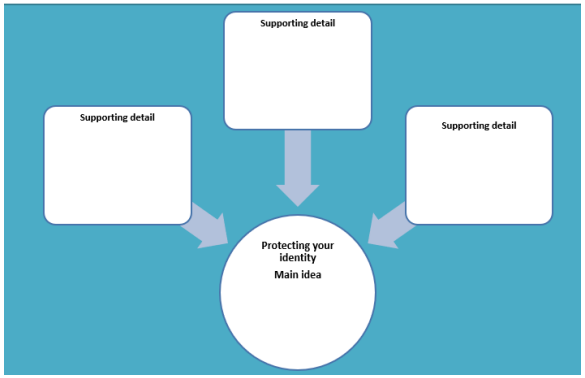
1 According to the article, a criminal could get away with not paying a traffic fine by presenting a stolen driver's licence to the police. [ ]
2 Most victims of identity theft never find out that their information has been stolen. [ ]
3 The arrival of the Internet has increased the cases of identity theft and fraud. [ ]
4 Phishing scams are limited to individual members of the public. [ ]
5 All phishing scams are carried out by phone. [ ]
6 It's important to be extremely careful because cyber-criminals are usually very smart. [ ]

Taken from:
https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Passive_voice/Reading_comprehension_and_passive_voice_rp1326052ap

Pair/Group feedback
In groups of four, learners check the answers and reasons. Learners help each other if finding difficulties to solve the exercise or problems understanding vocabulary words.

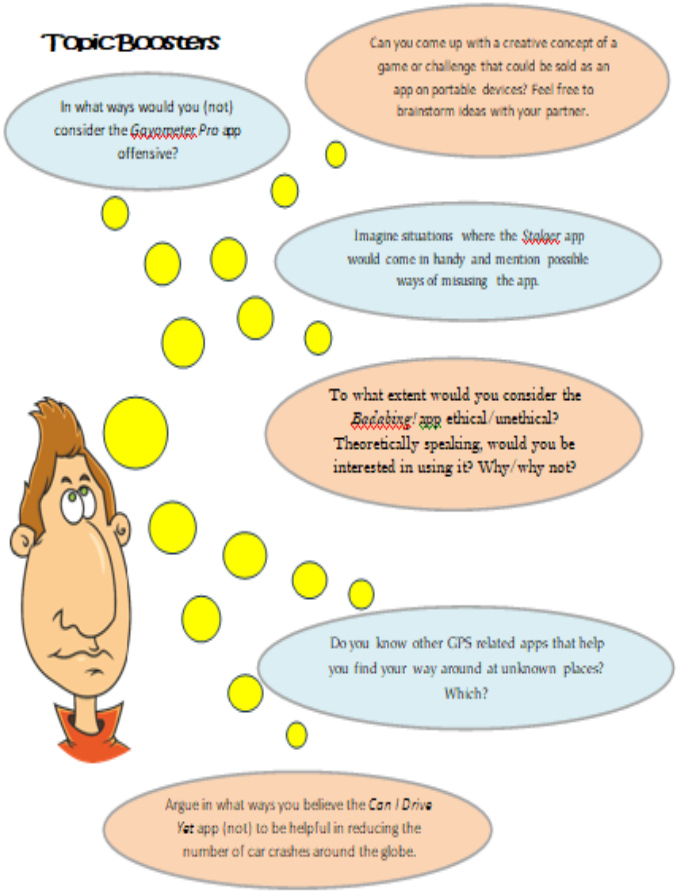
Reading for the second time
In pairs, learners match the correct statements, and they decide if each statement is in active or passive voice. After that, they choose the correct verb to complete some sentences.

Distinguishes supporting details in factual texts and simple reports on familiar topics (e.g., movie review, interviews, and meeting agendas).		 **GRAMMAR:** *Present Tenses: active and passive* **1** Match the sentence halves to make correct statements. Then decide if each statement is active (A) or passive (P). 1 These days, many people are — a different identities on different sites. [ ] [ ] 2 Others share lots of personal — b are checked by potential employers. [ ] [ ] 3 Experts are advising — c hiding their real identity online. [ ] [ ] 4 Some people use — d people to protect their identity online. [ ] [ ] 5 Privacy settings are being — e increased by many Facebook users today. [ ] [ ] 6 Sometimes, social media accounts — f information on social-networking sites. [ ] [ ] **2** Choose the correct form of the verb to complete the sentences. 1 Nowadays, more and more companies *are being used* / *are using* video ads to boost their online identity. 2 These video ads *are posted* / *are posting* on major websites such as newspaper sites or TV channels. 3 Video ads *post* / *are being posted* on social-networking sites, too. 4 Over 12% of all videos that *are being viewed* / *are viewing* online are video ads. 5 One video advertising company, LiveRail, *is posted* / *is posting* more than seven billion video ads a month. 6 LiveRail *is being owned* / *is owned* by Facebook. 7 It *is believed* / *believe* that Facebook paid more than $400 million for LiveRail. **Taken from:** *https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Passive_voice/Reading_comprehension_and_passive_voice_rp1326052ap* Finally, learners read the text again, and extract the main idea and supporting details to complete the following graphic organizer.	



Post-reading

Learners discuss the *Topic Boosters* on page 2 in a line up activity. Learners form two straight lines parallel to each other. Each learner in line #1 faces a partner in line #2. Then, learner from line#1 asks a recall or a thinking question. He/she provides time for learners to state an answer. After one 30 seconds one student from line #1 moves to the end of the line while all the other Ls from line #2 move up one place in line facing a new partner.


TopicBoosters
In what ways would you (not) consider the Gaugometer Pro app offensive?
Can you come up with a creative concept of a game or challenge that could be sold as an app on portable devices? Feel free to brainstorm ideas with your partner.
Imagine situations where the Stalker app would come in handy and mention possible ways of misusing the app.
To what extent would you consider the Booking! app ethical/unethical? Theoretically speaking, would you be interested in using it? Why/why not?
Do you know other GPS related apps that help you find your way around at unknown places? Which?
Argue in what ways you believe the Can I Drive Yet app (not) to be helpful in reducing the number of car crashes around the globe.

Integrated Mini-Project	Time
Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation. **Participating to negotiate:** (5 or 10 minutes in week 1 or 2) **Possible projects:** - Own app, explaining what it will do, how it will work, what it will look like. - Giving own opinions/ answers to the Essential Question of the unit, using available technology or posters/paper.	Adjust previous times listed above to allow 5 min each week. Group presentations can be week 5 or 6.

Reflective Teaching

What worked well	What didn't work well	How to improve

Enduring Understanding Reflection

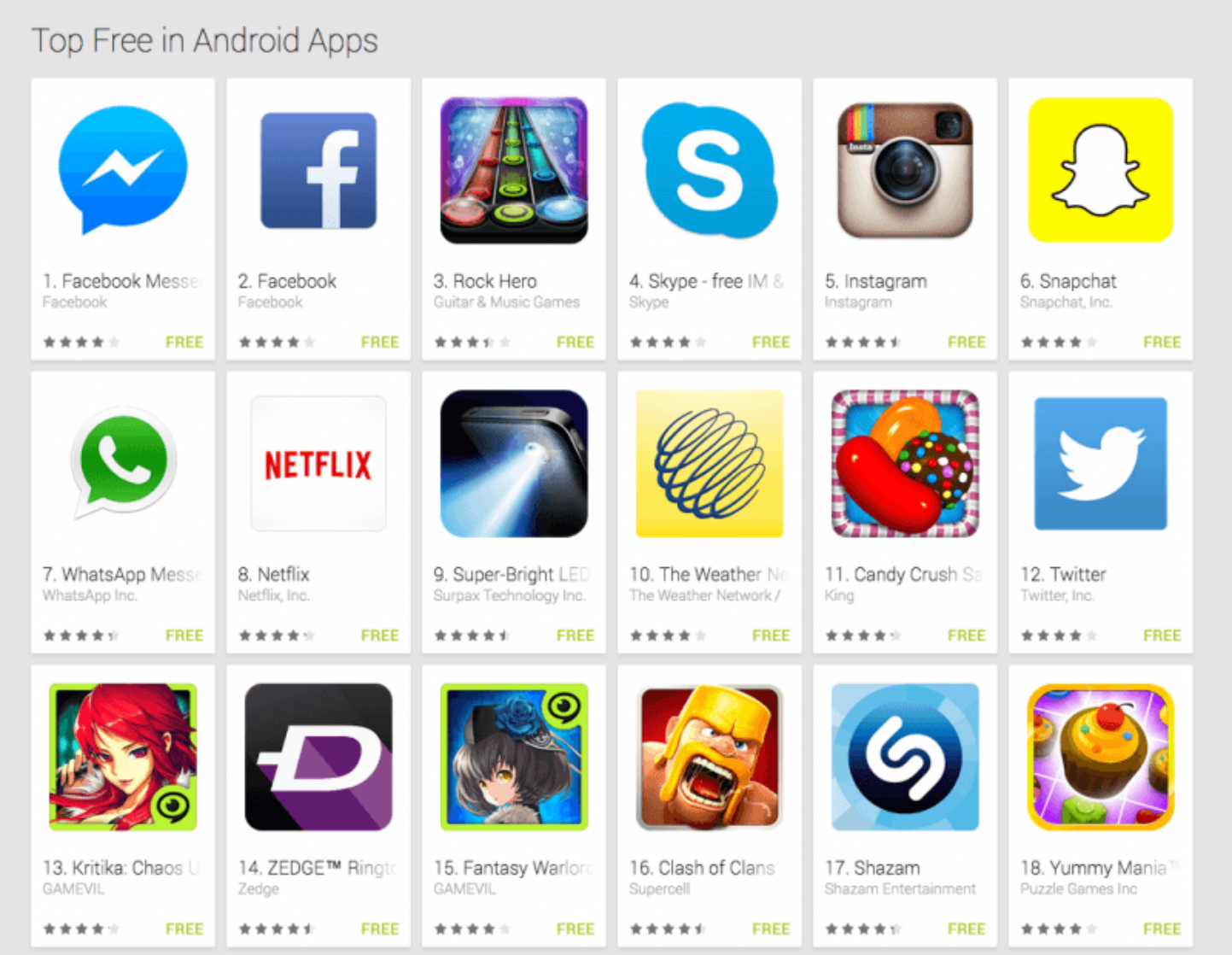
How well did the learners progress in their understanding of the Enduring Understanding?

Week Plan Self-Assessment

At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)

Learner Self-Assessment			
I can…	***Yes***	***In progress***	***No***
identify the topic in many television, radio, and web-based broadcasts/ announcements dealing with subjects of interest if the people talk clearly.			
identify main ideas in many television, radio, and web-based broadcasts/ announcements dealing with subjects of interest if the people talk clearly.			
distinguish supporting points in many television, radio, and web-based broadcasts/ announcements dealing with subjects of interest if the people talk clearly.			
identify the topic of audio text if the topic is familiar and the text can be replayed.			
distinguish important details of audio text if the topic is familiar and the text can be replayed.			
identify main ideas in factual texts and simple reports on familiar topics (e.g., movie review, interviews, and meeting agendas).			
distinguish supporting details in factual texts and simple reports on familiar topics (e.g., movie review, interviews, and meeting agendas).			

Materials


Top Free in Android Apps
1. Facebook Messe
Facebook
FREE
2. Facebook
Facebook
FREE
3. Rock Hero
Guitar & Music Games
FREE
4. Skype - free IM &
Skype
FREE
5. Instagram
Instagram
FREE
6. Snapchat
Snapchat, Inc.
FREE
7. WhatsApp Messe
WhatsApp Inc.
FREE
8. Netflix
Netflix, Inc.
FREE
9. Super-Bright LED
Surpax Technology Inc.
FREE
10. The Weather Ne
The Weather Network /
FREE
11. Candy Crush Sa
King
FREE
12. Twitter
Twitter, Inc.
FREE
13. Kritika: Chaos U
GAMEVIL
FREE
14. ZEDGE™ Ringto
Zedge
FREE
15. Fantasy Warlord
GAMEVIL
FREE
16. Clash of Clans
Supercell
FREE
17. Shazam
Shazam Entertainment
FREE
18. Yummy Mania T
Puzzle Games Inc
FREE

Protecting your identity

When someone steals another person's private information, such as their date of birth, passport or banking details, it is called *identity theft*. If that information is obtained and used by the thief for their own financial benefit, it is called *identity fraud*.

There are many types of identity fraud. A criminal stopped for a traffic offence may avoid going to court or paying a fine by presenting a stolen driver's licence to the police. Stolen forms of identification can be used in a number of ways, for example to order goods or to set up mobile phone contracts. And while cyber-criminals often use stolen information to transfer money from a victim's bank account, the information may also be used to take out bank loans or credit cards in that person's name. It is not unusual for the victim to remain unaware that their personal information has been stolen until they apply for a credit card or a loan themselves. In 2013, almost £40 million was lost to credit card identity theft in the UK.

Identity theft and fraud are not new problems but, with the rise of the Internet, they have become significantly more common. In the early days of the Internet, online security was not as advanced as it is today, and people were less informed about how to protect their personal information online.

Different methods are used to trick people into revealing their banking information. Some of these are quite simple, while others are more sophisticated. Many people have been deceived by websites that are designed to look exactly like their bank's site. These are called *phishing* websites. In August 2005, there were 160 phishing websites aimed at banks and building societies in the UK. By August 2012, that number had risen to 41,734 sites. The targets of phishing scams are often individual members of the public, but entire organizations can be hit, too.

In 2012, one British woman was robbed of her life savings (over £1,000,000) when she fell for a phishing scam. Fortunately, the criminals – in this case, a gang of fourteen people – were later caught and arrested. In 2014, the hotel reservations website, Booking.com, was hit by a major phishing scam which affected about 10,000 people. The company paid full refunds to every customer who had lost money, and made important changes to its technical security features. Phishing is also frequently done by email or over the phone. The sender, or caller, pretends to be from a genuine bank or company and persuades the victim to reveal their account information or password.

Identity theft and fraud can be very stressful experiences. Always take a cautious approach whenever anyone requests your personal information. While it could be said that some victims of phishing and identity fraud have not been cautious enough, it should be noted that many cyber-criminals are extremely clever and convincing.

Taken from
https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Passive_voice/Reading_comprehension_and_passive_voice_rp1326052ap

ARE THESE SENTENCES TRUE (T) OR FALSE (F)?

1 According to the article, a criminal could get away with not paying a traffic fine by presenting a stolen driver's licence to the police. [ ]
2 Most victims of identity theft never find out that their information has been stolen. [ ]
3 The arrival of the Internet has increased the cases of identity theft and fraud. [ ]
4 Phishing scams are limited to individual members of the public. [ ]
5 All phishing scams are carried out by phone. [ ]
6 It's important to be extremely careful because cyber-criminals are usually very smart. [ ]

Taken from
https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Passive_voice/Reading_comprehension_and_passive_voice_rp1326052ap

GRAMMAR: *Present Tenses: active and passive*

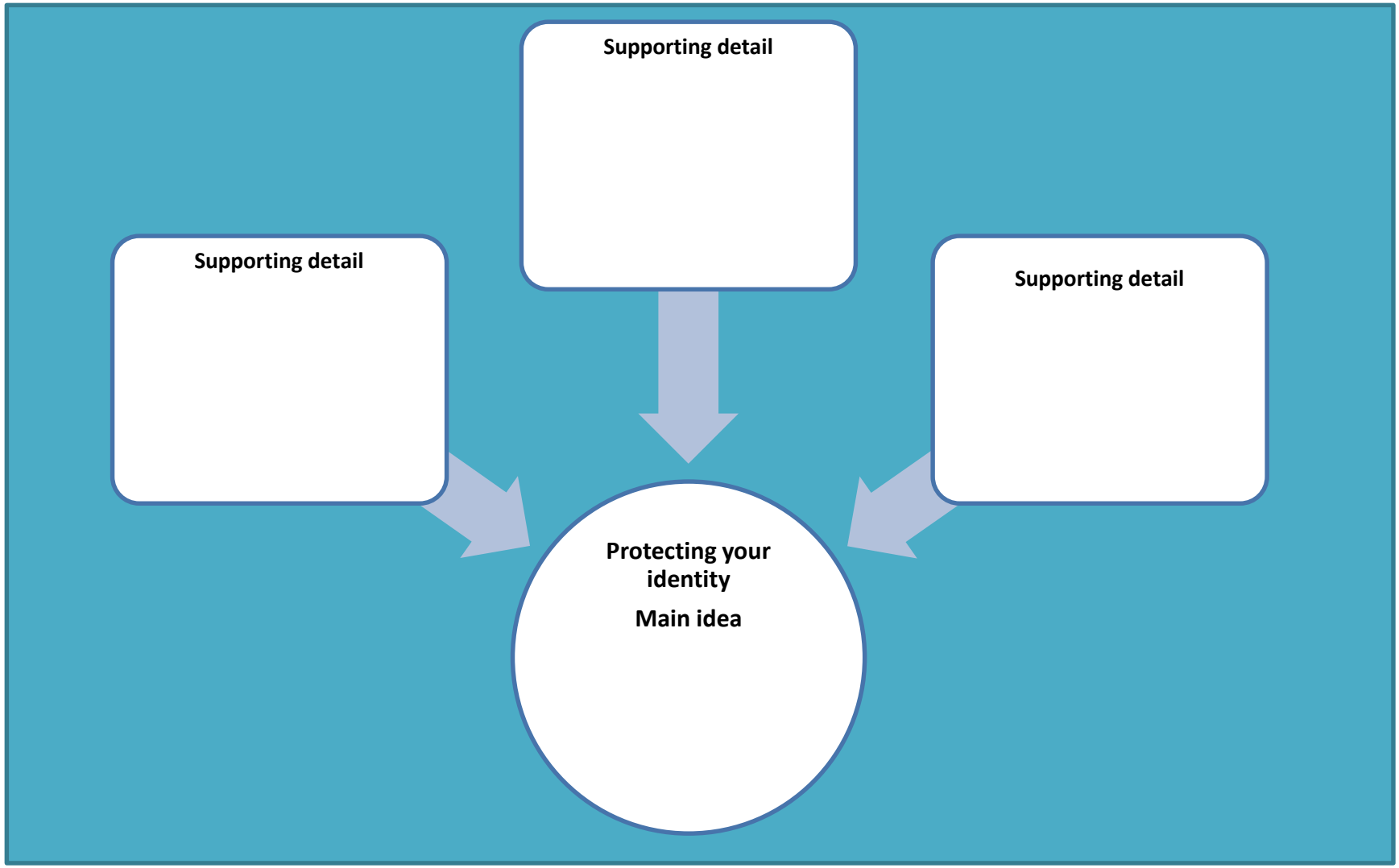
1 Match the sentence halves to make correct statements. Then decide if each statement is active (A) or passive (P).

1	These days, many people are	a	different identities on different sites.
2	Others share lots of personal	b	are checked by potential employers.
3	Experts are advising	c	hiding their real identity online.
4	Some people use	d	people to protect their identity online.
5	Privacy settings are being	e	increased by many Facebook users today.
6	Sometimes, social media accounts	f	information on social-networking sites.

2 Choose the correct form of the verb to complete the sentences.

1 Nowadays, more and more companies *are being used* / *are using* video ads to boost their online identity.
2 These video ads *are posted* / *are posting* on major websites such as newspaper sites or TV channels.
3 Video ads *post* / *are being posted* on social-networking sites, too.
4 Over 12% of all videos that *are being viewed* / *are viewing* online are video ads.
5 One video advertising company, LiveRail, *is posted* / *is posting* more than seven billion video ads a month.
6 LiveRail *is being owned* / *is owned* by Facebook.
7 It *is believed* / *believe* that Facebook paid more than $400 million for LiveRail.

Taken from https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Passive_voice/Reading_comprehension_and_passive_voice_rp1326052ap


Supporting detail
Supporting detail
Supporting detail
Protecting your identity
Main idea

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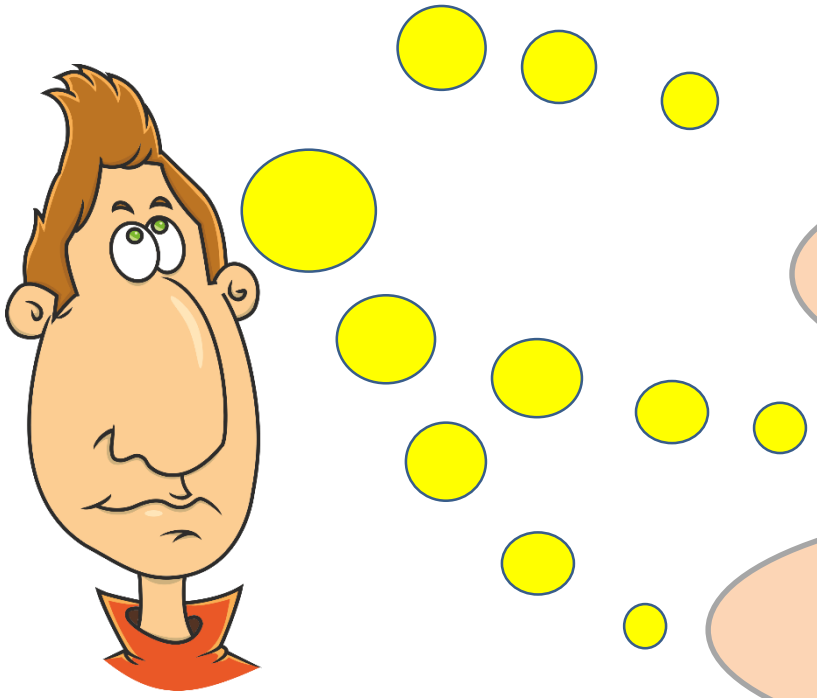
Topic Boosters

Do you know other GPS related apps that help you find your way around at unknown places? Which?

Imagine situations where the *Stalqer* app would come in handy and mention possible ways of misusing the app.

In what ways would you (not) consider the *Gayometer Pro* app offensive?



Can you come up with a creative concept of a game or challenge that could be sold as an app on portable devices? Feel free to brainstorm ideas with your partner.

Argue in what ways you believe the *Can I Drive Yet* app (not) to be helpful in reducing the number of car crashes around the globe.

To what extent would you consider the *Badabing!* app ethical/unethical? Theoretically speaking, would you be interested in using it? Why/why not?

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Didactic Planning
Week # 2

Level: 10th		Unit: 5
Domain:	**Scenario: #High Tech High Touch**	**Theme: Danger Zones in a Digital World**

Enduring Understanding: Technology is a powerful tool and, in the right hands, it can make the world a better or worse place.
Essential Question: How can technology help me make my world better?

New Citizenship:

Dimensions
1. Ways of thinking (√)
2. Ways of living in the world (√)
3. Ways of relating with others (√)
4. Tools for integrating with the world (√)

Learn to Know	Learn to Do	Learn to Be and Live in Community
Grammar & Sentence Frames Present Perfect Continuous – I have been using **Facebook. You should too.** – You have been looking **for a new video game to play. What do you suggest?** Present Perfect – I have used **Instagram but I don't really like it.** – **We** have purchased **a new computer. I think it's much faster.** – The class has watched **YouTube videos to learn English. I like it when we do that.** **Vocabulary** Danger Zones in a Digital World	**Function** Giving directions and advice about Danger Zones in a Digital World **Discourse Markers** **Connectors** **(Cause and effect)** – I think/I believe that people share too much information online. – I think my cell phone is more than a phone, so I should get to use it in class. **Apps make life easier; therefore, I try to keep up with the latest versions, so: because, consequently, for this reason**	**Psycho-social** – Being aware of the ethical responsibility when up or downloading data from the web. **Sociocultural** – Practicing e-safety and ethical digital regulations. – Being socially creatively, and reflectively. responsible when interacting with others digitally – Respecting everyone's opinions.

– Virus, spam, Risks of the digital world: cyber-bullying, identity theft, hacking, copyright infringement, plagiarism		

Assessment Strategies & indicators of learning (Diagnostic, formative, summative)	**Learner can**	**Didactic Sequence Mediation**	**Time** Total: 200 min (5 lessons)
		Pre-teaching **Routine:** Checking attendance, checking in with Ls, T posts the Essential Question on the board, Can Do's, and class agenda, etc. **Participating: Warm up** T and Ls participate in an activity called: "Close-up pictures." This activity is great for speculative language. T shows the learners some very close-up pictures that he/she took with his/her smartphone. This can be done very quickly by going into the classroom or looking around the teacher's desk and taking very, very close-up pictures of different objects (technological devices). After that, T shows them to the students and asks them to guess what they are. Another way to do this, it is displaying these pictures using a projector, or pasting the pictures on the board. The idea is to take close-up photos, so that learners have difficulty recognizing them. Example: What is this? The students try to guess what the name of the device is. 	5 min 15 min

		Engaging **Activation of prior knowledge:** Once finished the warm-up activity, T shows Ls some pictures related to Danger Zones in a Digital World. (Cyberbullying—identity theft—hacking—copyright—infringement—plagiarism—sexual abuse—exploitation of children and young people—virus—spam, etc.) T shows the pictures without words, so T gives a paper with the vocabulary of each picture and learners match the picture with the words or phrase. Learners can use the following sentence frame to guess the name of each picture. Example: I think this picture shows cyberbullying because… **Introducing** T will show a PPT about the grammar structure of Present Perfect Continuous. First of all, T shows sentences expressing some situations they can see or live when browsing in social networking sites. Example: -I **have been using** Facebook lately, and **I have been noticing** that most of my contacts are not my friends. -My mom told me yesterday that, **I have been chatting** with friends a lot. As a consequence, she will allow me to use my cellphone just one hour a day. -Recently, many cases of cyberbullying **have been occurring** on social networks, so if that happens to us or someone we know, do not hesitate to report it. T explains the use and structure of the Present Perfect Continuous. (Affirmative and Negative Statements, Yes/No questions, and Wh-questions) with examples in context and to the theme and vocabulary for this unit. Finally, T gives learners an envelope with some paper strips with different parts of sentences. Teacher asks learners to organize them and form sentences using the present perfect continuous form. When learners finish, they will read the sentences to the rest of the group out loud.	20 min 45 min 50 min

L.2.recognizes when people speak at normal speed on familiar topics. There may be a need to repeat particular words and phrases. Indicators of learning Identifies the topic when people speak at normal speed on familiar topics. Distinguishes key points when people speak at normal speed on familiar topics.	**L.2.** understand when people speak at normal speed on familiar topics. There may be a need to repeat particular words and phrases.	**Pre-listening** T asks learners if they know about the impact that technology has been having on human beings, especially on teenagers. T says that it could be pros and cons of technology. T brainstorms learners' ideas on the board. **Listening for the first time** T plays learners a video called Negative Effects of Technology on Teens. https://youtu.be/wVqfu8qynvo Then, learners listen to it very carefully and at the end of the video they will write down what the video is about. **Pair/Group feedback** T asks learners to work in pairs and comment on the content of video. Learners help each other if finding difficulties to solve the exercise or problems understanding vocabulary words. **Listening for the second time** Learners listen to the video once again, and write notes of details, words and phrases that they recognize most while listening. Learners share to the rest of the group the notes they wrote while listening to the video. **1.** How was life in the past without technology? 2. What problems do teens face nowadays because of technology? **Post-listening** T writes some questions on the board. Then, learners mingle to ask other classmates about what they think regarding technology and based on what they saw in the video. 1. What positive aspects can you mention about technology? 2. What negative aspects can you mention about technology? 3. Have you been facing any digital danger lately?	

R.3. interprets clear, simple instructions with some visual support (e.g., how to use an app). Indicators of learning Identifies specific clear, simple instructions with some visual support (e.g., how to use an app). Gets the meaning of specific clear, simple instructions (e.g., how to use an app). by using context clues and illustrations.	**R.3.** understand clear, simple instructions with some visual support (e.g., how to use an app).	**Pre-reading** T gives Ls a list of useful key vocabulary related to the topic. (sitcom—advertisements—thriller—website—browser—blogs—hackers—stalkers—influencers—cyberbullying—identity theft—spam—virus—apps—social networks—infringement—copyright—plagiarism, etc.) Once learners write the vocabulary on their notebooks, following teacher instructions, they will use the Merriam Webster free application to find out the English meaning of the previous key vocabulary from the unit. While learners write the meaning of the words in English, they will read meaning by meaning silently, the idea is that they recognize the connotation of the words while reading. **Reading for the first time** Ls work in pairs and read a wiki called, https://www.wikihow.com/Use-WhatsApp for first time by scrolling up and down. They highlight the following typographical clues: tittle, subtitles and words in bold. After that, they list the instructions on how to use WhatsApp. **Pair/Group feedback** T asks learners to work in pairs and comment on the content of the wiki. Learners help each other when finding difficulties to understand instructions. **Reading for the second time** Ls read the wiki again, then answer the following questions. 1. What is the first step you should follow to install WhatsApp on your cell phone?	60 min

SI.1. ask questions about procedures. Indicators of learning Plans a set of yes/no and wh- questions to ask questions about procedures.	**SI.1**. asks questions about procedures.	2. After tapping the button agree and continue on your screen, what comes next? 3. How can you enter your name and a photo? 4. How can you create a chat? **Post-reading** Learners discuss the following questions with their classmates and share their opinions with the rest of the class. 1. What do you think about WhatsApp? 2. How many times a day do you chat on WhatsApp? 3. What kind of information do you post on a WhatsApp status? 4. Do you think it is good for you to post everything that happens to you on WhatsApp? 5. Have you seen cyberbullying is your WhatsApp chats? 6. Comment on some good practices to protect your privacy online. **Planning/Organizing.** **Task:** Ronald has been working hard during the past days. He wants to quickly send and receive WhatsApp messages and documents by using WhatsApp Web right from his desktop computer. He doesn't know how to set up WhatsApp Web on his computer, so he decided to ask one of his coworkers for help. Learners plan a set of a possible list of yes/no and wh- questions by using next template including sequence words such first, then, next, finally.	

Uses yes/no and wh-questions to ask about procedures.		**Planning questions to ask about the steps to follow to install WhatsApp Web** **YES/NO QUESTIONS** | **WH- QUESTIONS** | | | | | | | | **Rehearsing** In pairs, learners take turns asking each other the questions they planned before. They help each other clarifying structures, difficulties with pronunciation ensuring equal support. **Interacting** In small groups, learners perform interviews using the questions they planned and rehearsed before. They take notes of their classmates' answers. Finally, they participate in whole group discussion.	

Integrated Mini-Project	**Time**
Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation. **Participating:** (5 or 10 minutes in week 1 or 2) **Possible projects:** - Own app, explaining what it will do, how it will work, what it will look like.	Adjust previous times listed above to allow 5 min each week. Group presentations can be week 5 or 6.

Giving own opinions/ answers to the Essential Question of the unit, using available technology or posters/paper.	

Reflective Teaching

What worked well	What didn't work well	How to improve

Enduring Understanding Reflection

How well did the learners progress in their understanding of the Enduring Understanding?

Week Plan Self-Assessment

At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)

Learner Self-Assessment			
I can…	***Yes***	***In progress***	***No***
identify the topic when people speak at normal speed on familiar topics.			
distinguish key points when people speak at normal speed on familiar topics.			
identify specific clear, simple instructions with some visual support (e.g., how to use an app).			
get the meaning of specific clear, simple instructions (e.g., how to use an app). by using context clues and illustrations			
plan a set of yes/no and wh- questions to ask questions about procedures.			
use yes/no and wh- questions to ask about procedures.			

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Didactic Planning
Week # 3

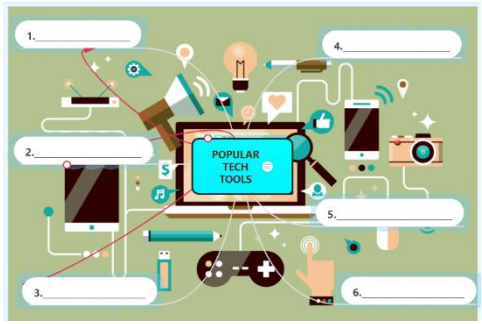
Level: 10th		Unit: 5
Domain: Socio-Interpersonal	**Scenario: #High-tech High Touch**	**Theme:** Tech Tools for Positive Change

Enduring Understanding: Technology is a powerful tool, and, in the right hands, it can make the world a better or worse place.
Essential Question: How can technology help me make my world better?

New Citizenship:

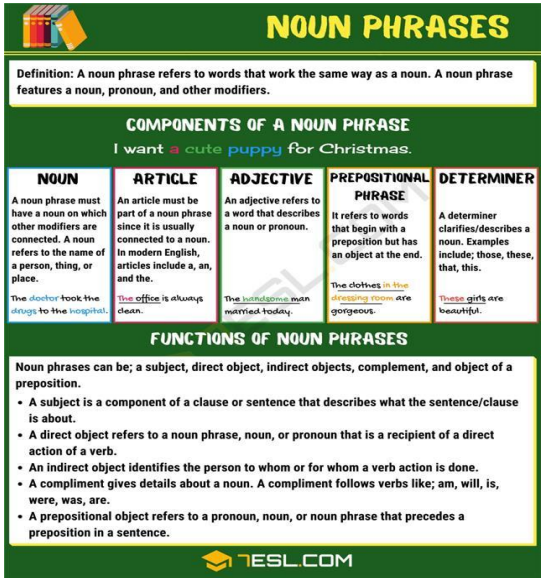
Dimensions
1. Ways of thinking (√)
2. Ways of living in the world (√)
3. Ways of relating with others (√)
4. Tools for integrating with the world (√)

Learn to Know	Learn to Do	Learn to Be and Live in Community
Grammar & Sentence Frames Noun Phrases – __Mary___ needs to know (math, science, logic, etc.) so he/she can____. (Job function) – (software engineers, systems analysts, web developers, graphic designers) First conditional – If I were you, I would be aware of (cyberbullying, identity theft, online predators, – hacking, copyright infringement, plagiarism) **Vocabulary** Tech Tools for Positive Change Social network**,** website, sites, storyboard, Audacity, Google, Dropbox, YouTube Prezi, moviemaker,	**Function** Describing tech tools for positive changes in people´s lives. **Discourse Markers** Connectors (Cause and effect) – I think/I believe that people share too much information online. – I think my cell phone is more than a phone, so I should get to use it in class. **Apps make life easier; therefore, I try to keep up with the latest versions, so: because, consequently, for this reason**	**Psychosocial** – Thinking critically when searching and visiting websites. **Sociocultural** – Practicing e-safety and ethical digital regulations. Being socially creatively, and reflectively.

Assessment Strategies & indicators of learning (Diagnostic, formative, summative)	**Learner can**	**Didactic Sequence Mediation**	**Time** Total: 200 min (5 lessons)
		Pre-teaching Routine: Checking attendance, checking in with Ls, T posts the Essential Question on the board, Can Do's, and class agenda, etc.	5 minutes
		Participating: Warm up T shows some pictures about different tech tools (see Resources Section) and give learners different descriptions about them. Then, Ls match pictures with the corresponding description.	10 minutes
		Engaging: Activation of prior knowledge In groups, learners discuss about the most popular tech tools. ▪ What is your favorite tech tool? ▪ How often do you use your favorite tech tool? ▪ What is the main advantage of your favorite tech tool? Then, they fill the blanks with the names of each tech tool by looking at the pictures.  	10 minutes

		Introducing T gives a worksheet with different tech tools. Learners match the tool with the corresponding description. TECHNOLOGY WRITE THE CORRECT NAME UNDER THE PICTURE 1. MEMORY CARD 2. PDA 3. CD PLAYER 4. MP3 PLAYER 5. STEREO 6. MICROWAVE 7. MOBILE PHONE 8. STEERING WHEEL 9. TABLET 10. DICTAPHONE 11. VIDEO CAMERA 12. FAX MACHINE 13. GPS 14. LAPTOP 15. 3D GLASSES 16. E-BOOK 17. KEYBOARD 18. MOUSE 19. PRINTER 20. LOUD SPEAKER 21. BLUETOOTH HEADSET 22. WRIST WATCH 23. WEB CAM 24. CAMERA 25. JOYSTICK 26. TELEVISION 27. CORDLESS PHONE 28. HEADPHONES 29. KITCHEN ROBOT 30. MIXER 31. GAMEPAD 32. GAMEBOY 33. RADIO 34. SCANNER. 35. PEN DRIVE	40 minutes

After that, T explains the grammar aspect related to noun phrases by using the chart below and then models some sentences combining noun phrases and the previous vocabulary. See examples.

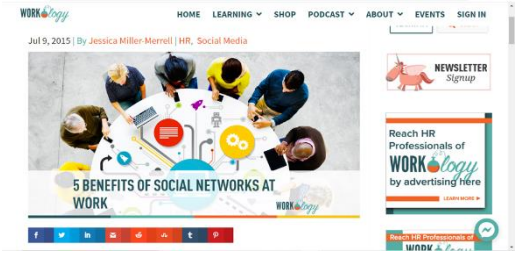


Taken from: ESL.COM.

Examples:

- A fully equipped 3d printer is on sale.
- An ultra MicroSDXC UHS-I Memory Card combines great photo capabilities with faster transfer speed.
- A wide selection of tablets is promoted for black Friday.

Finally, learners get in groups of three and write sentences using the vocabulary from the second column.

SI.2. starts, sustains and closes a conversational exchange with a peer in the classroom when the topic is familiar. Indicators of learning Starts a conversation using greetings. Keeps a face-to-face conversation going about social networks at work. Continues with the conversation about social networks at work.	**SI.2.** sustain a conversational exchange with a peer in the classroom when the topic is familiar, though there may be some difficulty in understanding and being understood from time to time.	**Task:** The use of social networks within a company or an organization has the potential to make a great difference. An organization intends to improve employees' interactions. Imagine that you work in this organization and you are having meeting in which you have to make decisions regarding the implementation of social networking strategies. So, you decided to get informed before the meeting. **Planning & Organizing.** Read the article, take notes, and write some questions about the benefits of social networking related to what read in the article 5 Benefits of Social Networks at Work.  **https://workology.com/5-benefits-of-social-networks-at-work/#:~:text=The%20use%20of%20internal%20social,and%20what%20makes%20them%20tick** T writes the following questions on the board. 1. What exactly is networking? What is the difference between networking and social networking? 2. Which social networking sites / tools have you heard of? Which have you used? Which would you recommend? 3. What is the relationship between social networking and face-to-face socializing?	50 minutes

Asks for agreement and disagreement in given statements about social networks at work. Answers questions about social networks at work. . Closes the conversation about social networks at work.		4. Do you see social networking as something you do for work or for pleasure? 5. What can you do to get the most out of social networking for work? **Rehearsing** In pairs, learners take turns asking each other the questions they planned with the notes they took from the articles. They help each other clarifying structures, difficulties with pronunciation ensuring equal support. They ask for agreement or disagreement about the shared ideas. **Interacting** Students discuss the questions in small groups. After a few minutes. T opens up the discussion to include the whole class. Learners read the blog post (Kim´s blog) https://www.teachingenglish.org.uk/sites/teacheng/files/Socialising%203_Social%20networking_worksheets.pdf to share additional ideas.	
SP.1. expresses opinions and asks for others' opinions about the digital world. Indicators of learning Plans the language and content to give opinions about the digital world. . Makes sentences to give opinions about the digital world.	**SP.1.** expresses opinions and asks for others' opinions about the digital world.	**Planning &Organizing** T asks students the types of technology they have used today. Then, T asks to students to list the positive and negative aspects of technology. T writes what Ls said on the board. Then, T asks to students to listen to the audio on https://www.teachingenglish.org.uk/article/technology to expand their ideas about technology. After that, T posts three questions and Ls need to choose one in order to do an oral presentation about one of them. 1. If you could uninvent any piece of technology, what would it be and why? 2. What's the most important piece of technology in your life? 3. What piece of technology has had the most impact on society? (Question from: Derek Spafford, https://www.teachingenglish.org.uk/sites/teacheng/files/loveandhate-technology_Activities_Answers_Final.pdf)	45 minutes

Expresses ideas to give opinions about the digital world. **W.1**. summarizes simple text dealing with familiar subjects. Indicators of learning Prewrites important details about a simple text dealing with familiar subjects. Drafts a summary with important details about simple text dealing with familiar subjects. Revises a summary with important details about simple text dealing with familiar subjects by checking subject-verb	**W.1.** summarize simple text dealing with familiar subjects.	Once, they have chosen one of the questions. They work individually to create an outline and do some research for a three-minute presentation. **Rehearsing** Ls work in pairs to rehearse the presentations they designed before and to put into practice peer feedback to improve any detail from the presentation. **Producing (Giving opinions)** Ls share the presentation and ask others for their opinions about the ideas presented. **Task**: This year, learners are studying using a blended modality, some days school and others at home. You consider teachers can encourage interactions at school and help each other in this new way of teaching and learning. So, you decided to talk to the principal to give some recommendations about it. But before going the principal's office, you did some research on social networks and their benefits. **Prewriting** After reading different articles, learners make a list of the benefits to promote social networks at school. **Drafting** Learners start writing their summary with the ideas, important details and the appropriate linkers or connecting words. **Revising** In teams, learners share their summaries. Each group checks summaries using the following checklist:	40 minutes

<table>
<tr>
<td>agreement, pronoun and article agreement, capitalization, indentation, sentence sense, text structure, word order, punctuation and content.

Edits the summary with important details about simple text dealing with familiar subjects before publishing.</td>
<td></td>
<td>
Revising
<table>
<tr><th colspan="4">Checklist</th></tr>
<tr><td>The summary ….</td><td>Yes</td><td>No</td><td>Partially</td></tr>
<tr><td>is well – capitalized.</td><td></td><td></td><td></td></tr>
<tr><td>‘s verbs match with the subject.</td><td></td><td></td><td></td></tr>
<tr><td>is indented.</td><td></td><td></td><td></td></tr>
<tr><td>has clear sentences.</td><td></td><td></td><td></td></tr>
<tr><td>fulfills the requirements (information) asked in the task.</td><td></td><td></td><td></td></tr>
<tr><td>has punctuation marks correctly used.</td><td></td><td></td><td></td></tr>
</table>
Editing
Considering their classmates’ feedback, learners correct and modify their summary. Teacher also monitors students and helps them in the editing process.

Publishing
Learners write their definite summary. Finally, they paste their work on the wall and learners walk around the classroom to read each summary like in a gallery walk.
</td>
<td></td>
</tr>
<tr><td colspan="3">Integrated Mini-Project</td><td>Time</td></tr>
<tr>
<td colspan="3">Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation.

Thinking: (5 or 10 minutes in week 3)

Possible projects:

- Own app, explaining what it will do, how it will work, what it will look like.
- Giving own opinions/ answers to the Essential Question of the unit, using available technology or posters/paper.
</td>
<td>Adjust previous times listed above to allow 5 min each week.

Group presentations can be week 5 or 6.</td>
</tr>
</table>

Reflective Teaching

What worked well	What didn't work well	How to improve

Enduring Understanding Reflection

How well did the learners progress in their understanding of the Enduring Understanding?

Week Plan Self-Assessment

At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)

Learner Self-Assessment			
I can…	***Yes***	***In progress***	***No***
start a conversation using greetings.			
Keep a face-to-face conversation going about social networks at work.			
continue with the conversation about social networks at work.			
ask for agreement and disagreement in given statements about social networks at work.			
answer questions about agreement and disagreement in given statements about social networks at work.			
close the conversation about social networks at work.			
plan the language and content to give opinions about the digital world.			
make sentences to give opinions about the digital world.			
express ideas to give opinions about the digital world.			
prewrite important details about a simple text dealing with familiar subjects.			
draft a summary with important details about simple text dealing with familiar subjects.			
revise a summary with important details about simple text dealing with familiar subjects by checking subject-verb agreement, pronoun and article agreement, capitalization, indentation, sentence sense, text structure, word order, punctuation and content.			
edit the summary with important details about simple text dealing with familiar subjects before publishing.			

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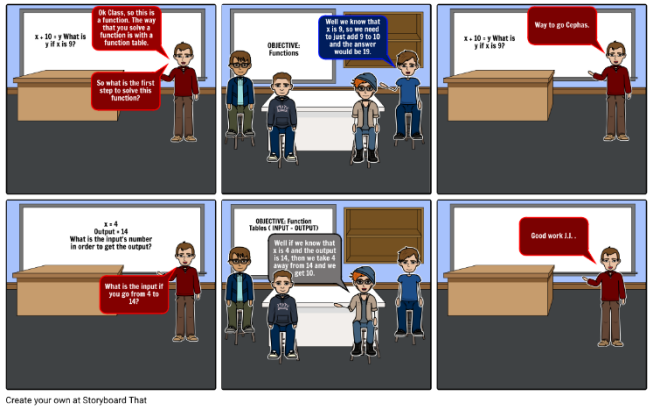
WARM UP

SOCIAL NETWORK

STORYBOARD



To use the Google search engine to obtain information about (someone or something) on the World Wide Web.	It is the video editing program that is included with Windows XP. It allows you to quickly build a personalized movie that incorporates video, still images, background music, and narration.	It is a sequence of drawings, typically with some directions and dialogue, representing the shots planned for a movie or television production.	Upload a video of (someone or something) to the video-sharing website. Search for or watch on this video website	It is a dedicated website or other application which enables users to communicate with each other by posting information, comments, messages, images, etc.	It is a location connected to the Internet that maintains one or more pages on the World Wide Web	It is a presentation tool that can be used as an alternative to traditional slide making programs such as PowerPoint. Instead of slides, **it** makes use of one large canvas that allows you to pan and zoom to various parts of the canvas and emphasize the ideas presented there.

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Jul 9, 2015 | By Jessica Miller-Merrell | HR, Social Media
5 BENEFITS OF SOCIAL NETWORKS AT WORK
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The use of internal social networks within your organization has the potential to make a huge difference within your organization. They provide a way for employees to interact and develop as well as give leadership insight into who their employees are and what makes them tick. By interacting with their employees and paying attention to the employees' interactions, leadership can use the information provided by their social network to improve employee experience as well as customer experience and benefit their company as a whole. Because social networks are dual purpose, the really do allow for a heightened level employee interaction and input.

Here are a few specific ways that social networks can benefit you and your employees:

5 Benefits of Social Networks at Work

Engage and Build Relationships

Leadership within any given organization should always be looking for ways to increase their employees loyalty and raise morale. Both of these things are likely to happen when employees are given resources to build relationships with their peers as well as leadership. Social networks allows your employees to branch out further than the immediate surroundings of their departments. They are able to interact and network with people in other departments that they don't usually see. By empowering your employees to build these relationships, you strengthen your company as a whole when your employees feel better connected and more in the loop.

Communicate Effectively Beyond Email and Phone

Some phone calls go unanswered and some email unread. Through the use of a social network you are able to bring in a new channel of interaction that may allow for certain topics to be better addressed. Social networks often allow for more of a conversation and it is less likely for important topics to be missed or swept under the rug when they are all out there for the world to see.

Provide Companies with Trends and Analysis

An internal social network can provide endless information regarding employee satisfaction and other similar trends. The amount of data that is available to employers from employee activity, search and interests can help organizations learn more about employee interests, engagement levels, peak work times and productivity, and types of content and conversation drives the most interest from your employees. When that information is collected and analyzed, employers are then able to make necessary changes to increase satisfaction and capitalize on these trends.

Foster Self-Development, Learning and Discovery

Many employees want to be responsible for their own careers, paths and development. Social networks provide a great vehicle for learning and professional development. Social networks provide a basis for comparison, a time for self-development, reflection and thought. Employees can compare their careers, interests and activities with their peers, learning more about the opportunities that may be available within the organization and hopefully driving them to want to do more and work harder to get there.

Create, Elevate and Foster Organizational Culture

Employees are generally reminded on a daily basis the different programs and culture of the organization via email and other communication. A social network can function as a positive reinforcement of this information while also generating discussion around the topics and even encourage a deeper understanding.

As your employees become more comfortable with and internal social network and begin to use it more, you will see a lot of opportunity to make your company a better place. Your employees are what make your company successful so by listening, interacting and making efforts to increase loyalty and satisfaction, your employees will want to continue to use these networks to better their own experiences and benefit the company they work for.

← Section 503 of the Rehabilitation Act & How It Impacts Your Business

Applying Mindfullness to HR Requires Practice →

Posted in HR, Social Media

Jessica Miller-Merrell

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Comments

WRITTEN COMPREHENSION

Checklist			
The summary ….	Yes	No	Partially
is well – capitalized.			
‘s verbs match with the subject.			
is indented.			
has clear sentences.			
fulfills the requirements (information) asked in the task.			
has punctuation marks correctly used.			

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Didactic Planning
Week # 4

Level: 10th		Unit: 5
Domain: Socio-Interpersonal	**Scenario: #HighTech HighTouch**	**Theme:** My Future is in My Hands

Enduring Understanding: Technology is a powerful tool and, in the right hands, it can make the world a better or worse place.
Essential Question: How can technology help me make my world better?

New Citizenship:

Dimensions
1. Ways of thinking (√)
2. Ways of living in the world (√)
3. Ways of relating with others (√)
4. Tools for integrating with the world (√)

Learn to Know	Learn to Do	Learn to Be and Live in Community
Grammar & Sentence Frames First conditional – If I were you, I would be aware of (cyberbullying, identity theft, online predators, hacking, copyright infringement, plagiarism) **Vocabulary** My Future is in My Hands – Technology to improve life not only within a career or profession. – Software engineers, systems analysts, web developers, graphic designers – Instagram, Facebook, Twitter, Snapchat	**Function** Expressing opinions about how my future is in my hands. **Discourse Markers** Connectors (Cause and effect) – I think/I believe that people share too much information online. – I think my cell phone is more than a phone, so I should get to use it in class. – Apps make life easier; therefore, I try to keep up with the latest versions, so: because, consequently, for this reason	**Psychosocial** – Being aware of the ethical responsibility when up or downloading data from the web. – Thinking critically when searching and visiting websites. **Sociocultural** – Being socially creatively, and reflectively. responsible when interacting with others digitally – Respecting everyone's opinions.

Assessment Strategies & indicators of learning (Diagnostic, formative, summative)	**Learner can**	**Didactic Sequence Mediation**	**Time** Total: 200 min (5 lessons)
		Pre-teaching **Routine:** Checking attendance, checking in with Ls, T posts the Essential Question on the board, Can Do's, and class agenda, etc. **Participating: Warm up**: T begins the class by showing some printed famous Apps icons. Then, T asks learners some questions: • Do you recognize this App icon? • What is this App used for? 	5 min 10 min

Engaging: Activation of prior knowledge 30 min

T writes the essential question “How can technology help me make my world better? on the board and then he makes a three-column chart to describe the advantages and disadvantages of technology/ social networks such as Instagram, Facebook, Twitter or Snapchat. Learners can use the following charts with sentences and sample ideas to express opinions:

EXPRESSING OPINIONS
1. *In my **opinion**, ... In my eyes, ...*
2. *To my mind, ... As far as I am concerned, ...*
3. *From my point of view, ... As for me / As to me, ...*
4. *My view / **opinion** / belief / impression / conviction is that ... ...*
5. *I would **say** that ... ...*
6. *My impression is that ... ...*
7. *I have the feeling that ... ...*
8. *I have no doubt that ...*

Advantages of _____	**Disadvantages of _____**
I would say that apps make life easier.	As far as I know, apps can be a distractor when you have to study or work.
My impression is that Facebook is a way to be in contact with friends you usually do not share time with.	I think Facebook pictures or information can be used by third parties to commit a crime such scams.
I have no doubt that reaches a large number of people quickly through tweets and retweets.	In my opinion, Twitter is additive.

		Introducing: T shows some pictures of different professions or careers and learners describe them by using different adjectives. For example: T pastes the pictures on the board and learners go to the whiteboard and write the possible characteristics or skills that are required to be a professional/ specialist in a career. For example, you can observe the picture below to get an idea. 	20 min

<table>
<tr>
<td></td>
<td></td>
<td>
Picture taken from https://careerkarma.com/careers/software-engineer

T writes a list of professions or careers and writes noun phrases by using the previous adjectives. Ls watch a video called “” in the following link taken from https://www.youtube.com/watch?v=RaSqg8vdxn0 to improve their writing skills while writing noun phrases
.
For example: Problem solving skills are required for software engineers.

<table>
<tr><th colspan="2">CONNECTORS OF CAUSE AND EFFECT</th></tr>
<tr><td>Subordinating Conjunctions</td><td>The most important conjunctions are because, as, since, and so. “Because”, “as”, and “since” introduce a cause; “so” introduces an effect. ...</td></tr>
<tr><td>Transitions</td><td>The most important transitions are therefore, consequently, and as a result. ... to give an effect.</td></tr>
<tr><td>Prepositions</td><td>The most important prepositions are due to and because of used for causes.</td></tr>
</table>
</td>
<td></td>
</tr>
<tr>
<td>SP.2. gives explanations and justifications on points of view, briefly.

Indicators of learning

Plans the language, content and resources to explain in a well-organized presentation</td>
<td>SP.2. explain and justify points of view, briefly, about the digital world.</td>
<td>Planning
The class is divided into 4 groups. Each group will create a software company. Each group will describe the company considering the following aspects:</td>
<td>60 min</td>
</tr>
</table>

his/her a software company. Makes sentences to explain his/her software company briefly in a well-organized presentation. Expresses ideas to explain his/her software company in a well-organized presentation.		 https://smallbusiness.patriotsoftware.com/how-to-write-company-description-business-plan/ Once the company is created, learners will imagine they will participate in a fair in which they have to present their company to find sponsors and budget to support their business. Learners will explain and justify the reasons why their company is unique and deserves to be supported. One of the company´s main advantages is the skills of their software engineers in charge of creating their products and give services. **Organizing** Learners select the appropriate oral and visual forms to share the information they planned before in a well-organized presentation using relevant sentence frames and connecting words covered in the unit.	

<table>
<tr>
<td></td>
<td></td>
<td>Rehearsing
Learners practice with the oral and visual forms prepared before. T helps them by giving feedback correcting mistakes like grammar, vocabulary, pronunciation, and intonation among others.

Learners can watch the following video called “Introduction to Stress and Intonation - English with Jennifer” in the following link taken from https://www.youtube.com/watch?v=kIapQVNq3D4 T can also use the QR code on the right side. Based on the information provided in the video, the Learners use stress and intonation patterns in their presentation.

Producing
Each group gives a well–organized presentation to the rest of the group. At the end of the presentations, T asks students for personal experiences and challenges to create a company and the take- away from this experience.</td>
<td></td>
</tr>
<tr>
<td>W.2. writes expository paragraphs about tech tools (e.g., apps, video games, programs, tech tools), using complete sentences that are connected to each other.

Indicators of learning

Collects information about mobile hot apps.

Writes sequential and logical ideas about</td>
<td>W.2. describe applications or tech tools (e.g., apps, video games, programs, tech tools) using</td>
<td>Task: You are in charge of the technology section of your school digital newspaper. Write a review of a mobile hot app that was released recently. Include an introduction (topic sentence), a body with information on how to use the app, main features (speed, image, security, search options, notifications, user feedback, and updates), popular use cases, and a conclusion.

Prewriting

Learners collect information in a chart about applications or tech tools. They complete the following chart to organize their ideas.

<table>
<tr><th>Ideas</th><th>App</th></tr>
<tr><td>How to use the app</td><td></td></tr>
<tr><td>A list of main features(speed, image, security, search options, notifications, user feedback and updates)</td><td></td></tr>
<tr><td>A list of popular use cases</td><td></td></tr>
<tr><td>User reviews or quotes</td><td></td></tr>
</table>
</td>
<td>60 min</td>
</tr>
</table>

<table>
<tr>
<td>mobile a hot app that includes an introductory, main body and concluding paragraph.

Revises paragraph.
.

Integrated Mini-Project	Time
Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation. **Acting out and responding:** (5 or 10 minutes in week 3 or 4) **Possible projects:** - Own app, explaining what it will do, how it will work, what it will look like. - Giving own opinions/ answers to the Essential Question of the unit, using available technology or posters/paper.	Adjust previous times listed above to allow 5 min each week. Group presentations can be in week 5 or 6.

Reflective Teaching

What worked well	What didn't work well	How to improve

Enduring Understanding Reflection

How well did the learners progress in their understanding of the Enduring Understanding?

Week Plan Self-Assessment

At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)

Learner Self-Assessment			
I can…	***Yes***	***In progress***	***No***
plan the language, content and resources to explain in a well-organized presentation his/her a software company.			
make sentences to explain his/her software company briefly in a well-organized presentation.			
express ideas to explain his/her software company in a well-organized presentation.			
collect information about mobile hot apps.			
write sequential and logical ideas about mobile a hot app that includes an introductory, main body and concluding paragraph.			
revise paragraph.			
edit his/her draft about a mobile hot app before publishing.			

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Weeks 5 and 6
Review and Integrated Mini-Project

Level: 10th	**Unit: 5**
Enduring Understanding: Technology is a powerful tool and, in the right hands, it can make the world a better or worse place. **Essential Question:** How can technology help me make my world better?	

New Citizenship:

Dimensions
1. Ways of thinking (√)
2. Ways of living in the world (√)
3. Ways of relating with others (√)
4. Tools for integrating with the world (√)

Learn to Know	**Learn to Do**	**Learn to Be and Live in Community**
Grammar & Sentence Frame ▪ Did Ls use all sentence frames? **Vocabulary** ▪ Did Ls say aloud and write all vocabulary? **Phonology** ▪ Did Ls recognize, articulate and produce phonological sounds?	**Function** ▪ Did Ls use all functions? **Discourse Markers** ▪ Did Ls practice connecting words: and, but, because?	**Psychosocial** ▪ Did Ls show evidence of … ▪ Being aware and committed to protecting the environment ▪ Appreciating natural wonders **Sociocultural** ▪ Did Ls practice idioms and quotes?

Assessment Strategies & indicators of learning (Diagnostic, formative, summative)	**Learner can**	**Didactic Sequence Mediation**	**Time** Total: 200 min (5 lessons)

<table>
<tr><td colspan="2">▪ Did Ls achieve all learning outcomes?
▪ Can Ls do all tasks?</td><td>Referencing notes from formative assessments throughout the weeks, repeat activities to strengthen Ls in weaker areas or select from Optional Activities that follow these plans.</td><td>All of week 5 or 6</td></tr>
<tr><th colspan="2">Options</th><th>Integrated Mini-Project</th><th>Time</th></tr>
<tr><td colspan="2">Possible projects:

Own app, explaining what it will do, how it will work, what it will look like.
Giving own opinions/ answers to the Essential Question of the unit, using available technology or posters/paper.</td><td>By allowing time for the Mini-Project each week for participating, thinking, and acting out, learners should now have a chosen project and determined content and strategies. In the presentation week Ls focus on:

Responding and sharing: Participating in individual and peer assessment of integrated mini-project.

<table>
<tr><th colspan="5">Integrated Mini-project Self-Assessment</th></tr>
<tr><td colspan="5">Participating to Negotiate
I participated by
sharing my own ideas and interests with my family or classmates
respecting my family or classmates' opinions,
communicating respectfully
making decisions</td></tr>
<tr><td>A lot
5</td><td>4</td><td>A little
3</td><td>2</td><td>Not at all
1</td></tr>
<tr><td colspan="5">Thinking:
I planned by
looking for information and resources,
thinking of a design for my app/paper /poster
interacting with my classmates.
making decisions</td></tr>
<tr><td>A lot
5</td><td>4</td><td>A little
3</td><td>2</td><td>Not at all
1</td></tr>
<tr><td colspan="5">Acting out:
I acted out by
reviewing the information
improving my app/paper /poster design</td></tr>
</table>
</td><td>All of week 5 or 6 of unit</td></tr>
</table>

- correcting the information,
- rehearsing and working on pronunciation, intonation, fluency and other aspects,

A lot 5	4	A little 3	2	Not at all 1

Responding and Sharing:
I can demonstrate I was well prepared in delivering and sharing the information by

- responsibly delivering the project during the virtual / classroom exchange.
- answering questions from the audience respectfully.
- self-assessing the final product.

A lot 5	4	A little 3	2	Not at all 1

Teachers monitor ….

- Did Ls use English during all aspects of Integrated Mini-Project?
- How did project presentations reflect understanding and/or mastery of Can Do statements?
- Did Ls put into practice the focus of Learn to Be and Live in Community?
- Did the Integrated Mini-Project provide answers to the Essential Question?