

Scope and Sequence

Bilingual Experimental High Schools and Bilingual Groups

Eleventh Grade

CEFR Band: B2

Domain (s): Socio-interpersonal, Socio Transactional and Academic

Each week (10 lessons):

- 8 lessons on Oral and Written Comprehension/ Production
- 1 lesson on Phonology
- 1 lesson for Integrated Project

Each Theme (3 weeks, 30 lessons):

- 24 lessons on Oral and Written Comprehension/ Production
- 3 lessons on Phonology
- 3 lessons for Integrated Project

Each Unit (12 -14 weeks)

- 120 lessons (30 lessons x 4 themes; 12 weeks)
- 2 weeks per Unit for Assessment, additional time for Integrated Project (if needed), other school activities, etc.

Important Note: This school year (2021) was divided into two semesters. Due to this fact, the scope and sequence was distributed in a different way. The number of lessons could vary because of school schedules.

W10 W 11		W7 W9		W1 W3	W5 W6	W7	SP7 W4 W8 W9 W10	W5 W11	SP1 SP2 SP3 W3 W4	W9 W8	SP9 W7 W10
<u>Functions</u> Describing experiences Expressing abstract ideas Synthesizing, evaluating, glossing information <u>Discourse Markers</u> Connecting words expressing cause and effect, contrast etc.	<u>Functions</u> Describing feelings and emotions – Opinion, justification Expressing opinions <u>Discourse Markers</u> <u>Linkers:</u> sequential – past time – •subsequently	<u>Functions</u> Critiquing and reviewing – Developing an argument Taking the initiative in interaction Encouraging and inviting another speaker to continue, come in <u>Discourse Markers</u> <u>Markers to structure informal discourse</u> Linkers: although, in spite of, despite	<u>Functions</u> Expressing agreement and disagreement Expressing reaction, e.g. indifference Describing hopes and plans Opinion, justification Interacting informally, reacting, expressing interest, sympathy, surprise etc. <u>Discourse Markers</u> Discourse markers to	<u>Functions</u> Critiquing and reviewing Synthesizing, evaluating, glossing information <u>Discourse Markers</u> Connecting words expressing cause and effect, contrast etc.	<u>Functions</u> Describing experiences Describing feelings and emotions Expressing abstract ideas Expressing agreement and disagreement <u>Discourse Markers</u> <u>Linkers:</u> sequential – past time – subsequently	<u>Functions</u> Developing an argument Encouraging and inviting another speaker to continue, come in Interacting informally, reacting, expressing interest, sympathy, surprise etc. Taking the initiative in interaction <u>Discourse markers</u> although, in spite of, despite.	<u>Functions</u> Describing hopes and plans Expressing opinions Opinion, justification Speculating Expressing reaction, e.g. indifference <u>Discourse Markers</u> Discourse markers to structure formal speech	<u>Functions</u> Critiquing and reviewing Describing experiences Describing feelings and emotions Expressing opinions <u>Discourse Markers</u> <u>Linkers:</u> sequential – past time – •subsequently	<u>Functions</u> Developing an argument Encouraging and inviting another speaker to continue, come in Expressing agreement and disagreement Taking the initiative in interaction <u>Discourse Markers</u> Connecting words expressing cause and	<u>Functions</u> Expressing abstract ideas Synthesizing, evaluating, glossing information Speculating Opinion, justification <u>Discourse Markers</u> <u>Markers to structure informal discourse</u> Linkers: although, in spite of, despite.	<u>Functions</u> Describing hopes and plans Expressing reaction, e.g. indifference Interacting informally, reacting, expressing interest, sympathy, surprise etc. <u>Discourse Markers</u> Connecting words expressing cause and effect, contrast etc.

			structure formal speech						effect, contrast etc.		
<u>Grammar</u> <ul style="list-style-type: none"> Review previous tenses adjectives adverbs future continuous/progressive 	<u>Grammar</u> <ul style="list-style-type: none"> future perfect relative clauses phrasal verbs, extended 	<u>Grammar</u> <ul style="list-style-type: none"> future perfect continuous modals of deduction and speculation - narrative tenses reported speech will and going to for prediction 	<u>Grammar</u> <ul style="list-style-type: none"> passives - past perfect past perfect continuous would - expressing habits in the past mixed conditionals - modals: can't have, needn't have 	<u>Grammar</u> <ul style="list-style-type: none"> passives - past perfect past perfect continuous would - expressing habits in the past 	<u>Grammar</u> <ul style="list-style-type: none"> future perfect future perfect continuous adverbs wish mixed conditionals - modals: can't have, needn't have 	<u>Grammar</u> <ul style="list-style-type: none"> Review previous tenses adjectives future continuous/progressive modals of deduction and speculation phrasal verbs, extended relative 	<u>Grammar</u> <ul style="list-style-type: none"> future perfect continuous modals of deduction and speculation - narrative tenses reported speech will and going to for prediction 	<u>Grammar</u> <ul style="list-style-type: none"> passives - past perfect past perfect continuous would - expressing habits in the past 	<u>Grammar</u> <ul style="list-style-type: none"> future perfect future perfect continuous adverbs wish mixed conditionals - modals: can't have, needn't have 	<u>Grammar</u> <ul style="list-style-type: none"> Review previous tenses adjectives future continuous/progressive modals of deduction and speculation phrasal verbs, extended relative 	<u>Grammar</u> <ul style="list-style-type: none"> future perfect continuous modals of deduction and speculation - narrative tenses reported speech will and going to for prediction
<u>Vocabulary</u> <i>*More as needed</i> <u>What is art?</u> theory subject matter theme line form composition symmetrical asymmetrical positive shapes negative shapes repetition unity pattern motif rhythm contour texture	<u>Vocabulary</u> <i>*More as needed</i> <u>Art Forms</u> symphony dramatic fashion acting stage plays sculpture pottery sewing interior design graphic design weaving woodworking furniture design watercolors murals	<u>Vocabulary</u> <i>*More as needed</i> <u>Art</u> <u>Appreciation</u> appreciation criticism acclaim viewpoint opinion legacy valued devalued priceless worthless immortality imitation political express self-expression autobiographic	<u>Vocabulary</u> <i>*More as needed</i> <u>My Artistic Expression</u> clothes speech dialect language songs instrument ballet folk dancing jazz hip hop graffiti doodles math logic poetry hair style	<u>Vocabulary</u> <i>*More as needed</i> <u>Test-taking Tips</u> stay focused relax expect and accept some stress read the directions pace yourself don't rush	<u>Vocabulary</u> <i>*More as needed</i> <u>Lifelong Learning</u> entrepreneur(ship) scholarship fellowship intern exchange student study abroad travel	<u>Vocabulary</u> <i>*More as needed</i> <u>Working for a Living</u> employee employer commute job interview salaried employee manager time clock time sheet	<u>Vocabulary</u> <i>*More as needed</i> <u>Making Choices</u> choice choose single marry divorce have children remain childless career path	<u>Vocabulary</u> <i>*More as needed</i> <u>Social Issues</u> exclusion marginalized protests justice injustice citizenship equal rights civil rights basic rights human rights marches activists hunger strikes	<u>Vocabulary</u> <i>*More as needed</i> <u>Political Issues</u> legislate legislature laws ordinances lobbying advocating campaigning economy business development technology quality of life	<u>Vocabulary</u> <i>*More as needed</i> <u>Economic Issues</u> taxes taxation balanced budget unemployment rates economic realities deficits morale public confidence stock market	<u>Vocabulary</u> <i>*More as needed</i> <u>Religious issues</u> faith Christianity Islam Buddhism Hinduism Catholicism Taoism Judaism Shamanism doctrine divinity sacred prophet universal atheist

<p>tactile intensity saturation style shading</p> <p><u>Idioms</u> State of the art – The newest or best version. – Her voice activated flat-screen wall-size monitor was very state of the art. get a kick out of (someone or something) - to enjoy someone or something - My father got a kick out of listening to the songs of his youth on the radio.</p> <p><u>Quotes</u> Art is the unceasing effort to compete with the beauty of flowers – and never succeeding. — Marc Chagall Art is harmony. — Georges Seurat</p>	<p>portraits photography sketches performance film</p> <p><u>Idioms</u> – Your plan was a work of art. There is not a single flaw in it. All over the place – in many locations; or in referring to one’s thinking, scattered— His art was all over the place and lacked a central theme. A picture is worth a thousand words. – Sometimes a picture is better at explaining something instead of using words. – I tried telling him about the problem but finally I just had to show him. A picture</p>	<p>revealing harmony beauty interpretation <u>Idioms</u> A work of art – Something that is very beautiful or very good. ahead of one’s time - ideas or attitudes that are more advanced than those of other people - The new art pieces the sculptor created were considered to be ahead of his time because no one understood them. <u>Quotes</u> Being an artist is dragging your innermost feelings out, giving a piece of yourself, no matter in which art form, in which medium. — Henry Rollins</p>	<p>manicure jewelry essay story classic conservative innovative <u>Idioms</u> draw a conclusion – To decide something based on the evidence you have After hearing your story, I have to draw the conclusion that you are guilty. Down to a fine art – When someone is so good at something they do not have to think about how they do it. – Mary has cooking down to a fine art. All of her meals are fantastic. <u>Quotes</u> The aim of art is to</p>	<p>don’t get distracted focus on what you know use all of your time plan how you will use your time maintain a positive attitude rely on your first impressions leave enough time to review your answers write clearly use lists when possible organize your thoughts before you write eliminate unlikely answers first formulate your own answer before reading the options given avoid cramming by</p>	<p>audit course resume curriculum vitae cover letter interviewing certification license university degree master’s degree doctorate degree application apprenticeship apprentice professional development seminar workshop <u>Idioms</u> To teach someone a lesson - To get even with someone for bad behavior.</p>	<p>work from home vacation day off <u>Idioms</u> To teach someone a lesson - To get even with someone for bad behavior. - John hit me so I tripped him. That should teach him a lesson. learn (something) the hard way - to learn something that is difficult or unpleasant by one’s own experience - The young man learned things the hard way when he went to jail for stealing</p>	<p>academic career service industry vocational school trade school research launch start a family travel abroad tour the country employment industries (education, health, finance, information technology, leisure and hospitality, manufacturing, natural resources, public administration, business services, trade, transportation) employment examples – (engineering, medicine,</p>	<p>boycott ballot election inequality gender gap prejudice racism ageism abuse of children homelessness indigenous homosexuality transgender <u>Idioms</u> At all cost at any expense of time or effort or money We must fight for a good education system at all costs. Fall from grace - to stop being held in favor by others - especially because of some wrong or foolish action -The politician had a fall from grace</p>	<p>cost of living education trade agreements nuclear arms war liberty freedom censorship politics <u>Idioms</u> throw in the towel - To give up -They knew they were going to lose so they threw in the towel. give up - to abandon or stop something - I have decided to give up my plan to work in Hong Kong for a year. give (someone) a break - to give someone a</p>	<p>economic development t assets discouraged workers fixed income pensions dividends free trade income inequality inflation interest rate labor market median income monopoly(monopolies) national debt <u>Idioms</u> Go down the drain - become worse and worse - With rising gas prices and high unemployment the economy is going down the drain. give a break - to give someone a</p>	<p>cathedral synagogue mosque judgement inspiration mystical <u>Idioms</u> Give the shirt off (one’s) back -to be generous. - Sid is the kind of guy who would give you the shirt off his back if you asked him to. go against the grain - to go against the natural direction or inclination of something - She goes against the grain of many in her community and speaks up at town meetings about social injustice</p>
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<p><u>Phonology</u> Review of sound articulation (7th to 9th) and of phonological features of most unfamiliar words when needed.</p> <p><u>Quotes</u> Art is making something out of nothing and selling it.—Frank Zappa The purpose of art is washing the dust of daily life off our souls.—Pablo Picasso Whatever art form you're working in, it's crucial to see it clearly, to feel it clearly, and not to worry about the results, or how someone else will see it.— Omar Epps</p>	<p>is worth a thousand words. as if - in the same way that something would be, that -It seemed as if the whole town came to the concert.</p> <p><u>Quotes</u> Art is making something out of nothing and selling it.—Frank Zappa The purpose of art is washing the dust of daily life off our souls.—Pablo Picasso Whatever art form you're working in, it's crucial to see it clearly, to feel it clearly, and not to worry about the results, or how someone else will see it.— Omar Epps</p>	<p>Filling a space in a beautiful way. That's what art means to me.— Georgia O'Keeffe</p> <p><u>Phonology</u> Review of sound articulation and of phonological features of most unfamiliar words when needed.</p>	<p>represent not the outward appearance of things, but their inward significance.—Aristotle What is art? Art grows out of grief and joy but mainly grief. It is born of people's lives.— Edward Munch Creativity is allowing yourself to make mistakes. Art is knowing which ones to keep.—Scott Adams</p> <p><u>Phonology</u> Review</p>	<p>studying a little each day</p> <p>answer questions you know first and then attempt the harder ones</p> <p>sit comfortably</p> <p>stay focused</p> <p>relax</p> <p>sit comfortably</p> <p><u>Idioms</u> Withstand the test of time - To work, function, or endure for a very long period of time. - Many watches are not made with the same care and materials they once were. This is my second one in three years. It is so hard to find products that can withstand the test of time.</p>	<p>- John hit me so I tripped him. That should teach him a lesson.</p> <p>learn (something) the hard way - to learn something that is difficult or unpleasant by one's own experience - The young man learned things the hard way when he went to jail for stealing the computer.</p> <p>learn (something) by heart - to memorize something - I learned my phone and passport numbers by heart.</p> <p><u>Quotes</u> Not everything that can be counted counts, and not everything that counts</p>	<p>the computer. to get down to business - to start work; to begin discussing important issues - After a few pleasantries the group was ready to get down to business and solve the problem. land a job - to obtain a job - My best friend landed a very good job after receiving his degree in engineering.</p> <p><u>Quotes</u> Opportunities don't happen, you create them.— Chris Grosser The most common way people</p>	<p>education, construction, ICT, graphic design, law enforcement, architecture, business administration, economics, history, journalism, law, teacher, lawyer, judge, doctor, nurse, counselor, school administrator, photographer, author, receptionist, secretary, stenographer)</p> <p><u>Idioms</u> Shot in the arm. Something that stimulates or renews people's interest or spirit. - The positive review of my work was like a shot in the</p>	<p>after he was involved in a scandal.</p> <p><u>Quotes</u> You are never strong enough that you don't need help.— Cesar Chavez The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education.— Martin Luther King, Jr.</p> <p><u>Phonology</u> Review of sound articulation (7th to 9th) and of phonological features of most unfamiliar</p>	<p>chance, to provide someone with another opportunity or chance –</p> <p>We decided to give the woman a break and take care of her children while she looked for a job.</p> <p><u>Quotes</u> It is easier to find men who will volunteer to die than to find those who are willing to endure pain with patience.— Julius Caesar Once you've built the big machinery of political power, remember you won't always be the one to</p>	<p>at all costs - at any expense of time or effort or money</p> <p><u>Quotes</u> There can be economy only where there is efficiency.— Benjamin Disraeli In this world nothing can be said to be certain, except death and taxes.— Benjamin Franklin</p> <p><u>Phonology</u> Review of sound articulation and of phonological features of most unfamiliar words when needed.</p>	<p>A blessing in disguise. something that seems terrible but actually produces good results some bad luck or misfortune which ultimately results in something positive It was a blessing in disguise when the man lost his job. He quickly found a better job with a higher salary. an act of faith - an act or deed that demonstrates religious faith, an act or a deed that shows trust in</p>
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	<p><u>Phonology</u> Use of prosodic features (stress, intonation, rhythm) to support the message intended to convey.</p>			<p>turn in (something) or turn (something) in</p> <p>- to give something to someone, to hand something to someone</p> <p>- I turned in the test with only five minutes left in the class period.</p> <p><u>Quotes</u></p> <p>In school, you're taught a lesson and then given a test. In life you're given a test that teaches you a lesson.—Tom Bodett</p> <p>Never look down to test the ground before taking your next step; only he who keeps his eye fixed on the far horizon will find the right road.—Dag Hammarskjol</p>	<p>can be counted.— Albert Einstein</p> <p>You can teach a student a lesson for a day; but if you can teach him to learn by creating curiosity, he will continue the learning process as long as he lives.—Clay P. Bedford</p> <p>The beautiful thing about learni</p> <p><u>Phonology</u></p> <p>Use of prosodic features (stress, intonation, rhythm) to support the message intended to convey</p>	<p>give up their power is by thinking they don't have any.— Alice Walker</p> <p>The greatest test of courage on earth is to bear defeat without losing heart.— Robert Green Ingersoll</p> <p>A person who never made a mistake never tried anything new.— Albert Einstein</p> <p><u>Phonology</u> Review of sound articulation and of phonological features of most unfamiliar words when needed.</p>	<p>arm. I love my job!</p> <p>to roll up one's sleeves</p> <p>- to get ready to start something; to prepare to do something</p> <p>The intern learned quickly that the way to get noticed was to roll up his sleeves and work hard.</p> <p>to get down to business</p> <p>- to start work; to begin discussing important issues</p> <p>- After a few pleasantries the group was ready to get down to business and solve the problem.</p> <p>land a job to obtain a job</p>	<p>words when needed.</p>	<p>run it.—P. J. O'Rourke</p> <p><u>Phonology</u> Use of prosodic features (stress, intonation, rhythm) to support the message intended to convey.</p>		<p>someone or something</p> <p>It was an act of faith when the man decided to quit his job and do something different.</p> <p><u>Quotes</u> Protection of religious freedom means considering the faiths and beliefs of everyone involved.— Mike Quigley</p> <p>Faith is taking the first step even when you don't see the whole staircase.— Martin Luther King, Jr.</p> <p>Pray as though everything depended on God.</p>
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				<p><u>Phonology</u></p> <p>Review of sound articulation (7th to 9th) and of phonological features of most unfamiliar words when needed.</p>		<p>- My best friend landed a very good job.</p> <p><u>Quotes</u></p> <p>Choose a job you love and you will never have to work a day in your life.— Confucius</p> <p>Opportunities don't happen, you create them.— Chris Grosser</p> <p>Keep away from people who try to belittle your ambitions. Small people always do that, but the really great ones make you feel that you too can become great.— Mark Twain</p>				<p>Work as though everything depended on you.— Saint Augustine</p> <p><u>Phonology</u> General Review</p>
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Designed by Paola Artavia Moya, Regional English Advisor. DRE- Occidente

Validated Marianella Granados Sirias and Alfredo Ortega Cordero, National English Advisors. Department of Third Cycle and Diversified Education

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.

Sample Tasks and Activities

<ul style="list-style-type: none"> • Use appropriate competence processes while focusing on real life tasks such as ... <p>Completing an online interview about teen life. How Can I Improve My Self-Esteem?(For teens) https://kidshealth.org/en/teens/self-esteem.html</p> <p>Starting a learning journal about my life and how can I improve myself.</p> <p>Completing an outline of a short nonfiction article on teenager facts.</p> <p>Write a short email/WhatsApp message to teacher about what is the best or worst of your high school / community/group/family.</p> <p>Google and then explain an infographic on how to help to solve a conflict.</p> <p>Compare/contrast commercials on traveling options for vacations.</p> <p><u>Sample Activities</u></p> <p>Creative writing</p> <p>Play some calming quiet music. The students are told that they must write just what comes into their mind and write for 7 minutes without a break. If they do not know what to write they just write blab la blab la, but they cannot stop writing. After the</p>	<ul style="list-style-type: none"> • Use appropriate competence processes while focusing on real life tasks such as ... <ul style="list-style-type: none"> ○ Listening to podcasts on movies, books, and magazines deal with conservation and nature (Eg. National Geographic for teens) ○ Listening to ads for movies or podcasts related to nature and how to take care about it. ○ Reading articles related to the themes (http://scienceoutreach.ab.ca/children/magazines/mag-grades7-12.php) ○ Plotting about how you can help to preserve the planet determining priority actions and make flyers or online campaigns to avoid damaging the planet. ○ Read and summarize descriptions of documentals related to natural phenomena and disasters on TV and news. ○ Discussing a movie, TV program, or event related to environmental concerns or/and our ecological footprint. ○ Writing in a journal <p style="text-align: center;"><u>Sample Activities</u></p> <ul style="list-style-type: none"> • Use graphic organizers while listening to portions of videos on how people interview such as: https://www.youtube.com/watch?v=CTGPNIGRgOY • Series of clips by radio, television, etc. journalists https://www.theguardian.com/world/natural-disasters 	<ul style="list-style-type: none"> • Use appropriate competence processes while focusing on real life tasks such as ... <ul style="list-style-type: none"> ○ Listening to TED Talks and discuss about fashion and new tendencies and the impact in our culture ○ Writing in a fashion journal through time line ○ Selecting a blogging option website ○ Selecting a literature website that is appealing to fashion/ values/ beliefsand interacting with it ○ Making a plan for a future events with your family today and in 10 years ○ Interview and record English-speaking role models within your family and community ○ Listen to movie trailer, watch movie, read review and state/write opinion about the different themes ○ Listen to interviews of famous people of fashion and world online ○ Research successes and failures in either business, film, or books ○ Present self to potential influencer in some of the themes <p style="text-align: center;"><u>Sample Activities</u></p> <ul style="list-style-type: none"> • Post quotes around room, ask learners to create quotes of their own • Provide who/what/where/why/how listening guides for use with excerpts of TED Talks, etc. • Use and or adapt information for a fashion show from a website like these https://girlstweenfashion.com/10-fun-diy-projects-crazy-cool-activites-for-teens/
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7 minutes, they read their text a couple of times and put the paper away. Then we do the same again and again. After that they all have something with a kind of storyline and content. Now they swap texts and give each other comments on the other person's text. After that, they should work with their texts again. This time with the comments in mind, they can start looking at language and grammar and let another student read it again and comment on it, and as a final point finish their text.

Almost every time the students are told to write something they sit in groups – chosen by me- and I invite them to help each other both on content and form, and most of them follow the invitation.

Timeline

Learners create a timeline of big events that have happened since they were born. Learners interact by talking about the possible impact one event could have on their generation. For example, why they think they are so creative or secure, etc.

Talk show

Authentic tasks are easy to identify as they are what we do with our own language all the time. Students plan a talk show in groups taking about teenage problems and solutions.

They also can Exchange information and ask opinions through phoning for information, answering e-mail, preparing reports, holding a meeting and filling a jig saw activity.

Further links:

Games to share:

<https://www.ultimatecampresource.com/camp-games/circle-games/>

The 'Circle of knowledge'

Look the annex or go to this link:

<file:///D:/Users/partavia/Desktop/scopeand%20sequence%20le b%209th/Circle%20of%20Knowledge%20handout.pdf>

Students make charts about realities now and expectations in a future. (How do they see each other in 10 years from now?) or make a journal about how to build self-confidence
<https://biglifejournal.com/blogs/blog/build-self-esteem-confidence-teens>

https://www.usnews.com/topics/subjects/natural_disasters

- Use excerpts from online journal writing resources such as those found here

<https://eslflow.com/environmentlessonplans.html>

<https://www.childrenandnature.org/2015/05/29/triple-impact-how-nature-education-can-change-the-world/>

- Provide details on a task that needs to be done to heal the world and make local and global actions in terms of environment matters

<https://www.linguahouse.com/es/esl-lesson-plans/topic/environment-and-nature>

[https://www.linguahouse.com/es/esl-lesson-plans/searchlessons?keywords=natural+phenomena&topic\]=Tps_fabc511b-b9f5-b594-5d04-e1097cfe3cd3#maintainScroll=1](https://www.linguahouse.com/es/esl-lesson-plans/searchlessons?keywords=natural+phenomena&topic]=Tps_fabc511b-b9f5-b594-5d04-e1097cfe3cd3#maintainScroll=1)

<https://www.linguahouse.com/es/esl-lesson-plans/topic/environment-and-nature>

- Use map of the world and try to make a research about pro and cons of the environmental disasters and problems according to every continent (5 groups).
- Role play
- Send email/text or WhatsApp message to friend about how to protect the world within your own house / community/ school.
- Trace a book or movie from initial ad/trailer, to excerpt, to reviews and then ask learners to review
- Work on a budget for an upcoming event using online helps like this one
<http://www.hrblockdollarsandsense.com/ideas-info-for/parents/10-steps-to-help-your-teenager-create-a-budget-for-2015/>

<https://www.youtube.com/watch?v=D1i8SJgrysc>

Talking about fashion (lesson plan at annex)

- <https://www.linguahouse.com/es/esl-lesson-plans/general-english/talking-about-fashion>

- Show pages from websites and have learners give thumbs up or thumbs down on appearance, content, appeal to teens (use any of the themes) Eg.

<https://www.linguahouse.com/es/esl-lesson-plans/topic/fashion>

- Promptcards <https://en.islcollective.com/english-esl-worksheets/vocabulary/people/advanced-conversation-promptcards-about-values-beliefs-ethic/1521>

- Comments and round tables

<https://www.youtube.com/watch?v=u8k1XVgRMxM>

Crazy interview

<https://www.enotes.com/homework-help/what-difference-macro-culture-micro-culture-772199>

- Create a poets corner and have learners present readings from favorite poems or stories for the final moments of each class.
- Use T-charts to make comparisons on micro and macro cultures
- Use graphic organizer such as what I know, what I want to know, what I learned, as guide to listening to referents on the different themes being interviewed.
<https://www.forbes.com/sites/sboyd/2016/03/14/10-fashion-icons-and-the-trends-they-made-famous/#7dcc121c1268>

<https://www.youtube.com/watch?v=5Pgf34wSVmE>

<https://www.youtube.com/watch?v=sX4DLQIiW9E>

- Ask learners to present written Q&A (examples can be found online) as a dialogue
- Incorporate the use of success memes in lesson plans. See memes online at
<https://www.pinterest.com/pin/369365606921572869/>
- Use a video on how successful people initially failed such as the one found here
<https://www.youtube.com/watch?v=zLYECljmnQs> .
<http://iteslj.org/questions/family.html>
- How cov19 change our lives (macro/mirco cultures)
- Additional activity would be to correct the printed portion of the presentation so that it uses upper and lower case and punctuation correctly.

<p>Dialogues about how to improve (Many activities) https://www.healthiersf.org/RestorativePractices/Resources/documents/RP%20Curriculum%20and%20Scripts%20and%20PowerPoints/Classroom%20Curriculum/Teaching%20Restorative%20Practices%20in%20the%20Classroom%207%20lesson%20Curriculum.pdf</p> <p>Students paste a piece of paper in their back and the others go around the class writing positive messages or qualities, then they comment with the group.</p> <p>Learners interact with infographic related to a topic that they think is important to comment at their age.</p> <p>After modeling by teacher, learners present a slide show or a video about values in the teenage world.</p> <p>Learners used gapped sentences to complete a review of a favorite book, song, sporting event, etc. and interact with other learners as they read and ask questions about the review.</p>		
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Sample Activities & Assessment Techniques

- * Mental maps * Case studies * Simple questionnaires * Debate * Web page * UVE Heuristic * Suggestions box * Forum (blogs, wikis, webquest) * Brainstorming * Learning path * Situation, Problem, Information, Resolution * Game Role-play * Improvisation * Discussion groups * Think-peer-sharing * Pairs with an observer * Positive feedback group * The puzzle * Use of mobile technology for self-assessment and co-evaluation and support of classroom work , Dialogues, audios) * Demonstrations * Teamwork reports * Wall board * Tournaments in learning teams * Individual learning support teams * Anecdotal notes, tags and cards. * Venn diagram * CQA chart (I know, I want to know and I learned) * Semantic or conceptual maps * Double entry matrixes: eg. Table T * Double Entry Diaries * Problem Solving Chart * Frayer Model * Picture to show that I think and decide * Short tests of comprehension and oral and written production. * Models * Digital presentations * Portfolio * Folders * School newspaper
- * Art exhibitions (short stories, small theater scenes, use of gestures) * Evidence passport * Self -assessment * Peer assessment

Online Resources

20 Free Stock Photo Websites

https://blog.hootsuite.com/20-free-stock-photo-sites-social-media-images/?utm_source=twitter&utm_medium=owned_social&utm_campaign=ent_selfserve-bau-glo----social_hootsuite&hootPostID=8454726501a5c02e8b3566eb51aee886

American English

<https://americanenglish.state.gov>

The American English website provides resources for teaching and learning English as a Foreign Language (EFL), exploring American culture, and encouraging conversation within the global EFL community.

PBS Learning Media

<http://www.pbslearningmedia.org/>

PBS LearningMedia provides PreK-12 educators with access to free digital content and professional development opportunities designed to improve teacher effectiveness and learner achievement. PBS LearningMedia was developed in partnership with the WGBH Educational Foundation and is offered locally by 155 PBS licensees, representing 356 stations in 55 U.S. states and territories.

Apps for Teaching English

<http://mastersinesl.com/essential-esl-app-guide/>

Masters in ESL provide ESL and TESOL teachers and learners a list of useful apps for every platform to help with crucial language learning processes.

Sources On Using Podcasts

<http://busyteacher.org/14466-how-to-teach-listening-skills-using-online.html>

<http://busyteacher.org/22450-podcasts-esl-classroom-top-9-ways.html>

ITunes

<http://www.itunescharts.net/us/charts/podcasts/>

Sources for Podcast Dramas

<http://www.playmepodcast.com/listen-to-playme/> (Canadian)

<http://www.bbc.co.uk/podcasts/genre/drama> (United Kingdom)

<https://www.thepodcasthost.com/category/fiction-podcasts/fiction-podcast-of-the-week/> (variety)

Sources for Literature-based Podcasts

<http://learn.org/articles/20-Free-Literary-Podcasts-Worth-Listening-To.html>

Resources per theme

1. What is Art?

<https://philosophynow.org/issues/108/What-is-Art-and-or-What-is-Beauty>

<https://www.smashingmagazine.com/2010/07/what-do-we-really-mean-by-art/>

<https://www.mentalfloss.com/article/57501/27-responses-question-what-art>

<https://www.britannica.com/art/visual-arts>

<https://edu.gcfglobal.org/en/creativity/what-is-art/1/>

Lesson plans

<https://courses.lumenlearning.com/boundless-arthistory/chapter/what-is-art/>

2. Art Forms

<https://www.britannica.com/topic/the-arts>

<https://magazine.artland.com/art-movements-and-styles/>

<https://www.britannica.com/list/stealing-beauty-11-notable-art-thefts>

<https://www.britannica.com/list/10-modernist-art-movements>

Lesson plan

<https://www.guampedia.com/lesson-plan-art-around-us-1/>

3. Art Appreciation (Art Fairs)

https://s3.amazonaws.com/lumenlearning/success/Master+PDFs/ArtAppreciation_5-10-17.pdf

<https://quizlet.com/453075548/chapter-3-art-appreciation-flash-cards/>

<https://quizlet.com/331151044/art-appreciation-chapter-3-living-with-art-flash-cards/>

<https://es.slideshare.net/alorino/art-appreciationchapter3>

<https://www.scoutmag.ph/culture/art-design/art-appreciation-art-fair-roginl-20190223>

<https://www.agora-gallery.com/advice/blog/2019/06/25/art-fairs/>

<https://artclasscurator.com/art-appreciation-activities-and-games/>

<https://www.nga.gov/education/teachers/lessons-activities.html>

https://www.educationworld.com/a_lesson/5_art_projects_teaching_art_appreciation_young_students.shtml

4. My artistic expression

<https://www.linkedin.com/pulse/i-were-artist-would-use-my-artistic-expression-youth-ali-hussein>

<https://www.tulsastainedglass.com/education/10-things-know-art-self-expression/>

<https://www.youtube.com/watch?v=iDsWkGAX5Oc>

<https://www.youtube.com/watch?v=iDsWkGAX5Oc&t=83>

<https://www.youtube.com/watch?v=W-dn5OSuRIk>

<https://www.fluentu.com/blog/educator-english/esl-art/>

<https://www.eslbase.com/teaching/using-art-esl-classroom>

<https://busyteacher.org/8793-art-classroom-esl-activities.html>

<https://www.myenglishpages.com/english/vocabulary-lesson-art.php>

Lesson plan

https://eslbrains.com/lesson_category/design-art/

5. Test-Taking Tips

<https://www.eslactivity.org/english-reading-test-tips/>

<https://kidshealth.org/en/teens/testing-tips.html>

<https://www.educationcorner.com/test-taking-strategies.html>

<https://www.youtube.com/watch?v=hY7AqwtlVD0>

Lesson plan

https://dese.mo.gov/sites/default/files/AD_4_B_Grade4-6_L2.pdf

<https://www.dailyteachingtools.com/tips-for-test-taking.html>

<https://static1.squarespace.com/static/5532b947e4b0edee99477d27/t/590d4288440243109d11ea27/1494041227393/Group+Lesson+Plans+-+Study+Skills+%26+Test+Taking+Strategies+Grades+4-6+%28by+Barbara+Smith%29.pdf>

5. Lifelong Learning

<https://en.islcollective.com/english-esl-worksheets/material-type/tests-and-testing/lifelong-learning-listening-comprehension-speaking-b2/80156>

<https://elttguide.com/6-ways-to-help-efl-students-become-lifelong-learners/>

<https://www.teachthought.com/learning/10-simple-ways-to-engage-in-lifelong-learning/>

<https://www.mindmeister.com/blog/8-lesson-plans-promote-lifelong-learning/>

<https://wabisabilearning.com/blogs/critical-thinking/6-lifelong-learning-skills>

Lesson plans

https://www.eslprintables.com/teaching_resources/tests_and_exams/4th_form/Lifelong_Learning_4th_Form_Les_745_715/

<https://www.linguahouse.com/esl-lesson-plans>

<https://eslauthority.com/resources/free-esl-lesson-plans/>

6. Working for a Living

<https://www.real-english.com/reo/24/unit24.htm>

<https://www.linguahouse.com/esl-lesson-plans/general-english/living-at-work>

<https://en.islcollective.com/english-esl-worksheets/vocabulary/jobs-and-work>

<https://www.teach-this.com/general-activities-worksheets/jobs-work>

<https://enjoyenglish-blog.com/wp-content/uploads/articles/%D0%9D%D0%B0%20%D1%81%D0%B2%D0%BE%D0%B1%D0%BE%D0%B4%D0%BD%D1%83%D1%8E%20%D1%82%D0%B5%D0%BC%D1%83/Employment.pdf>

8. Making Choices

<https://eslbrains.com/how-to-make-hard-choices/>

<https://eslbrains.com/decision-making-lesson-plan/>

<https://www.englishwithjo.com/tag/making-decisions/>

<https://www.eslconversationquestions.com/choices/>

<https://en.islcollective.com/english-esl-worksheets/search/decisions?page=1>

<https://busyteacher.org/7447-trick-or-treat-teach-giving-making-choices.html>

<https://www.linguahouse.com/es/esl-lesson-plans/general-english/games-and-decision-making>

<https://www.esltalkingpoints.com/discussion/intermediate-esl-conversation-questions/choices/>

9. Social Issues

<https://teflhandbook.com/efl-esl-lesson-plans/b2/social-issues-vocabulary/>

<https://en.islcollective.com/english-esl-worksheets/search/social+issues>

<http://iteslj.org/questions/social.html>

<https://esl.yourdictionary.com/lesson-plans/esl-activities-on-social-issues.html>

<https://www.usingenglish.com/teachers/lesson-plans/view-social-issues-brainstorming-and-speaking/>

https://eslbrains.com/lesson_category/global-issues/

10. Political Issues

<https://esl-voices.com/category/political/>

<http://eslpartytown.com/teachers/conversation/cqpoliticshtm.html>

<https://esldiscussions.com/p/politics.html>

<http://iteslj.org/questions/politics.html>

<https://www.linguahouse.com/esl-lesson-plans/topic/politics>

<https://www.elbase.com/worksheet-2616-politics-and-us-political-parties>

11. Economic Issues

<https://esldiscussions.com/e/economics.html>

<https://www.linguahouse.com/esl-lesson-plans/business-english/the-economy>

<https://breakingnewsenglish.com/0512/051202-us-economy-e.html>

<https://study.com/academy/lesson/economy-questions-for-esl-students.html>

https://www.eslprintables.com/teaching_resources/tests_and_exams/c1_level/Trinity_Economic_issues_812580/

<https://www.teacherjoe.us/learnenglish632.html>

<http://www.eslbizcenter.com/esl-business-talk-the-chinese-economy/>

12. Religious Issues

<https://www.esltalkingpoints.com/discussion/intermediate-esl-conversation-questions/religion-3/>

<https://esldiscussions.com/r/religion.html>

<http://iteslj.org/questions/religion.html>

<http://iteslj.org/questions/faith.html>

<https://en.islcollective.com/english-esl-worksheets/grammar/questions-interrogative/lets-talk-about-religion/2642>

https://breakingnewsenglish.com/1305/130522-religious_freedom.html

https://teflpedia.com/Religion_conversation_questions

Succeeding: Online Job Opportunities

https://eslbrains.com/lesson_category/business-english/

<https://eslbrains.com/unconventional-career-advice/>

<https://money.usnews.com/money/blogs/outside-voices-careers/articles/2016-01-27/5-tips-for-a-more-successful-online-job-search>

<https://www.forbes.com/sites/williamarruda/2020/12/03/6-tactics-for-succeeding-in-a-pandemic-era-job-search/>