

OPEN EDUCATIONAL RESOURCE

The current educational resource has been carried out within the framework of the School Training Project: "Digital Competence Assessment of Secondary School Students", which has been developed at San Isidro Secondary School in Madrid throughout the school year 2018-2019.

Designed by : Juan Carlos García García

| | |
|---|---|
| Subject: ADVANCED ENGLISH SECONDARY STAGE: 2nd YEAR SECONDARY SCHOOL | |
| Subject Area: | 1 INTERACCIÓN Y COOPERACIÓN 2 PRODUCCIÓN |
| Competences: | 1 COLABORACIÓN 2 CREACIÓN |
| Descriptors: | 1 Presentar en equipo el resultado de sus investigaciones con herramientas digitales (que permiten la participación de sus compañeros de aula o de proyectos colaborativos en los que participa) 2 Utilizar herramientas digitales para crear y potenciar componentes de texto, imagen, sonido, animación y vídeo. |

Annex I: Activity

Annex II: Digital Competence Assessment Rubric. (The Linguistic Assessment Rubric is not included)

Annex I: ACTIVITY/TASK.

ACTIVITY 1: HAMLET SECONDARY STAGE: 2nd YEAR BILINGUAL SECTION

DESCRIPTION: PERFORMANCE OF A SCENE FROM HAMLET

Students read an abridged version of Hamlet and make groups so as to choose one scene, which is previously defined by the teacher through different digital resources. They write their own version of that scene so that it can eventually be presented before their classmates by means of the projector and the digital board in the computer room.

OBJECTIVES

- 1 Selection of one scene from Hamlet - given by the teacher, and original writing of the script from that scene.
- 2 Filming of the scene, which will show students' reading comprehension of the play. Use of a phone or a digital camera and storage of the video file in a digital portfolio (Google Drive) so that it can be handed in and shown.
- 3 Presentation of the digital project. The video file includes the students' version of the selected scene.
- 4 Control of grammatical forms and CONNECTORS in the script and in the oral presentation.
- 5 Use of a range of appropriate vocabulary and TENSES in the script and in the oral presentation.
- 6 Control of phonological features of the characters in the filmed scene and in the oral presentation.



7. Presentation of the results of the collaborative project in which digital tools have been used.
8. Use of digital tools to create and boost text, image, sound, animation and video components.

DIGITAL COMPETENCE DESCRIPTORS

- 1 **PRESENTS COLLABORATIVE PROJECT WITH DIGITAL TOOLS.** Students present the **video file** as a result of teamwork, which includes the selection and organization of the information provided. The distribution of digital and non-digital tasks is mentioned in the presentation: filming, uploading, no difficulties to access the uploaded video file.
- 2 Uses digital tools to create video images.

SEQUENCE AND TIMING

Lesson 1: The project is explained, questions are answered, proposals are accepted, pairs are formed, assessment criteria are clarified and planning /deadline is fixed.
Presentations: Students will present their projects throughout 5 sessions.

DIGITAL RESOURCES

- 1 Students will be given authorized websites, which include Hamlet's plot, character summaries and themes. They will have the possibility to read and listen to an abridged version of Hamlet.

BBC VIDEOS AND REVISION AT:
HAMLET INDEX:

http://www.bbc.co.uk/schools/gcsebitesize/english_literature/dramahamlet/

THE PLOT VIDEO

http://www.bbc.co.uk/schools/gcsebitesize/english_literature/dramahamlet/hamletplotact.shtml

CHARACTER SUMMARY VIDEO:

http://www.bbc.co.uk/schools/gcsebitesize/english_literature/dramahamlet/hamletcharacter.shtml

THEMES VIDEO

http://www.bbc.co.uk/schools/gcsebitesize/english_literature/dramahamlet/hamletthemesact.shtml

- 2 Students are given a statement and the context in which the scene takes place within the play so they can identify it and write their own version of the scene.
- 3 Students will use a video camera or a mobile phone to film the scene.
- 4 They will use their computers at home or the ones in the virtual classroom to upload the digital portfolio to a data storage site. The students may also store the video file in a pen drive in order to show it and explain it by means of the teacher's computer and the digital board.

LESSON PLANNING

- 1 Resources are provided and instructions are given.
- 2 Students make pairs to choose and write their own version of one of the famous scenes from Hamlet, which are previously given by the teacher. Each student must write a minimum of 10 statements for their character.

3 Students record their scene and find appropriate costumes and background. Then they upload it to a data storage site so that it can be shown and shared in the class through the computer and digital board.

4 Students will present their video in the classroom referring to how they selected the resources and organised the information to film the scene. They will also describe how their experience of making it was.

ANNEX II: DIGITAL COMPETENCE ASSESSMENT RUBRIC.

| Descriptors | Attainment levels | | |
|---|--|---|---|
| <p>Presenta en equipo el resultado de sus investigaciones con herramientas digitales (que permiten la participación de sus compañeros de aula o de proyectos colaborativos en los que participa).</p> <p>Presents as a team member the results of a collaborative project in which digital tools have been used.</p> | <p>No conseguido</p> <p>0 puntos</p> <p>Not achieved</p> <p>0 points</p> | <p>Parcialmente conseguido</p> <p>1 punto</p> <p>Partly achieved</p> <p>1 point</p> | <p>Conseguido</p> <p>2 puntos</p> <p>Achieved</p> <p>2 points</p> |
| <p>Utilizar herramientas digitales para crear y potenciar componentes de texto, imagen, sonido, animación y vídeo.</p> <p>Uses digital tools to create and boost text, image, sound, animation and video components.</p> | <p>No conseguido</p> <p>0 puntos</p> <p>Not achieved</p> <p>0 points</p> | <p>Parcialmente conseguido</p> <p>1 punto</p> <p>Partly achieved</p> <p>1 point</p> | <p>Conseguido</p> <p>2 puntos</p> <p>Achieved</p> <p>2 points</p> |