<u>OPEN EDUCATIONAL RESOURCE</u>

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 2: MAKE THE WORLD A BETTER PLACE: 2º ESO SECCIÓN BILINGÜE

DESCRIPTION: WHAT WOULD YOU DO TO MAKE THE WORLD A BETTER PLACE?

Four to five-minute **power-point presentation** that must include at least 4 slides in which pictures or videos support the actions taken to make the world a better place.

After reading the "ways to make the world a better place" file and watching the videos related to this topic, students prepare a four to five-minute presentation on what they would do to make the world a better place. They state and explain a proposal in which each member of the group has a different role which will be essential to accomplish their final goal. Students give a talk to the rest of their classmates using the power-point presentation.

OBJECTIVES

1 Creation of a _**PowerPoint file**_ on possible actions that can be carried out so as to make the world a better place.

2 Control of grammatical forms using <u>CONNECTORS</u> in the _PowerPoint file_ and in the oral presentation

3 Control of phonological features in the oral presentation.

4. Use of a range of appropriate <u>vocabulary</u> and <u>TENSES</u> in the _PowerPoint file_ and in the oral presentation

5. Uses digital tools to create a _PowerPoint file_ in which text, image and/or video components are boosted.

6 Good selection and organization of the information.

4 Storage of the video file in a digital portfolio (Google Drive) so that it can be handed in and shown.

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5 Presentation of the digital project. The <u>Power Point file</u> includes images and optional videos.
6. Presentation of the results of the collaborative project in which digital tools have been used.
7. Use of digital tools to create and boost text, image, sound, animation and video components.

SEQUENCE AND TIMING
Lesson 1: The project is explained, questions are answered, proposals are accepted, groups of four are made, assessment criteria are clarified and planning /deadline is fixed.
Students will present their projects throughout 5 sessions.

DIGITAL RESOURCES
Students will be given the following links and resources to boost their creativity and provide them with different ideas for their projects.
1 Extremely Creative Ways to Raise Money for Charity
https://www.youtube.com/watch?v=SX63So-3nM0
2 Red Nose Day: What is that all about?
https://www.youtube.com/watch?v=l5yaUkS2NfM
3 pdf file with different proposals
Students will use their computers at home or the ones in the computer room to create their file and the digital board in the classroom to show their PowerPoint file.

LESSON PLANNING
1 Students will make groups of 4 in order to give a 4/5 minutes powerpoint presentation which must include at least 4 slides (each one explained by one student) in which pictures and videos support the actions taken to make the world a better place.
2 They will be able to select information from the resources given.
3 Each student will refer to his/her own role in the collaborative project to make the world a better place. They will also explain how they selected, distributed and used the resources to create the presentation.

ANNEX II: DIGITAL COMPETENCE ASSESSMENT RUBRIC.

Descriptors	Attaintment levels		
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).	No conseguido 0 puntos	Parcialmente conseguido 1 punto	Conseguido 2 puntos
Presents as a team member the results of a collaborative project in which digital tools have been used.	**Not achieved** **0 points**	**Partly achieved** **1 point**	**Achieved** **2 points**
Utilizar herramientas digitales para crear y potenciar componentes de texto, imagen, sonido, animación y vídeo.	No conseguido **0 puntos**	Parcialmente conseguido **1 punto**	Conseguido **2 puntos**
Uses digital tools to create and boost text, image, sound, animation and video components.	**Not achieved** **0 points**	**Partly achieved** **1 point**	**Achieved** **2 points**

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