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.

TÍTULO ACTIVIDAD 3: POETRY PROJECT: 2º ESO SECCIÓN BILINGÜE

DESCRIPTION: POETRY PROJECT ON ROBERT LOUIS STEVENSON

Students make groups of three to give a five-minute power-point presentation on Robert Louis Stevenson. They also recite one of his poems and explain its meaning by means of an image created by means of a computer application.

OBJECTIVES

1 Reading of "A Child's Garden of Verses" by R. L. Stevenson and selection of one of the poems included in this collection.

2 Memorization and recitation of the selected poem.

3 Creation of a *.png image file* which represents with certain difficulty and originality the selected poem.

4 Storage of the .png file and power point presentation in a digital portfolio (Google Drive) so that it can be handed in and shown. Presentation of the .png file, which is used to give an explanation of the meaning of the poem and of the reason/s why the poem is selected.

5 Writing of Stevenson's biography.

6 Power-Point presentation on Stevenson, which shows the listening comprehension of a video on the author's biography.

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.

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2 Uses digital tools to create video images.

SEQUENCE AND TIMING
Lesson 1: The project is explained, questions are answered, proposals are accepted, teams 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 links to boost their creativity and will be provided with different ideas for their projects. They will also have access to videos which include the recitation of the poems, so they can improve pronunciation, intonation and rhythm.
- Google AutoDraw app: https://www.autodraw.com/
- Google AutoDraw Tutorial: https://www.youtube.com/watch?v=9A9ZsNDf5tM
-Online free tools to draw;
https://www.softandapps.info/2016/03/14/5-herramientas-online-gratuitas-dibujar/
2 Link to a video on Stevenson's biography
3 Worksheet with several listening comprehension questions on the video.
4 Two pdf files with the poems and the instructions
5 They will use their computers at home or the ones in the virtual classroom to upload the presentation to Google Drive. The students may also store the presentation in a pen drive in order to show it and explain it using the teacher's computer and the digital board.

LESSON PLANNING
1 Resources are provided and instructions are given.
2 Students make teams and distribute tasks.
3 They upload the presentation to a data storage site so that it can be shown and shared in the class through the computer and digital board.
4 Students present their projects which include an image of the poem, text and images and/or videos on Stevenson's biography. They recite the poem and afterwards explain the meaning and the reasons why it was selected through the created image. They will also describe how the experience of distributing the different tasks was.

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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