Actividad de evaluación Unidad 2

PROPÓSITO

Se pretende que los alumnos comuniquen, oralmente y por escrito, ideas relacionadas con los temas científicos y tecnológicos desarrollados en la unidad.

OBJETIVOS DE APRENDIZAJE

INDICADORES

OA 1

Comprender información relevante para un propósito específico en textos orales y escritos en contextos relacionados con sus intereses e inquietudes, con el fin de conocer las maneras en que otras culturas abordan dichos contextos.

- Analizan los elementos principales de un cuento de un tema de interés: ciencia ficción.
- Presentan oralmente información sobre un texto leído con un tema de su interés.

OA 2

Producir textos orales y escritos claros en contextos relacionados con sus intereses e inquietudes, con el fin de expresar una postura personal crítica que respeta otras posturas.

- Escriben un cuento, ajustándose a la estructura del texto, guiados por la información de un tema de interés: tecnología en medicina.
- Comunican por escrito el bosquejo de una "clase", de acuerdo al modelo y los pasos señalados.

DURACIÓN

- 4 horas pedagógicas

Cuento de ciencia ficción (actividad individual y en parejas)

Based on the outline you designed, write your science fiction short story. Number of words: 300-500. Include all the elements studied in class. Remember to use appropriate terminology.

RÚBRICA PARA UN CUENTO

	1	2	3
Criteria	*In Progress…*	*Advanced*	*Proficient*
Plot	*The exposition, in general, is not clear.* *There is more than one section of the plot unclear or over/underdeveloped*	*The exposition is clear.* *There is a clear climax in the story and a clear resolution.*	*The exposition in the story is clear.* *There is a clear climax in the story.* *The story comes to a clear resolution.* *One section of the plot may be unclear or over/underdeveloped.*
Setting	*It is unclear where the story takes place and/or how the setting impacts the plot.*	*The setting may be general including time and place. Setting connects to the plot.*	*The setting is clearly described including time and place. The setting of the story impacts the plot.*
Characterization	*The description is general and may feel incomplete. Dialogue may be missing.*	*Characters are fully developed.* *The story describes the characters in a general way.* *Dialogue is present.*	*Characters are well described and developed. The characters traits are revealed through interesting dialogue. And through showing, not telling.*
Theme	*The story has a topic, but the overall theme, central idea, or message is unclear.*	*The story includes a well-developed theme, central idea or message.*	*The story includes a well-developed theme, central idea or message.* *I've underlined one place in my story where my theme is supported.*
Language	*There are more than 9 errors that hinder meaning.*	*There are 8-6 errors in capitalization, spelling, punctuation, grammar, or sentence structure, but they do not hinder meaning.*	*There are 5-0 errors in capitalization, spelling and punctuation. -The short story is clean and ready to be presented.*

Mini clase (actividad colaborativa)

1. Los estudiantes reciben los distintos tópicos trabajados en clases o relacionados con los contenidos vistos. Sobre esa base, seleccionan el tema que les parece más relevante de tratar en esta "mini clase". Luego investigan, anotan correctamente la bibliografía de cada sitio y seleccionan cuidadosamente la información útil para armar su lección.

2. El docente les recuerda que deben seguir algunos pasos para lograr una buena comunicación y les dice:*Now it is time for you to teach an engaging class. Prepare a lesson in which you explain something new and current about science and technology and then assess the learning acquired. Your evaluation activity should be short but engaging.*
    Think about your audience (your classmates) and consider what would motivate them in order to learn in a fun or challenging way.

3. Después entrega a cada alumno el siguiente instructivo:
    Follow these instructions:
    *   *Read the article/research paper that you received.*
    *   *Reflect about which the most important aspects of that topic are. (what)*
    *   *Divide and organize the content into general information and details or from most important to least important.*
    *   *Then, think about why you want your students to acquire this knowledge. (what for)*
    *   *Next, think of a motivating and effective evaluation activity which will measure what has been taught in the mini lesson.*
    *   *After this, design the parts of the class, which are: motivation, teaching the lesson and clear instructions for the evaluation.*
    *   *For the part of the lesson in which you teach and explain your students, you must do this by showing pictures or diagrams and by explaining in your own words in a motivating and engaging way.*
    *   *For your explanation you will need a multimodal resource such as power point or Prezi (a maximum of three slides with mostly drawings or pictures with very little writing), posters or objects.*
    *   *Create, in note form, and practice, the script of your lesson for you to fully know what you are going to explain and how you are going to do it.*
    *   *Remember that the only way to learn is by being engaged with the learning process, so help your students by talking in a loud, calm voice, with clear pronunciation and maintaining eye contact with several students from the class.*
    *   *Remember that body language is also important to show that you are interested in your students and passionate about what you are teaching.*
    *   *After teaching your class, ask students if there are any questions. After you have answered one to two questions, explain the evaluation activity and hand out a rubric every two students in order for them to know what is required of them.*
    *   *After finishing the activity, tell your students to do their assignments with the partner sitting next to them and to assess the work they will receive by using the rubric. Finally, tell them to give useful feedback to each other.*
4. A partir de la información revisada, preparan su clase.

5. Finalmente, reciben la rúbrica de esta actividad. Esto les permite apropiarse de su proceso de enseñanza-aprendizaje y considerar cómo mejorar los aspectos más débiles; también pueden apoyar el trabajo de sus pares.

RÚBRICA PARA MINI-LECCIÓN

	4	3	2	1
Objective	Objective is completely clear and coherent to the lesson.	Objective is completely clear but not very coherent with the lesson.	Objective is partly clear and not very coherent with the lesson.	Objective is confusing and not coherent with the lesson
Introduction and motivation	The introduction to the topic of the lesson is engaging and makes you want to find out more.	The introduction to the topic of the lesson is clear but not very engaging.	The introduction is not very clear and is boring.	There is no introduction, or it has nothing to do with the rest of the lesson.
Explanation	The lesson is clearly explained following steps and using the multimodal material to clarify meaning.	The lesson is mostly clear and uses the multimodal material to clarify meaning.	The lesson is in general confusing or disorganized and the multimodal material is not always used to clarify meaning.	The lesson is disorganized and confusing and there is no multimodal material, or it is not used to clarify meaning.
Evaluation activity	The activity used to evaluate the class is creative, motivating and completely suitable to assess the skills and contents of the lesson.	The activity used to evaluate the class is creative, motivating but not completely suitable to assess the skills and contents of the lesson.	The activity used to evaluate the class is not very creative nor motivating and is not completely suitable to assess the skills and contents of the lesson.	The evaluation activity has not been prepared and thus, it is boring and incoherent with the lesson.
Eye contact, body language and tone of voice	There is an engaging attitude established through eye contact body language and tone of voice.	One of the elements is missing.	Two of the elements are missing.	None of these strategies is used to motivate the audience.
Motivation and explanation of class: **I do:** 3-4 mins	The timing is perfect.	This part lasts from 2:40 to 3 mins.	This part lasts from 2:00 to 2:30 mins.	This part lasts less than 2 mins.
Questions and answers from teacher plus explanation of evaluation activity: **We do:** 2-3 mins	The timing is perfect.	This part lasts from 1:30 to less than 2 mins.	This part lasts from 1 to less than 1:30 mins.	This part lasts less than 1 min.
Evaluation activity done by students: **You do:** 3-4 mins	The timing is perfect.	This part lasts two minutes more than required. Lasts less than 3 minutes	This part lasts three minutes more than required. Lasts less than two minutes.	This part needs a lot of time to be completed because the evaluation activity and its timing has not been planned. There is no evaluation activity.