School of Life



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**HIGH SCHOOL CYCLE 1 YEAR 2**

**LES:** **SCHOOL OF LIFE**

**TRIGGER**

**C2**

**MORAL VIDEO**

**TASK 1**

**C1: SPEAKING ACTIVITY**

**KAGAN STRUCTURE**

**TASK 2**

**C2: DECONSTRUCTION OF A MORAL STORY**

**TASK 3**

**C3: FOCUS ON FORM**

**PAST TENSE**



**INTEGRATION**

**PHOTOSTORY**

**Preproduction**

**Production**

**Postproduction**

**TASK 7**

**C3: EDITING AND WRITING FINAL DRAFT**

**TASK 6**

**C3: REVISING**

**TASK 4**

**C3: PREPARING TO WRITE**

**TASK 5**

**C3: WRITING THE DRAFT**

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| ➀ | Broad areas of learning |

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| --- | --- | --- | --- | --- | --- |
| ⮚ health and well-being |  |  | ⮚ environmental awareness and consumer rights and responsibilities |  |  |
|  | X |  |  |
|  |  |  |  |
| ⮚ personal and career planning |  |  | ⮚ citizenship and community life |  |  |
|  | X |  |  |
|  |  |  |  |
| ⮚ media literacy |  |  |  |  |  |
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| Focus of development of the BAL: Personal development. Paying attention to experiences pay later because you know better how to react and to consider what happens to you.  |

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| ➁ | Cross-curricular competencies |

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| **INTELLECTUAL** | **METHODOLOGICAL** | **PERSONAL AND SOCIAL** | COMMUNICATION RELATED |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| ⮚ To use information |  | ⮚ To adopt effective work methods |  | ⮚ To construct his/her identity |  | ⮚ To communicate appropriately |  |
|  | X | X | X |
|  |  |  |  |
| ⮚ To solve problems |  | ⮚ To use information and communication technologies |  | ⮚ To cooperate with others |  |  |  |
|  | X | X |  |
|  |  |  |  |
| ⮚ To exercise critical judgment |  |  |  |  |  |  |  |
| X |  |  |  |
|  |  |  |  |
| ⮚ To use creativity |  |  |  |  |  |  |  |
| X |  |  |  |
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| ➂ | ESL Competencies |

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| **INTERACTSORALLY IN ENGLISH** | **REINVESTS UNDERSTANDINGOF ORAL AND WRITTEN TEXTS** | **WRITES AND PRODUCES TEXTS** |

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| images⮚ Initiates, reacts to, maintains and ends oral interaction |  | ⮚ Listens to, reads and/or views texts |  | ⮚ Uses a personalized writing process |  |
| X | X | X |
|  |  |  |
| ⮚ Constructs meaning of the message |  | ⮚ Constructs meaning of the text |  | ⮚ Uses a personalized production process |  |
| X | X | X |
|  |  |  |
| ⮚ Expands a personal language repertoire |  | ⮚ Represents understanding of the text |  | ⮚ Builds a personal inventory of writing and production resources |  |
| X | X | X |
|  |  |  |

**TRIGGER ACTIVITY**

**EXAMPLE OF A MORAL FROM A YOUTUBE VIDEO**

**Jonathan and Charlotte - Opera Duo @ Britain's Got Talent 2012 Auditions** [**http://www.youtube.com/watch?v=0UoGMdf7lek&feature=player\_embedded**](http://www.youtube.com/watch?v=0UoGMdf7lek&feature=player_embedded)

**ROLE OF THE STUDENTS**

Participate. Watch the video. Reflect on the moral. Construct meaning of the text.

Understand the oral text presented in the video.

**ROLE OF THE TEACHER**

Ask some questions to introduce the video and the topic of the LES. Develop on the idea of “you can’t judge a book by its cover.”

**MATERIAL :**

Internet access, laptop, projector.

**OTHER DETAILS :**

Short trigger activity that would last approximately 10 minutes.

COMPETENCY 1

Initiates, reacts to, maintains and ends oral interaction

COMPETENCY 2

Listens to, reads and/or views texts

COMPETENCY 3

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| **RELATED CONTENT** | **CCC** | **TRACES** |
| CULTURE | PROCESS | STRATEGIES | TEXT TYPE AND FEATURES | - To exercise critical judgment.- To use information and communication technologies. | No traces. If ever needed, the teacher can take notes of students’ participation. |
| The aesthetic, sociological and sociolinguistic aspects of culture.  |  response process☐ writing process☐ production process | - Cognitive strategies  | VideoMoral Story |

**TASK 1**

**C1: SPEAKING ACTIVITY**

**ROLE OF THE STUDENTS**

Each student is responsible to discuss his or her story with the specialist group and then with the heterogeneous group.

**ROLE OF THE TEACHER**

Prepare eight moral cards.

Distribute one moral to each student.

Animate the speaking activity.

Make a wrap up and ask the students to come up with a definition of « moral. »

Remind the students to speak English.

**MATERIAL**

Moral cards: they will help the students to have ideas when discussing.

Functional language will be identified.

**OTHER DETAILS**

Concerning the response process, this task follows with the video in the trigger activity. This speaking activity consists of “establishing a personal connection with the text.” Also, the teacher should plan in advance the teams to minimize lost of time**.**

**KAGAN STRUCTURE**

Partner Expert Group Jigsaw

COMPETENCY 1

Initiates, reacts to, maintains and ends oral interaction

Constructs meaning of the message

Expands a personal language repertoire

COMPETENCY 2

Listens to, reads and/or views texts

Constructs meaning of the text

COMPETENCY 3

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| **RELATED CONTENT** | **CCC** | **TRACES** |
| CULTURE | PROCESS | LANGUAGE REPERTOIRE | STRATEGIES | TEXT TYPE AND FEATURES | - Exercises critical judgement- Cooperates with others- Communicates appropriately | Teacher takes notes of the students’ participation and oral abilities.  |
| The sociological aspects of culture. |  response process ☐ writing process☐production process | - Functional language- Other vocabulary | - Communication strategies- Learning strategies  | Morals |

COMPETENCY 1

Initiates, reacts to, maintains and ends oral interaction

**TASK 2**

**C2: DECONSTRUCTION OF A MORAL STORY**

**ROLE OF THE STUDENTS**

Read the moral story.

Deconstruct the text. Find the features.

Students share their answers doing the *heads together* structure when the teacher asks to do so.

**ROLE OF THE TEACHER**

Have students notice the key parts of a moral story and also the time markers for past tense.

 Remind the students to speak English.

**MATERIAL**

Handout of the moral story selected for the deconstruction task.

Handout of the deconstruction activity instructions.

**OTHER DETAILS**

Concerning the response process, this task is linked to the video presented in the trigger. This reading activity consists of “generalizing beyond the text.” It also is a context to start from to teach grammar.

COMPETENCY 2

Listens to, reads and/or views texts

COMPETENCY 3

Builds a personal inventory of writing and production resources

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| **RELATED CONTENT** | **CCC** | **TRACES** |
| CULTURE | PROCESS | LANGUAGE REPERTOIRE | STRATEGIES | TEXT TYPE AND FEATURES | - To adopt effective work methods- Cooperates with others | The handout with the key features highlighted.The deconstruction handout. |
| The aesthetic aspects of culture. |  response process ☐ writing process☐ production process | - Other vocabulary - Focus on form - Audience  | - Learning strategies  | Moral story - Past tense |

COMPETENCY 1

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**TASK 3**

**C3: FOCUS ON FORM - PAST TENSE**

**ROLE OF THE STUDENTS**

Notice the features of Simple Past from the handouts distributed by the teacher. Ask questions.

Complete the activity about Simple Past verbs.

**ROLE OF THE TEACHER**

Conduct an activity about Simple Past.

Give some theory, answer questions, and give the opportunity for students to practice.

Make sure everyone understands.

Remind the students to speak English.

**MATERIAL**

Handouts.

**OTHER DETAILS**

**Description of the task**: The students review simple past by completing a simple past handout. On the handout there are present and past sentences. The students have to underline the time marker and fill in the blanks with the correct verb tense (present or past).

COMPETENCY 2

Listens to, reads and/or views texts

Constructs meaning of the text

COMPETENCY 3

Builds a personal inventory of writing and production resources

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| **RELATED CONTENT** | **CCC** | **TRACES** |
| CULTURE | LANGUAGE REPERTOIRE | STRATEGIES | TEXT TYPE AND FEATURES | - To adopt effective work methods- To communicate appropriately | Simple past handout  |
| The aesthetic, sociological and sociolinguistic aspects of culture. | - Focus on form  | - Learning strategies  | Moral story - Past tense |

PRESENTATION AND BEGINNING OF THE PROJECT



COMPETENCY 1

Initiates, reacts to, maintains and ends oral interaction

**TASK 4**

**C3: PREPARING TO WRITE**

**ROLE OF THE STUDENTS**

Individually find a moral that they have learned during their life.

Share this moral with their team using the *heads together* structure and the functional language previously identified.

Select the moral they will use for their project.

Brainstorm on the story elements.

With their teammates, write the outline.

Cooperate and practice their oral skills.

**ROLE OF THE TEACHER**

 Explain the work to the students.

Guide and help the students as needed.

Make sure all teams have the time to complete the work on time.

Remind the students of the importance of harmonious teamwork.

Remind the students to speak English.

**MATERIAL**

Booklet p.1,2,3

COMPETENCY 2

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COMPETENCY 3

Uses a personalized writing process

Builds a personal inventory of writing and production resources

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| **RELATED CONTENT** | **CCC** | **TRACES** |
| CULTURE | PROCESS | LANGUAGE REPERTOIRE | STRATEGIES | TEXT TYPE AND FEATURES | - To adopt effective work methods- To use creativity- To cooperate with others- To communicate appropriately | The brainstorming and the outline form, as well as page 1-3 of their booklet.  |
| The sociolinguistic aspects of culture. | ☐ response process writing process☐ production process | - Functional language | - Learning strategies -Communication strategies  | Moral story - Past tense |

COMPETENCY 1

Initiates, reacts to, maintains and ends oral interaction

**TASK 5**

**C3: WRITING THE DRAFT**

**ROLE OF THE STUDENTS**

Cooperatively write the draft: one student writes as the others give him ideas. Students should exchange the roles every now and then.

They interact and agree on the text choices.

**ROLE OF THE TEACHER**

Explain the task to the students and help them if they ask.

Foster the use of ressources.

Remind the students to speak English.

**MATERIAL**

Booklet p.4

**OTHER DETAILS**

Cooperative writing is not an easy task. The teacher might need to provide some extra guidance if the students have never worked this way.

COMPETENCY 2

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COMPETENCY 3

Uses a personalized writing process

Builds a personal inventory of writing and production resources

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| **RELATED CONTENT** | **CCC** | **TRACES** |
| CULTURE | PROCESS | LANGUAGE REPERTOIRE | STRATEGIES | TEXT TYPE AND FEATURES | - To adopt effective work methods- To use creativity- To cooperate with others- To communicate appropriately | The first draft must be handed in. It is part of the booklet (p.4). If extra sheets are used, they also must be handed in.  |
| The sociolinguistic aspects of culture. | ☐ response process writing process☐ production process | - Functional Language  | - Learning strategies- Communication strategies  | Moral story - Past tense |

COMPETENCY 1

Initiates, reacts to, maintains and ends oral interaction

**TASK 6**

**C3: REVISING**

**ROLE OF THE STUDENTS**

Read the text.

Use resources to correct it.

Fill in the peer review table.

**ROLE OF THE TEACHER**

Remind the students of all the resources available.

Discuss the importance of being fair when completing the peer review.

Remind the students to speak English.

**MATERIAL**

Booklet p.5,6.

**OTHER DETAILS**

The teacher decides in advance who completes the peer review for each team.

COMPETENCY 2

Listens to, reads and/or views texts

Constructs meaning of the text

COMPETENCY 3

Uses a personalized production process

Present their project to their peers.



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| **RELATED CONTENT** | **CCC** | **TRACES** |
| CULTURE | PROCESS | LANGUAGE REPERTOIRE | STRATEGIES | TEXT TYPE AND FEATURES | - To adopt effective work methods- To use creativity- To cooperate with others- To communicate appropriately | Booklet p. 5, 6. The peer review table must be signed by all team members.  |
| The sociolinguistic aspects of culture. | ☐ response process writing process☐ production process | - Functional Language | -Learning strategies - Communication strategies | Moral story - Past tense |

COMPETENCY 1

Initiates, reacts to, maintains and ends oral interaction

**TASK 7**

**C3: EDITING AND WRITING FINAL DRAFT**

**ROLE OF THE STUDENTS**

Integrate the comments from the peer review.

Write the final version of the text.

Work cooperatively.

**ROLE OF THE TEACHER**

Explain the task to the students and help them if they ask.

Circulate.

Remind the students to speak English.

**MATERIAL**

Booklet p. 9, 10, 11

COMPETENCY 2

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COMPETENCY 3

Uses a personalized production process

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| **RELATED CONTENT** | **CCC** | **TRACES** |
| CULTURE | PROCESS | LANGUAGE REPERTOIRE | STRATEGIES | TEXT TYPE AND FEATURES | - To adopt effective work methods- To cooperate with others- To communicate appropriately | Booklet p. 9, 10, 11  |
| The sociolinguistic aspects of culture. | ☐ response process writing process☐ production process | - Functional Language | -Learning strategies - Communication strategies | Moral story - Past tense |

**INTEGRATION**

**PHOTOSTORY**

**Preproduction**

**ROLE OF THE STUDENTS**

Complete the storyboard. Dress a list of prompts and roles for the photostory.

**ROLE OF THE TEACHER**

Guide the students. Tell them that they should have fun and make their story alive and interesting.

Remind the students that they should remain realistic and take into account the constraints of their environment.

Remind the students to speak English.

**MATERIAL**

Booklet up to page 16.

COMPETENCY 1

Initiates, reacts to, maintains and ends oral interaction

COMPETENCY 2

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COMPETENCY 3

Uses a personalized production process

Present their project to their peers.

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| **RELATED CONTENT** | **CCC** | **TRACES** |
| CULTURE | PROCESS | LANGUAGE REPERTOIRE | STRATEGIES | TEXT TYPE AND FEATURES | - To adopt effective work methods- To use creativity- To cooperate with others- To communicate appropriately | Booklet up to page 16 needs to be completed. |
| The aesthetic, sociological and sociolinguistic aspects of culture. | ☐ response process writing process production process | - Functional Language | -Learning strategies - Communication strategies | Moral story - Past tense |

COMPETENCY 1

Initiates, reacts to, maintains and ends oral interaction

**INTEGRATION**

**PHOTOSTORY**

**Production**

**ROLE OF THE STUDENTS**

Take the pictures.

Create the photostory using Photostory 3.

Bring all the necessary material to class.

**ROLE OF THE TEACHER**

Give time in class so the students do not have to meet outside of the class.

Remind the students to speak English.

**MATERIAL**

Reuse the storyboard. Booklet p.11.

**OTHER DETAILS**

Students might need to go outside of the class and bring material.

COMPETENCY 2

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COMPETENCY 3

Uses a personalized production process

Present their project to their peers.

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| **RELATED CONTENT** | **CCC** | **TRACES** |
| CULTURE | PROCESS | LANGUAGE REPERTOIRE | STRATEGIES | TEXT TYPE AND FEATURES | - To use information and communication technologies - To adopt effective work methods | Booklet p.11 |
| The aesthetic, sociological and sociolinguistic aspects of culture. | ☐ response process☐ writing process production process | - Functional Language | -Learning strategies - Communication strategies | Moral story - Past tense |



**INTEGRATION**

**PHOTOSTORY**

**Postproduction**

**ROLE OF THE STUDENTS**

Complete the self-evaluation form.

Complete the checklist.

Hand in their work.

Prepare a clear presentation.

Present their project to their peers.

**ROLE OF THE TEACHER**

Correct the photo story.

Evaluate the whole process (booklet, LES, photostory).

Remind the students to speak English.

**MATERIAL**

Anything considered useful to present.

**OTHER DETAILS**

COMPETENCY 1

Initiates, reacts to, maintains and ends oral interaction

COMPETENCY 2

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COMPETENCY 3

Uses a personalized production process

Present their project to their peers.

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| **RELATED CONTENT** | **CCC** | **TRACES** |
| CULTURE | PROCESS | LANGUAGE REPERTOIRE | STRATEGIES | TEXT TYPE AND FEATURES | - To use creativity- To cooperate with others- To communicate appropriately | No traces. The teacher should take notes during the presentation to evaluate the students.  |
| The aesthetic, sociological and sociolinguistic aspects of culture. | ☐ response process☐ writing processproduction process | - Functional Language | -Learning strategies - Communication strategies | Moral story - Past tense |