

# ENGLISH ACTIVITY

**Teacher's name:** Aitana Mingot Comenge

**Course:** 1<sup>st</sup> year ESO Sección bilingüe

**Title of the activity:** CREATE A POLITICAL PARTY

## 1. Learning standards

To work in a group respecting everyone's contribution

To know about persuasive language (slogans and literary figures)

To learn about political ideology and party formation

To learn some figures of speech for effective writing

Be able to critically evaluate one's contribution to the group (self-assessment)

## 2. Content

To create a political party

To do a power point presentation

To write a speech

## 3. Wording of the activity

Provide personal information to introduce yourself. Then, reply to at least two people.

## 4. Description and procedure

CREATE A POLITICAL PARTY. We are going to have national elections in a parliamentary democracy.

Before election day you will need to prepare the following:

1. NAME OF YOUR POLITICAL PARTY
2. WHAT DOES YOUR PARTY STAND FOR? Make a poster explaining your party's proposals on:
  - Social Justice
  - Economics
  - Ecology
  - Education
  - Any other field you find important

3. SLOGANS (Catchy phrases). (Make a t.v. commercial advertising your party)
4. WRITE A SPEECH
5. Two days before election day each party will read their speech.
6. We will hold elections. There will be a free breakfast for the winning party.

## 5. Timing

Third term. Six sessions of 55 minutes.

## 6. Grouping

Groups of 4

## 7. Descriptors used

- UTILIZAR TECNOLOGÍAS DIGITALES SENCILLAS APROPIADAS PARA COMUNICARSE EN UN CONTEXTO EDUCATIVO
- ELEGIR Y MANEJAR DE FORMA BÁSICA HERRAMIENTAS PARA PROCESOS DE COLABORACIÓN Y UTILIZARLAS EN FUNCIÓN DE SUS PROPÓSITOS.
- TENER EN CUENTA LOS CAMBIOS SUCESIVOS REALIZADOS EN UN FICHERO Y SER CAPAZ DE RESTAURAR EL MÁS CONVENIENTE SI FUERA NECESARIO
- IDENTIFICAR MODOS DE CREAR Y EDITAR CONTENIDO SENCILLO EN FORMATOS SIMPLES
- ELEGIR CÓMO EXPRESARSE A TRAVÉS DE MEDIOS DIGITALES SENCILLOS (POR EJEMPLO, GRABAR VÍDEOS).
- EVALUAR EL TRABAJO PROPIO Y AJENO Y JUSTIFICAR SU CONTENIDO EN FUNCIÓN DE LA AUDIENCIA (POR EJEMPLO, HACER OBSERVACIONES SOBRE EL CONTENIDO Y LA PRESENTACIÓN DEL TRABAJO DE UN COMPAÑERO)

## 8. Rubrics

### EVALUATION RUBRIC FOR WRITTEN WORK (Speech/ Powerpoint )

Below Standard (1-3)	Standard (4-5)	Above Standard (6-7)	Outstanding (8-10)
<ul style="list-style-type: none"> <li>• Disorganised and difficult to follow.</li> <li>• Little data, few conclusions.</li> <li>• Intrusive errors of vocabulary and grammar, and/or large chunks copied directly from websites.</li> </ul>	<ul style="list-style-type: none"> <li>• Research not exhaustive but sufficient.</li> <li>• Clearly written, logically organised, including a variety of ideas and some conclusions.</li> <li>• Grammatical and lexical mistakes do not impede overall intelligibility.</li> </ul>	<ul style="list-style-type: none"> <li>• Carefully planned and checked text, including introduction.</li> <li>• Research has gone beyond the most obvious sources and there is wide evidence of original thinking and writing.</li> <li>• A good range of data, and conclusions.</li> <li>• Text logically linked and</li> </ul>	<ul style="list-style-type: none"> <li>• Engaging, original and well organised text, expressing a range of points of view but reaching clearly articulated and accurately expressed conclusions.</li> <li>• Consistent and appropriate style.</li> <li>• Few errors of grammar or vocabulary presentation</li> </ul>

		<p>accurate in terms of grammar and lexis.</p> <p>•Good range of vocabulary displayed.</p>	
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**EVALUATION RUBRIC FOR ORAL PRESENTATION (Speech/ Power Point)**

<b>Below Standard (1-3)</b>	<b>Standard (4-5)</b>	<b>Above Standard (6-7)</b>	<b>Outstanding (8-10)</b>
<ul style="list-style-type: none"> <li>• Presentation simply read aloud; not easy to follow, and/or under-rehearsed.</li> <li>•Poorly illustrated</li> <li>•Work not well distributed between group members; little apparent liaison or collaboration.</li> </ul>	<ul style="list-style-type: none"> <li>•Presentation organised into stages and sufficiently detailed to give a general idea.</li> <li>•Evidence of rehearsal. Some reading aloud, but some improvised "telling" .</li> <li>•Clearly illustrated</li> <li>•Sufficient group collaboration, even if workload not evenly distributed.</li> </ul>	<ul style="list-style-type: none"> <li>•Well organised presentation, with clear and detailed rationale, showing evidence of thorough research and rehearsal.</li> <li>•Attractively illustrated.</li> <li>•Work well coordinated and evenly distributed.</li> </ul>	<ul style="list-style-type: none"> <li>•Presentation painstakingly researched but presented in an engaging, even entertaining, way.</li> <li>•Technically impressive and well resourced.</li> <li>•Even distribution of work, each contribution harmoniously linked to make a coherent whole.</li> </ul>

**EVALUATION RUBRIC FOR CREATIVE ACTIVITIES (T.V Commercial)**

<b>Below Standard (1-3)</b>	<b>Standard (4-5)</b>	<b>Above Standard (6-7)</b>	<b>Outstanding (8-10)</b>
<ul style="list-style-type: none"> <li>• Project incomplete or demonstrates minimal effort in design and presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates some creativity in design and concept. No previous research.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates effort in creativity and design. Previous research done.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates excellence and effort in creativity and design. Previous research done.</li> </ul>

**GROUP PEER AND SELF EVALUATION RUBRIC**

**PROJECT TITLE:** \_\_\_\_\_

**GROUP MEMBERS:** \_\_\_\_\_

Please rate your contribution to the group and evaluate the group on a scale from 1 – 10 with 10 being the highest.

**INDIVIDUAL EVALUATION:**      **Name** \_\_\_\_\_

- |  |                                   |
|--|-----------------------------------|
| ___1. Following teacher's instructions   | ___7. Sharing responsibilities    |
| ___2. Asking meaningful questions        | ___8. Respecting others           |
| ___3. Contributing ideas and information | ___9. Explaining things to others |
| ___4. Helping the group stay on task     | ___10. Doing things on time       |
| ___5. Contributing materials             | ___11. Doing my best              |
| ___6. Asking for help when needed        |                                   |

I could improve on \_\_\_\_\_

I rank my contributions to the group as \_\_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_

**GROUP EVALUATION:**

- |   |   |
|---|---|
| ___1. Following teacher's instructions      | ___6. Respecting others                 |
| ___2. Asking meaningful questions           | ___7. Explaining things to others       |
| ___3. Contributing ideas and information    | ___8. Solving problems within the group |
| ___4. Staying on task and meeting deadlines | ___9. Consistent effort                 |
| ___5. Sharing responsibilities              | ___10. Producing a quality product      |

I rank our group's efforts at working together as \_\_\_\_\_ because \_\_\_\_\_

**PEER EVALUATION:**

Rank each individual group member using a scale of 1 – 10. Explain your reasons for the assigned ranking.



