

Past, present and future of Vallirana

GEP2: 2022-2023



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IDENTIFICATION OF THE GEP PROJECT	
TITLE	Past, present and future of Vallirana
STUDENTS' CEFR LEVEL (A1, A2...)	A2
GRADE	6th grade
CONTENT AREA(S)	Social science and english.
NUMBER OF SESSIONS (4, 6 OR 9)	6
TEACHER(S) INVOLVED	3
KEYWORDS	Town, change, present, past, future, building, streets, vehicles, library, football field.



OUR PROJECT

INTRODUCTION

Currently, we are planning using the CLIL type of teaching and learning approach in natural and social areas. Thus, the content, knowledge and skills that students will develop, is aimed to be significant. This is why we propose this project, with dual-focus goal: to motivate and make them learn in a meaningful way. This project will consist of content related to their close reality creating an exhibition about the past, present and future of their town.

If you have been walking around Vallirana these days, you would have noticed that the Saint George fair is located in a new place, have you visited it? As you may know, our city is continuously changing. Can you figure out how your town was 50 years ago?

DRIVING QUESTION

How can you imagine your town in the future?

FINAL PRODUCT

Poster exposition about their town, with photos, a short description and reflection about the passage of time. They will also draw/paint what they thought their town would be like in the next 50 years in a critical way.



LESSON PLANNING

LESSON PLANNING				
Extret del nou currículum (en Català)			Developed by the teacher (in English)	
ÀREA	COMPETÈNCIES ESPECÍFIQUES	SABERS	LEARNING OBJECTIVES	ASSESSMENT CRITERIA & TOOLS
<p><i>Especifica les àrees/matèries que treballa el teu projecte</i></p>	<p><i>Prioritza'n entre 3-5 (extretes del nou currículum) Copia i enganxa del nou currículum. Subratlla la part rellevant de la competència d'acord amb el que treballaràs al projecte.</i></p>	<p><i>Prioritza entre 3-5 sabers (extretes del nou currículum) Copia i enganxa'ls (del nou currículum.) i subratlla la part rellevant d'acord amb el que treballaràs al projecte.</i></p>	<p><i>Create 3-5 objectives that integrate both content and language) By the end of the project, students will be able to... (Use these resources to write integrated objectives. See this list of discursive verbs and these lists of action verbs (document 1 and document 2).</i></p>	<p><i>Write at least 5 assessment criteria. Make sure they are specific, connected to your learning objectives and that they assess both content and language. For each criteria you create, specify the number of the assessment criteria in the curriculum and the assessment tool you will use</i></p>
<p><i>Llengua estrangera</i></p>	<p>Competència específica 3: Produir textos orals i multimodals amb coherència, claredat i registre adequats, atenent les convencions pròpies dels diferents gèneres discursius, i participar en interaccions orals variades, amb autonomia, per expressar idees, sentiments i conceptes, construir coneixement i establir vincles personals</p> <p>Competència específica 5: Produir textos escrits i multimodals amb adequació, coherència i cohesió, aplicant estratègies elementals de planificació, redacció, revisió, correcció i edició.</p>	<p>Bloc: Comunicació oral Sabers</p> <ul style="list-style-type: none"> - Ús de la llengua estrangera a l'aula amb autoconfiança progressiva. - Comprensió de textos orals en diferents contextos: activitats d'aula, situacions d'aprenentatge en qualsevol àrea. - Interacció oral adequada en situacions d'aula. <p>Bloc: Comprensió lectora Sabers</p> <ul style="list-style-type: none"> - Aplicació d'estratègies de comprensió lectora abans, durant i després de la lectura (planificació, anticipació, inferències...), en fonts documentals diverses de forma progressivament autònoma. <p>- Bloc: Expressió escrita</p>	<p><i>Students will be able to ...</i></p> <ol style="list-style-type: none"> <i>1. Describe the main features of the different places of their town both in writing and orally</i> <i>2. Compare the main past and present characteristics of some city elements.</i> <i>3. Create a photography exposition taking into account the descriptive text</i> 	<p><i>1.1. Choose and apply written strategies to use the descriptive genre and describe the characteristics of a close and familiar place for the students.</i></p> <p><i>Assessment tool: Written activity result and co-assessment.</i></p> <p><i>Curriculum criteria: Llengua estrangera (3.2) and medi (2.5).</i></p> <p><i>1.2. Organize and write</i></p>



Template adapted from CLIL-SI 2015. More information at: <http://grupsderecerca.uab.cat/clilsi/>

		<p>- Saber: Aplicació d'estratègies elementals, individuals o grupals, de planificació, redacció, revisió i edició de textos escrits i multimodals de tipus divers, amb diferents propòsits comunicatius de forma autònoma.</p>	<p><i>to explain an hypothetical future based on predictions.</i></p>	<p><i>simple texts, reflecting about the human impact in a familiar landscape in a close future.</i></p>
Educació artística	<p>Competència específica 3: Experimentar i crear amb les possibilitats del so, la imatge, el cos i els mitjans digitals i multimodals, mitjançant activitats i experiències que incorporin l'aprenentatge autoregulat per expressar i comunicar coneixements, idees, sentiments i emocions.</p> <p>Competència específica 4: Dissenyar, elaborar i difondre creacions culturals i artístiques col·laboratives, assumint diferents rols, posant en valor el procés, per desenvolupar la creativitat, el sentit de pertinença i arribar a un resultat final</p>	<p>- Bloc: Creació i interpretació</p> <p>- Saber: Planificació, experimentació i documentació de processos creatius, personals o col·laboratius, en les produccions artístiques treballades a l'aula, assumint diferents rols per expressar idees, sentiments o emocions identificant i valorant-ne les fases i els resultats finals.</p> <p>- Saber: Utilització de tècniques, materials i recursos informàtics i tecnològics per a la captura, creació, edició, documentació i difusió de produccions plàstiques i visuals personals o de grup per expressar idees o emocions.</p>		<p>Assessment tool: base d'orientació and written activity.</p> <p>Curriculum criteria: Llengua estrangera (5.1) and Coneixement del medi(6.1).</p> <p>1.3. To use the artistic language to express ideas and reflect on a social problem.</p> <p>Assessment tool: Self-assessment grid</p> <p>Curriculum criteria: Medi (3.4) and educació artística (3.2).</p>
Coneixement del medi Natural, Social i Cultural	<p>Competència específica 2: Plantejar-se preguntes sobre el món, aplicant les diferents formes de raonament i mètodes del pensament científic, per interpretar, respondre i predir els fets i fenòmens del medi natural, social i cultural i per prendre decisions creatives i decidir actuacions ètiques i socialment sostenibles</p> <p>Competència específica 3: Resoldre problemes i reptes generant cooperativament un producte creatiu i innovador a partir de projectes interdisciplinaris, utilitzant diferents formes de raonament.</p> <p>Competència específica 7: Observar, detectar, comprendre i interpretar canvis i continuïtats del medi natural, social i cultural, analitzant</p>	<p>- Bloc: Societats i territoris</p> <p>Sabers:</p> <p>- Anàlisi de diferents fonts històriques: orals, escrites i patrimonials per interpretar les accions individuals i col·lectives, de fets i esdeveniments rellevants de la història.</p> <p>- Valoració del patrimoni natural i cultural com un bé i un recurs per fer-ne ús des de la cura i la seva conservació.</p> <p>- Valoració d'actuacions que contribueixen a la consecució dels objectius de desenvolupament sostenible en l'orientació que donem al nostre estil de vida.</p>		<p>1.4. To understand the concept of change, past, present and future using a timeline based on realia and images.</p> <p>Assessment tool: Observation</p> <p>Curriculum criteria: Medi (7.1) and educació artística (3.1)</p>



<p><i>relacions de causalitat, simultaneïtat i successió, per explicar i valorar les relacions entre diferents elements i esdeveniments que permeten entendre el present i imaginar futurs possibles</i></p>			
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<p>CONTENT (KNOWLEDGE AND SKILLS) <i>To complete this project, we will cover the following content</i></p>	
<p>CONTENT-RELATED KNOWLEDGE</p>	<p>CONTENT-RELATED SKILLS</p>
<ul style="list-style-type: none"> - Inhabitants growing - Town change - Future awareness 	<p>To compare past and present city elements To describe city elements focusing on their physical appearance To describe a possible future scenario focusing on specific city elements and using the first condicional</p>

<p>CONTENT-OBLIGATORY LANGUAGE</p>
<p><i>See the Foreign Language curriculum of the year you have chosen and select:</i></p> <ol style="list-style-type: none"> 1. <i>Indispensable language items (terminology, academic language)</i> 2. <i>Discourse genres (narrative, argumentative, instructional, explanatory, etc.) and text types (a recipe, a news article, an ad, a slogan...)</i> 3. <i>Interactional language</i>
<p>-</p>



Genre and text types	Academic language	Grammar items	Task management	Interactive strategies
<p>Descriptive Conversational Explanatory</p>	<p>Specific vocabulary: - - Buildings: library, shop, - Green areas: central park, mountains, forest, gardens, river.</p> <p>Varied adjectives to describe a place, building</p> <p>Verbs and names: - describe - compare - explain - history - Change - time - characteristics</p>	<ul style="list-style-type: none"> - Past - Present - Future - First conditional 	<ul style="list-style-type: none"> - Finding similarities: <ul style="list-style-type: none"> ● I think this is the same building/place/street. ● I can see the same ● Both pictures show the library, the school, the main street,... - Finding differences (comparatives): <ul style="list-style-type: none"> ● This building is taller, bigger,.... than this. ● Before, it was ____. ● After, it is ____. - Looking for information on the Internet: scroll up, scroll down, click on this link/image. 	<p>Written and oral language: I think that...</p> <p>"I agree/don't agree with you" "What do you think?" "Can you repeat, please?" "I don't understand"</p>

	Temporal connectors: In the past, nowadays, currently, in the future...			
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REFERENCES

COMMENTS (OPTIONAL)



USEFUL ABBREVIATIONS YOU CAN USE						
SKILLS	R: Reading	S: Speaking	L: Listening	W: Writing	I: Interaction	
INTERACTION	T-S: Teacher-Student	S-S: Student-Student	SG: Small Groups	WG: Whole Group	S-E: Student-Expert	S-W: Student-World
ASSESSMENT	PA: Peer Assessment	SA: Self-Assessment	TA: Teacher Assessment	AT: Assessment Tools		

UNIT OVERVIEW						
SESSION	ACTIVITIES 	TIMING 	SKILLS 	INTERACTION 	ICT 	ASSESSMENT / MATERIAL 
1	<i>Introducing the topic (driving question) + quizziz + join groups</i>	40'				
	We will provide some old, current and future object images and they will have to organise them taking into account the age/year. On the whiteboard.	10'	Speaking	WG		

2	<i>Playing with the vocabulary</i>					
	<p>Playing Dictogloss: we will give them a worksheet with some images and a descriptive text. In pairs, they will listen and move a cup over the images as the classmate is reading. The reader has the key images so she/he can help if the other makes a mistake. Then they will switch roles.</p>	20'	Listening, speaking and reading	S - S		Pair assessment
	<p>We will do two <i>Quizziz</i> about their town:</p> <p>1- using the basic city elements vocabulary in order to know their previous knowledge.</p> <p>2- using past, present and future language.</p>	20'	Reading, speaking	WG S-S	Laptops, internet connection	https://quizizz.com/admin/quiz/63d823cbe695d6001d13eda7?source=quizshare
	<i>Create a lapbook to get used to the pictures and the basic vocabulary</i>					



3	Provide them with assorted pictures about Vallirana: past and present pictures about the “same” places. They must match the past and the present picture by finding similarities and differences orally.	15'	Listening, reading	WG		Annex 1
	Then they will create the lapbook in small groups (4) using the language tool box to communicate what they observe and promote interaction.	30'	Speaking, interaction	S-S		Annex 1.1
4	<i>Create small expert groups and distribute the places (6 different places about their city) to write about past and present characteristics.</i>					
	We will introduce this main task: they will be able to describe a place: past and present. To do so, we will provide students with a “Base d’orientació” that will make it easier to write about the place they have.	15'		WG		Annex 2
	We will allow them to work in their groups. They will have the document “group interaction”.	20'		SG		Annex 3 and Annex 1.1
	We will give them the self-assessment worksheet to focus on the objectives before to keep them in mind. Then they will be following the instructions and finally doing the writing task.	25'				Annex 3.1

<i>Design, describe and explain their future Vallirana.</i>						
5	<p>Firstly, using an orientation guide, they will firstly decide which characteristics it would have. They will focus on materials, colors, etc but also on pollution (cars, people, pollution, recycling)</p>	10'		Group work		
	<p>Secondly, they will write a simple conditional as a conclusion: If we (recycle/save water/use ecological materials to build/...), our future city will be (polluted, in bad conditions, ugly, etc).</p>	1h				
	<p>Thirdly, they will draw their hypothetical city. (ANNEX 5)</p>	2h				
	<p>Then, they will post all the work on the wall next to the hall in order to invite families to look at their creations and reflections.</p>	20'				
<i>Exhibition</i>						
6	<p>“Market place”: every group of experts will present their city place. First, one of the experts will stay next to the poster and the others will go around the class to listen to</p>			T-S S-E		



	the other experts. Then they will switch roles twice until everyone has listened and spoken.					
	They will have a check list assessment to assess and give feedback to the other group exhibition.			SG		Annex 5
	Finally, the exhibition will be posted on the school entrance and families will be invited. They will record themselves reading outloud what they have written and post a QR code in order to let everyone listen to them if they don't want to read.					



Template adapted from CLIL-SI 2015. More information at: <http://grupsderecerca.uab.cat/clisi/>

In the following grids, there are some of the previously described activities, explained deeply. These 4 activities will be the ones that we will put into action and record for this GEP project.

SESSION PLANNING						
SESSION 1: ACTIVATING LESSON						
OBJECTIVES OF THE SESSION: <i>to understand the concept of time.</i>						
CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION: “This object belongs to PAST, PRESENT, FUTURE”						
SESSION	ACTIVITIES					
1.1	<p>ICE BREAKER ACTIVITY</p> <p>Timeline: we will introduce this concept by drawing a timeline on the board. We will start by setting the current year in the middle of the line and their birthday as the near past. Then we will divide this line into past, present and future.</p>	15'	T-S	L		
1.2	<p>Introducing the topic: we will show them some past, present and future objects. It would be great and meaningful if we bring real objects, but we can also show them images of them.</p> <p>We can learn this in a game in which they can run from one line to the other if we divide the class floor into 3 sections.</p>	30'	T-S	S,L		



Template adapted from CLIL-SI 2015. More information at: <http://grupsderecerca.uab.cat/clils/>

1.3	Then we will do the same but showing the picture of the town places. They will repeat this sentence: “ <i>This picture of the _____ belongs to the past/present</i> ”	15’	T-S	S, L		
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SESSION 3:

OBJECTIVES OF THE SESSION: *To start getting used to the new vocabulary about the city places and reflect about the passage of time in their own city.*

CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION: Swimming pool, football field, library, main street, shops and city council.

SESSION	ACTIVITIES					
2.1	Warm-up activity: we will play a game in which students will mime a place from the ones we are going to be working on so they start to get used to this vocabulary using verbal and non-verbal language. The others have to guess which one is it and then if they do so, they will change roles.	10’	T-S S-S	Speaking	Flashcards or images about the places.	



2.2	Provide them with assorted pictures about Vallirana: past and present pictures about the “same” places. They must match the past and the present picture by finding similarities and differences orally (we will provide them this sentence on the whiteboard: <i>I think this picture is the _____</i>). and later they will say: <i>This is the old/modern _____(swimming pool, football field....)</i> . This will be done in a given LAPBOOK (annex 1)	5'				Observation
2.3	Then they will create the lapbook in small groups (4) using the language tool box to communicate what they observe and promote interaction.	45'				Final result and small group observation

SESSION 4:

OBJECTIVES OF THE SESSION: *to write about past and present characteristics.*

CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION: (Annex 3.1) + (annex 2)

SESSION	ACTIVITIES					
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Template adapted from CLIL-SI 2015. More information at: <http://grupsderecerca.uab.cat/clils/>

3.1	We will introduce this main task: they will be able to describe a place: past and present. To do so, we will provide students with a “Base d’orientació” that will make it easier to write about the place they have.	10’	T-S	S, L, W	
3.2	We will allow them to work in their groups. They will have the document “group interaction” with some useful sentences and expressions to help them communicate in English among them. This first step is important as they have to understand the group planner worksheet, write their names and roles, read the working action plan “To do list” they have there and follow the instructions. This will let them work autonomously.	15’	S-S		Self assessment (annex 3.1)
3.3	Then they will be following the instructions and finally doing the writing task.	35’	S-S		Final task

SESSION 6:

OBJECTIVES OF THE SESSION: *To explain their own designed project and understand and value others’ creations.*

CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION: (Annex 1.1) +

SESSION	ACTIVITIES					
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Template adapted from CLIL-SI 2015. More information at: <http://grupsderecerca.uab.cat/clisi/>

4.1	<p>“Market place”: every group of experts will present their city place. First, one of the experts will stay next to the poster and the others will go around the class to listen to the other experts. Then they will switch roles twice until everyone has listened and spoken.</p> <p>The way in which it will be organized is the following: each group assigns each member a number and we have as many rounds as members in each group. Each number of each group presents at the same time the rest of the students go around and listen to another group</p>	40'				
4.2	<p>They will have a checklist assessment to assess and give feedback to the other group exhibition.</p>					Coassessment (annex 4)
4.3	<p>Finally, the exhibition will be posted on the school entrance and families will be invited. They will record themselves reading outloud what they have written and post a QR code in order to let everyone listen to them if they don't want to read.</p>	20'				



ANNEX 1: LAPBOOK

NAME: _____ DATE: _____

VALLIRANA

GLUE		GLUE	
GLUE		GLUE	
GLUE		GLUE	

GLUE		GLUE		Swimming pool	Main street (Shops)
GLUE		GLUE		Main street	City council
GLUE		GLUE		Football field	Library

ANNEX 1.1: Interactive structures + pictograms

INTERACTING

Use this useful sentences to speak!



What do you think?



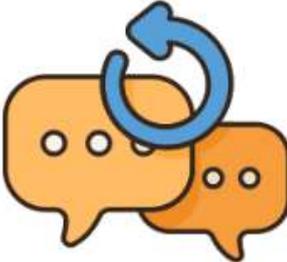
Good idea!



I agree with you



I don't agree with you



Can you repeat, please?



It's your turn



It's my turn



I don't understand



I understand

ANNEX 2
BASE ORIENTACIÓ (exemple Football field)

Football field



In the past, the field was made of

green grass  sand  wood 

Before, there weren't

grades  walls 

the Club bar  buildings 

Some time ago, it was

smaller than nowadays 

bigger than nowadays 

located in a different place 

located in the current Sports Center 

Football field



Nowadays, the field is made of

green grass  sand  wood 

Now, there are

grades  walls 

the Club bar  buildings 

Currently, it is

smaller than before 

bigger than before 

located in a different place 

located in the current Sports Center 

Past and present about Vallirana's football field






ANNEX 3.

Self assessment

NAME:

OBJECTIVES	POORLY	ALMOST	GOOD	EXCELLENT
I can write about a place in past	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can write about a place in present	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can write about a place in future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can use some interactive sentences in english	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand and remember the vocabulary I have used	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can write a conditional about an action and its consequence in the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can draw based on the "future worksheet" text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can help and work cooperatively with my classmates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

GENERAL MARK



FINAL COMMENTS:

Annex 4
Chec list assessment

Assessed group's name: _____

oral
presentation
CHECKLIST

★ ★

✓

<input type="checkbox"/>	They have written the text in future -----	
<input type="checkbox"/>	They have used a conditional -----	
<input type="checkbox"/>	They have drawn a future place -----	
<input type="checkbox"/>	I can understand the drawing -----	
<input type="checkbox"/>	I can understand the text -----	
<input type="checkbox"/>	They introduce themselves -----	
<input type="checkbox"/>	I can understand them speaking -----	

Question for them:





ANNEX 5 Future drawing and conditional

Future Vallirana's football field

