

<b>TÍTULO: To be a professional is not just about choosing a career.</b>
<b>DESAFÍO:</b> Which implications does it have to choose a career in order to be a useful professional in society?
<b>OBJETIVO GENERAL:</b> To raise awareness on how to create my future career budget, which will encourage me to use money wisely and also help me to identify the relationship between my family income and expenses.
<b>PRODUCTO FINAL:</b> Presentation of an exposition where students explain how they would organize themselves financially, by creating a budget to consider for their future career that will help them to choose the best option according to their wishes and family needs.

DESCRIPCIÓN DIDÁCTICA DEL PROYECTO			
CRONOLOGÍA	PLANEACIÓN DE LAS FASES O SEMANAS	¿Qué materiales o elementos se requieren para llevar a cabo las actividades?	¿Cómo se evaluará la Fase para darse por vista?
Week 1	<p>In this final term, the English area has a project regarding economics. For this reason, in the first moment, students are contextualized by watching a video about being paid for getting good grades in the school and how this made an impact on students participating in that specific school program. The name of the video is "School pays students for good grades" (Channel7, 2015)</p> <p>Then students in personal work answer the following questions:</p> <ul style="list-style-type: none"> <li>- Do you agree or disagree that students should get paid for getting good grades? Why?</li> <li>- Do you think that this could be implemented here in Colombia, in schools or universities? Why?</li> <li>- Would you like to be paid for the grades you get? Yes, why? No, why not?</li> <li>- What usage would you give to the money you earn?</li> </ul> <p>After that, students read the following text, "9 Reasons Why Students Should Get Paid for Good Grades" and write an opinion about which of the 9 reasons they agree with the most and which they disagree with the most.</p> <p>The purpose of these activities is to catch students' interest and introduce the project called "<b>To be a professional is not just about choosing a career</b>". For this, teachers present the main issues like title, objective, challenge and final product. It is important to clarify that the project has some stages as follows:</p>	Físicos, Humanos, Digitales, Tecnológicos, Multimedia.	

	<ol style="list-style-type: none"><li>1. Knowing the professional interests of my classmates: Students make a survey in the class and gather in groups according to their preferences.</li><li>2. Creating my career's budget: Using a template given by the teacher, students create their own budget to know the implications of choosing the career they want. (Personal work-sharing moment)</li><li>3. Reflecting on the careers: Students analyze the budget they created and give their opinion about the best option they would choose, taking into account the family income and expenditure, as well as their wishes and goals.</li><li>4. Budget exposition: As part of the diffusion and taking into account the information worked before, in groups of 3, students present their budgets to the class and explain the reasons that imply choosing their best career option.</li></ol> <p>All this information will be given and worked within guide N° 4 Regarding regular classes, guidelines and important dates for each skill class are given and shared by handing annex No 4.</p>		
<b>Weeks 2 &amp; 3</b>	<p><b>LISTENING &amp; SPEAKING</b></p> <p>During week two, students watch a video related to workshops for entrepreneurs from Cambridge material Unit 8. At first, they work individually, take notes of their answers, and then share ideas in pairs. In a second moment, they start working on the activities from Listening 1, develop the exercises and compare answers in pairs. This work is taken into account for Learning Performance. (Personal work-sharing moment).</p> <p>During the third week, students are evaluated with the first listening comprehension evaluation, taken from the Cambridge material, resources for teachers, unit 8. This test is applied individually and is taken as the first evidence for standard 1.4. In a second moment, students start working on the activities from Listening 2. This class work is taken into account for Learning Performance. (Personal work-sharing moment).</p> <p><b>READING</b></p> <p>In the second week, to start, the teacher asks the following question, which of these two ideas do you think is more important to have experience or to have money? Then students reflect on their own for a minute. Next, the teacher allows some students to share their answers.</p> <p>As the main purpose for this term is for students to analyze different types of texts, being able to comprehend them by applying skimming for general ideas and using different reading strategies.</p> <p>The teacher explains how to skim a text to understand general ideas, and how to identify nouns and adjectives connected to the topic of economics; our goal is to make students aware of how to skim properly and to be able to identify the specific type of nouns and adjectives that connect to a topic. Next, students learn and practice the following vocabulary: recession, interest rate, stocks and shares, investment, investor, value, return, standard of living, income, expenditure, factor, percentage, and savings. After that,</p>	<p><b>Físicos, Humanos, Digitales, Tecnológicos, Multimedia.</b></p>	

	<p>students in group work continue practicing the recognition and understanding of nouns and adjectives for economics practicing them with activities from the book. To conclude the classes, general feedback is given to the group to share and compare ideas and questions that students might have, clarifying doubts that appeared and giving personal feedback if needed.</p> <p>In the third week, in the first part of the class, students present the first reading comprehension evaluation. Students specifically are evaluated in the vocabulary they learned in the last class, the understanding and usage of nouns and adjectives for economics. Students have 40 minutes to present it. This is the first evidence for standard 3.4.</p> <p>Next students, in the second part of the class, skim the following texts "How should you invest your money" and "Falling income, rising expenditure" to get a general idea of both and the vocabulary they do not understand, practicing the usage of proper annotation marks. Also, students that finish these activities are directed to do the same activity with the text "9 Reasons Why Students Should Get Paid for Good Grades" which connects to the English project.</p> <p>To conclude the classes, general feedback is given to the group to share and compare ideas and questions that students might have, clarifying doubts that appeared and giving personal feedback if needed.</p> <p><b>WRITING</b></p> <p>As economics is the main topic in this term, to start working on writing skills, is necessary for students to know how to interpret and describe line graphs, so some practical exercises are done to clarify the issue. In the same way, some grammar aspects, such as describing graphs using nouns and verb phrases, prepositions and conjunctions and using approximations, are taught to enrich the written process students are going to develop along the term. All these topics are worked using Cambridge material unit 8 (Personal work- common class)</p> <p><b>All skills</b> Let's remember that all the work done in class is graded as learning performance: the teacher checks the students' jobs individually, pointing out the aspects they need to improve and giving feedback considering this as a vital element in PBL methodology.</p>		
<b>Weeks 4 &amp; 5</b>	<p><b>LISTENING &amp; SPEAKING</b></p> <p>During the fourth week, students are evaluated with the second listening comprehension evaluation, which will be applied in pairs. This test is taken as the second instrument for standard 1.4.</p> <p>In a second moment, students, in pairs, start preparing the first Speaking task from Cambridge material, unit 8, where they have a discussion about credit cards. First, they work on the exercises as a base for their presentation. They must develop the topics related to evaluating arguments, reasons and evidence to</p>	<p><b>Físicos, Humanos, Digitales, Tecnológicos, Multimedia.</b></p>	

	<p>support an argument. After this, they create an outline for their presentation. This activity is taken into account for learning performance (Sharing moment).</p> <p>During the fifth week, students by pairs present their first speaking evaluation. This activity is taken into account as the first evidence for standard 2.4.</p> <p>In a second moment, students start working on the Final Speaking regarding the English project. It is important to mention that they were contextualized during the first week, with the instructions in guide 4. By this week the groups are already created, which share similar professional areas. They must create their own career budget and share information with each other. After that, they explain their budget, the different options they have depending on their careers, colleges, financial needs, etc., and finally which is the best decision they would take. The teacher gives feedback on this work during the classes. It's important to clarify that the students must take time at home to prepare the speaking based on previous work done in class.</p> <p><b>READING</b></p> <p>In the fourth week, to start, the teacher asks the following question, what influences do you have to think about the place and the career you would like to study? Then students reflect on their own for a minute. Next, the teacher allows some students to share their answers.</p> <p>Then students watch a video about the stock market crash of 1929. After that, students in pairs work on activities from the book to predict content using visuals, understand main ideas and details, and make inferences considering the information given in the video. Students then discuss economic problems today, how they affect different societies and think about how it will be like in the future.</p> <p>After that students read the text "How should you invest your money?" again and search for main ideas, detailed information and make inferences to complete activities in the book.</p> <p>In the fifth week, to start, the teacher asks the following question, do you think Colombia has economic problems? Yes, why? No, why not? Then students reflect on their own for a minute. Next, the teacher allows some students to share their answers.</p> <p>Then students organize in pairs and in group work read the article "Falling income, rising expenditure" again, this time reading it to make proper annotation marks, identify and understand main ideas, details, and make inferences working on specific activities from the book.</p> <p>After that students in pairs discuss both texts from unit 8, taking into account specific instructions given by the teacher and the book.</p> <p>To conclude the classes, general feedback is given to the group to share and compare ideas and questions that students might have, clarifying doubts that appeared and giving personal feedback if needed.</p> <p><b>WRITING</b></p>		
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<b>Weeks 6 &amp; 7</b>	<p><b>LISTENING &amp; SPEAKING</b></p> <p>During the sixth and seventh weeks, the students finalize details for their final Speaking exposition and present it in class. This is taken as the second instrument for standard 2.4.</p> <p>It is important to mention that by week 7, students must have done most of the activities and assignments of unit 8, for Listening and Speaking, in the Cambridge Platform. This work counts as a grade for learning performance.</p> <p><b>READING</b></p> <p>In the sixth week, students present the second reading comprehension evaluation. They read about "Could your collection make you rich?", students must skim the text, read for details, and make inferences. Students will have 50 minutes to present the evaluation. This is the second evidence for standard 3.4.</p> <p>If any students finish before the calculated time, they have the rest of the class to continue preparing for the English project exposition.</p>	<b>Físicos, Humanos, Digitales, Tecnológicos, Multimedia.</b>	✓

	<p>In the seventh week, the teacher makes a review of the process of the year, giving recommendations to all the groups for the next year, and for the students that are still having some difficulties in the area.</p> <p><b>WRITING</b></p> <p>During these weeks, students write their analysis compositions considering all topics and structures learned in class and especially the comments or suggestions given by the teacher about the outline they delivered before.</p> <p>During week seventh, the second assessment takes place, which serves as the second Verification for standard 4.4 It means, students should deliver their compositions to be checked.</p> <p>Let's remember that during this week, all skills finish the pending work, paying special attention to Cambridge One platform assignments (unit 8), the individual work along these weeks and language use in order to close the assessment process of the term. All of this counts as learning performance grade.</p>		
<b>DIFUSIÓN</b>			
To socialize the final product, in class, students present an exposition where they explain how they would organize themselves economically by creating a budget to consider for their future career according to their wishes and family needs.			