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| **AREA** | **Idioma Extranjero Inglés** |
| **PERÍODO** | **Dos** |
| **DOCENTE** | **Juan Pablo Marín Cano** |
| **GRADO** | **9°1** |

**Instrucciones:**

Cordial saludo estimado estudiante.

A continuación, encontrarás una serie de actividades planeadas considerando los aprendizajes abordados durante el segundo periodo académico. Por lo tanto, te invito a leerlas detalladamente y realizarlas de manera responsable, consciente y oportuna. Recuerda que la nota máxima es 3.0.

Por favor, asegúrate de presentar las actividades de forma ordenada en una carpeta celuguia (café) debidamente marcada con el título **“Second Term Support Plan”**. Además, incluye tu nombre, grupo, nombre del docente, área, nombre de la institución y fecha de entrega.

Finalmente, te recomiendo que uses un diccionario en lugar de un traductor para el desarrollo de las actividades. La idea es que puedas evidenciar las temáticas y estructuras estudiadas durante el periodo.

Si tienes inquietudes o requieres apoyo adicional, no dudes en contactarme para agendar un espacio de asesoría de acuerdo con mi disponibilidad.

**Fecha máxima de presentación de la primera y segunda parte:** 03 de octubre de 2025

**Fecha de revisión y presentación oral:** 14 al 16 de octubre de 2025.

**"El esfuerzo de hoy es la recompensa de mañana. ¡Sigue adelante!"**

**ACTIVIDADES**

**First Part: Asistente de Bilingüismo**

Work on modules 3 and 4 of 9th grade with a minimum approval of 60% in each lesson.

**Second Part: Written Worksheet**

1. **Human Rights Tree:** Create a visual representation of human rights and corresponding duties using a "tree" format.

* Title the Tree: At the base of your tree (the trunk), write the title "Human Rights."
* Branches: On the branches of the tree, write different human rights. For example, you might include "Right to Education," "Right to Freedom of Expression," or "Right to Privacy.
* Sub-branches: On the sub-branches extending from each main branch, write key ideas or aspects related to each right. For instance, under "Right to Education," you might include "Access to Schools," "Quality of Education," or "Equal Opportunities.
* Roots: At the roots of the tree, list the corresponding duties that support these rights.
* Illustrate Creatively: Use colors, drawings, or symbols to make your tree visually appealing and easy to understand. Be creative with how you represent the branches and roots.

1. **Promoting Human Rights:** Design an online infographic to explore and present a human right, including its importance, violations, duties and proposals to defend and promote this right. Add references in APA format to support your information.

Record an audio presenting your infographic and upload it to your digital portfolio for the second term. Make sure to practice the pronunciation.

**Note:** You can refer to the following link to learn how to create an infographic on Canva. <https://www.youtube.com/watch?v=rk_m6NY3s1o&t=2s>

1. **My Story Life:** Creatively make a video (see suggested link) in which you include the following three sections in both written and illustrated form. Make sure to narrate it with your own voice.

* Describe your personal information, family, interests and skills.
* Write your autobiography, including important details about your past.

1. **Reading Comprehension:**

* Read and fill in the blanks with the correct past tense form of the verbs provided in parentheses.

**Nelson Mandela: A Human Rights Champion**

Nelson Mandela \_\_\_\_ (be) a South African anti-apartheid revolutionary and political leader. He \_\_\_\_ (dedicate) his life to ending the system of racial segregation and discrimination known as apartheid. Born on July 18, 1918, in Mvezo, South Africa, Mandela \_\_\_\_ (grow) up in a society deeply divided by racial injustice.

In 1962, Mandela \_\_\_\_ (lead) a campaign against the apartheid regime and \_\_\_\_ (be) arrested. He \_\_\_\_ (spend) 27 years in prison, where he \_\_\_\_ (continue) to inspire people around the world with his resilience and commitment to equality. During his imprisonment, he \_\_\_\_ (receive) numerous letters of support and \_\_\_\_ (become) a global symbol of the fight for human rights.

After his release in 1990, Mandela \_\_\_\_ (work) tirelessly to dismantle apartheid and \_\_\_\_ (promote) reconciliation in South Africa. He \_\_\_\_ (negotiate) with the government to end the apartheid system and \_\_\_\_ (help) establish a democratic government. In 1994, Mandela \_\_\_\_ (become) South Africa's first black president and \_\_\_\_ (implement) policies to address social and economic inequalities.

Mandela \_\_\_\_ (receive) the Nobel Peace Prize in 1993, along with then-South African President F.W. de Klerk, for their efforts in ending apartheid. He \_\_\_\_ (use) his presidency to \_\_\_\_ (focus) on healing the nation's wounds and \_\_\_\_ (support) initiatives for economic development. Mandela \_\_\_\_ (retire) from politics in 1999 but \_\_\_\_ (remain) an influential figure in global human rights advocacy until his death on December 5, 2013.

His legacy \_\_\_\_ (live) on through his contributions to human rights and social justice, and he \_\_\_\_ (be) remembered as a hero who \_\_\_\_ (change) the course of history.

* Read the statements below based on Nelson Mandela’s biography. Decide if each statement is true or false

1. Nelson Mandela was arrested for his role in the anti-apartheid movement and spent 27 years in prison. \_\_\_\_\_
2. Mandela became South Africa’s first black president in 1990 and worked to dismantle apartheid. \_\_\_\_\_
3. He received the Nobel Peace Prize in 1993 for his efforts to end apartheid and promote reconciliation. \_\_\_\_\_
4. Nelson Mandela focused solely on political reforms during his presidency and did not address social or economic issues. \_\_\_\_\_
5. Mandela’s legacy includes his impact on global human rights advocacy beyond South Africa. \_\_\_\_\_

**Third Part: Oral Presentation**

Get ready to answer the following questions, either orally or in writing (you choose), using complete sentences and the structures studied in class.

* What is the most important right to you, and why?
* What are the duties related to this right?
* What can we do to promote and defend human rights?
* What did you do yesterday / last week?
* Describe two important events from your personal life. Provide details using the past tense.

**General Evaluation Criteria – Academic Support Plan**

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| Criterio | 1 | 2 | 3 |
| Cumplimiento de actividades | No realiza o las hace de forma incompleta. | Realiza algunas actividades con apoyo. | Realiza las actividades completas con apoyo. |
| Uso del lenguaje (palabras y oraciones claves) | Muy limitado, con errores que dificultan. | Uso básico pero comprensible. | Uso correcto y comprensible de oraciones simples. |
| Comunicación (oral y escrita) | Sus ideas son poco claras. | Comunica con apoyo de imágenes o notas, aunque con dificultad. | Expresa ideas de forma clara con ayuda visual u oral. |
| Presentación | Presentación poco organizada o sin apoyo visual. | Presentación sencilla con algunos apoyos. | Presentación organizada, con dibujos, imágenes o audio. |
| Esfuerzo y responsabilidad | No entrega en los tiempos. | Entrega con retraso o de manera parcial. | Entrega en el tiempo acordado y con compromiso. |