


Código: CA-02	<b>CA-02 LEARNING RUBRIC AND LEARNING EXPERIENCE LESSON PLAN 2024</b>	 <b>COLEGIO TERESIANO</b> <b>BOGOTÁ</b> <small>COMPAÑÍA DE SANTA TERESA DE JESÚS</small>
Versión: 1		
Fecha de revisión: 24/03/2023		

<b>PROJECT'S NAME: This is my bedroom.</b>		
<b>LEVEL: PRIMARY</b>	<b>CLASS: A</b>	<b>TEACHER/S: ALEJANDRO MARTÍNEZ</b>
<b>PERIOD I</b>	<b>KEY SKILLS:</b> Revise values and philosophical teresian features to promote in others the habit of having good behavior in different academic contexts through sharing proposals in the to others aspects and directions of a specific place through pictures, colors, and games to explain details of the place where I live.	
<b>FROM: April 22nd</b>  <b>TO: August 9th</b>	<b>STANDARD KNOWLEDGES:</b> Orientation (left, right, up, down, landmarks), cardinal points, my country, Teremun Kids.	
<b>WHICH ARE THE COMPREHENSIVE SKILLS WE WANT THE STUDENTS HAVE?</b>  Planning the samples to promote the farmers and agricultural work in the countryside.		<b>WHICH IS THE SCENERY OR PROBLEMATIC SITUATION?</b>  There are some issues in the city in order to decide which organization house could be the best. So, people need exhibitors who show to others their ideas and get functional decisions when organizing houses in the society. Well, that is the functionality of art gallery sessions; in which there are some people who show to others suitable ideas for recognizing how to have a well seen house.
	<b>CB2: Relacional</b>  <b>WHAT TO LEARN FROM THE TERESIAN SKILLS?</b>  <b>Conceptual:</b> Orientation, instructions, commands, cardinal points, vocabulary about the country, colors, shapes (circle, square, triangle), family members.	

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	<b>Procedimental:</b> Recognize, Analyze, Comprehend, Relate, Contrast, Perform, Develop, Create. <b>Attitudinal:</b> Establish good relationships among students to cooperate into team-work activities.	
<b>STUDENT'S ROLE:</b> Exhibitor		
<b>CHALLENGE:</b> In a house exhibition there are lots of people, who don't know which model of living could be the best to live. These people want to know what your bedroom looks like; so, they are going to listen to you attentively to get the best idea for them. What do you think about your bedroom's description work for your audience?	<b>PRODUCT:</b> Landscape Diagram	<b>PROMOTION:</b> Art Gallery session in a class space in which the students are going to be located in a specific stand and they will have 2 or 3 minutes to show their work to other students, who will pass around them and listen to them.

LEARNING OUTCOMES			
SUPERIOR (S)	ACCURATE (A)	AVERAGE (B)	LOW (J)
<i>The students justify simple expressions features for locating specific objects in determined places by using instructions and directions; the student shows attractive illustrations with well use of verbs within drawings explanations by using the second language with the vocabulary acquired and explaining simple details about rules and instructions in specific places. The student</i>	<i>The students applies common actions for locating specific objects in determined places by using instructions and directions; the student shows attractive illustrations with well use of verbs by giving examples with basic details about being inside a specific space. The student paraphrase proper ideas about jobs and professions people can do in the future in a draft by receiving feedback; inferring situations with the use of English as a second language.</i>	<i>The student locates features in short ideas about social activities with a basic vocabulary; not getting coherence on the expressions used; locating specific objects inside a space and establishing government roles on guiding people.</i>	<i>The student memorizes the words established in the class and the student is limited to use only these concepts without going beyond them and making an effort of presenting the work with any additional remark.</i>

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<i>affirms proper ideas about jobs and professions people can do in the future in a draft by receiving feedback; measuring grammatical aspects for determining imperative and infinitive actions when describing jobs and professions in real life. Then, the student appraises inferences and paraphrasing strategies for using grammar, tenses, and vocabulary watched through the term for being specific and clear in social situations.</i>			
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### LEARNING EXPERIENCE

**STAGE 1: What can I see?**

**EXECUTION:** From Cycle to cycle

**CRITERIUM:** *Choose suitable vocabulary on simple expressions to locate specific objects in determined places by using instructions and directions and employing the second language.*

**TASKS:**

**1.1 Recall determining concepts about location to label specific spaces in the place where I live through the use of realia and physical objects around me.**

- \* Locate direction points around people by moving the body to the right and to the left; pointing out raising hands up and down in a paper given by the teacher. (Cycle\_ 1 \_ Hours\_ 1\_)
- [https://youtu.be/ZM1ji7EIrXU?si=5SApD\\_Y9AkiHSDdJ](https://youtu.be/ZM1ji7EIrXU?si=5SApD_Y9AkiHSDdJ)
- \* List different rules in terms of getting good behavior in determined places in cardboard using colors, markers and school objects for decorating it in recycled paper. (Cycle\_ 1 \_ Hours\_ 1\_)
- \* Identify issues and difficulties a place could have in order to avoid them making repairing action when noticing a not recommended attitude by taking notes in papers including them in the portfolio. (Cycle\_ 1 \_ Hours\_ 1\_)
- \* Choose the best words to share my point of view by using school tools and imagination in a cardboard paper. (Cycle\_ 2 \_ Hours\_ 1\_)

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**2.2 Report rules and instructions to have in mind in different places I would like to know by classifying objects and elements within categories the student comprehends in my neighborhood.**

- \* Illustrate the rules of a specific place at home by showing to classmates why there are some rules in a space at home based on likes and dislikes using a cardboard paper and papers given by the teacher. (Cycle\_ 3 \_ Hours\_ 1\_)
- \* Analyze videos talking about groups by identifying to which one the student belongs according to activities by classifying them using cardboard posters in a chart inside a poster in class. (Cycle\_ 4 \_ Hours\_ 1\_)
  - <https://youtu.be/lGC0zXgRNJQ?feature=shared>
- \* Elaborate a cover image in which the room is exposed with the video support using white papers. (Cycle\_ 4 \_ Hours\_ 1\_)

**STAGE 2: What are the rules for me?**

**EXECUTION:** From Cycle to cycle

**CRITERIUM:** *Interpret social sciences concepts to transmit comments in simple drawings using a second language by using vocabulary acquired when explaining simple details about rules and instructions in specific places.*

**TASKS:**

**2.1 Describe briefly how my family behaves by using suitable drawings to be clear through making pictures with paints and markers.**

- \* Participate in a cooperative work establishing criteria, rules and facts to have a dynamic stand in the classroom using recycled materials. (Cycle\_ 5 \_ Hours\_ 1\_)
  - <https://www.twinkl.com.co/blog/classroom-rules>
- \* Comprehend the main idea of passages talking about social groups, their requirements and rules using papers and notes previously taken from. (Cycle\_ 6 \_ Hours\_ 1\_)
- \* Discriminate main ideas of passages talking about social groups, their requirements and rules, categorizing words in a poster. (Cycle\_ 7 \_ Hours\_ 1\_)

**2.2 Describe reflexions and thoughts created in the group to compound a general list of actions, which let people have a better coexistence.**

- \* Design a step-by-step formula to establish a good coexistence habit life in and out of the classroom using a cardboard paper to post on the classroom wall. (Cycle\_ 8 \_ Hours\_ 1\_)
- \* Set up priorities of rules in order to say to others the rules and locations assigned for a constructed home using colors, markers, and magazine images to paste them in the rules before established. (Cycle\_ 8 \_ Hours\_ 1\_)

**2.3 Express strong statements to enhance people to have an ideal place to live in which rules and decisions go together in order to get peace and stability.**

- \* Diagram a creative graphic design in which students share to others how to have great moments in the ideal room each person thinks of, by using iris paper blogs. (Cycle\_ 9 \_ Hours\_ 1\_)
- \* Demonstrate my knowledge acquired through matching columns in a recycled paper. (Cycle\_ 9 \_ Hours\_ 1\_)

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**STAGE 3: Look at my bedroom!**

**EXECUTION:** From Cycle to cycle

**CRITERIUM:** *Recommend short ideas to share to others through the use of vocabulary acquired by watching and appreciating videos within ICT tools comparing different aspects to handle comments used within the use of expressions in a second language.*

**TASKS:**

**3.1 Conclude the best aspects to take into account into having good behaviors depending on the context.**

\* Going on a known landscape through remarking in boxes determined details using a poster. (Cycle\_ 10 \_ Hours\_ 1\_)

\* Traveling around Bogotá by recognizing general locations in the city justifying why determining features are located in the city watching videos and songs with the TV.

**3.2 Set up concepts checked during the sessions by assigning facts and statements based on characteristics watched in videos, TV shows, documentaries, news, and the Teresian School institutional website.**

\* Elaborate specific questions to request for people's opinion about what people think about the place they live using papers in a block. (Cycle\_ 11 \_ Hours\_ 1\_)

\* Create pictures on how to represent the country, the city, and the school using papers, colors, markers, and magazine images to make the cover; presentation activity of presenting your own bedroom. (Cycle\_ 11 \_ Hours\_ 1\_)

**3.3 Paraphrase thoughts and opinions mentioned in the school about the best place where people live by assigning definitions and relationships among the country, the city, and the school to handle them into activities done in celebrations based on places.**

\* Choose the best celebrations in my country to share my thoughts and beliefs on them, based on places, meaning, and customs, using a paper with colors. (Cycle\_ 11 \_ Hours\_ 1\_)