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

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| <b>PROJECT'S NAME:</b> <i>Who do you wanna be?</i>  |  |  |
| <b>LEVEL:</b> Fourth (4th)  | <b>CLASS:</b> A-B  | <b>TEACHER/S:</b> ALEJANDRO MARTÍNEZ AGUILAR   |
| <p style="text-align: center;"><b>I TERM</b></p> <p><b>FROM:</b> January 17th<br/><b>TO:</b> April 19th</p>   | <p><b>KEY SKILLS:</b><br/>Compare English commands and social expressions by listening to podcasts in order to estimate the need for communicating, orally and in a written way, to give recommendations to others on which activities each person can perform talking about memories and flashbacks by using phonetic and handwriting strategies to share proper comments about dreams, aims and goals people have in the society.</p> <p><b>STANDARD KNOWLEDGES:</b><br/>Recognize the well-used punctuation and capitalization when writing, applying new vocabulary in activities talking about wild and domestic animals. Then, pupils identify prepositions in an audio or an instruction in and out of the classroom and express favorite animals based on their own habitats. Also, how to pronounce new vocabulary when reading out loud, correctly and how to recognize grammar parts in simple and complex sentences by designing Posters, create Flashcards, and elaborate storytelling paragraphs within the English book guidance. Perform a well participation in the Spelling Bee event. Then, performing oral presentations by speaking about determined topics in order to answer simple questions in class. Finally, identifying the value of other cultures from information and knowledge taken from different resources to highlight other cultures' values through my written and oral brief productions.</p> |  |
| <p style="text-align: center;"><b>WHICH ARE THE COMPREHENSIVE SKILLS WE WANT THE STUDENTS HAVE?</b></p> <p>Identifying names of characters and main actions of a story established in the classroom. Comprehending suitable information about data my teacher and partners give me. Recognizing vocabulary about animals in the zoo and wild zones. Identifying the main ideas of a story. Applying missing words in English songs. Identifying keywords in a text to understand the central idea. Recognizing verbal tenses in sentences while reading English texts. Using reading strategies to comprehend a text in different physical and virtual resources. Using adjectives to describe nouns in short sentences using correct grammar. Expressing simple sentences using modal verbs. Using prepositions in short and long sentences. Talking about personal information, greetings, and hobbies. Spelling vocabulary words development. Describing people and characters using adjectives. Talking</p> |  <p><b>CB8: Transformadora</b></p> <p style="text-align: center;"><b>WHAT TO LEARN FROM THE TERESIAN SKILLS?</b></p> <p><b>Conceptual:</b> Punctuation, Capitalization, Vocabulary about Domestic Animals, Prepositions, Instructions in the Classroom, Habitats, Reading Comprehension Strategies, Simple and Complex Sentences, Spelling Bee, Adverbs, Conjunctions, Connectors.</p>  | <p style="text-align: center;"><b>WHICH IS THE SCENERY OR PROBLEMATIC SITUATION?</b></p> <p>There is a very famous event in which citizens attend to offer emotional support. So, the government has established the possibility of allowing some people to create an add to motivate others with unknown dreams. The issue is that there are not too many performers for doing that. The minister of governmental businesses considers you could do a very good performance sharing to citizens your dreams and purposes. How can you prepare and perform your dialogue to others sharing your aims and goals for the future?</p> |

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| <p>about actions using verbal tenses and verbs. Saying the correct pronunciation of the new vocabulary acquired in class. Recognizing elements from different cultures establishing similarities and differences with my culture.</p>   | <p><b>Precedential:</b> Discuss, Argue, Explain, Summarize, Define, Arrange, Order, Select, Paraphrase, Locate, Describe, Demonstrate, Apply, Sketch, Interpret, Illustrate, Produce, Analyze, Examine, Compare, Debate, Create, Collect, Organize, Evaluate, Justify.</p> <p><b>Attitudinal:</b> Create sceneries, which promote eliminating barriers against freedom sharing ideas among the students and supporting them to construct new concepts for the whole group.</p> |  |
| <p><b>STUDENT'S ROLE:</b> Motivation promoter</p>   |  |  |
| <p><b>CHALLENGE:</b> Inside a town needs emotional promotions because there have been some issues around the city according to the selection of which person each kid would like to be. Some of the students will organize and guide the audience about the type of speeches exposed. Then, the audience will give opinions about the presentations and will vote which poster deserves an award about the most creative work. How would you like to share your thoughts?</p> | <p><b>PRODUCT:</b> Physical Mosaic</p>   | <p><b>PROMOTION:</b> The students will perform an Art gallery session in the primary hall. Then, students from other courses in primary will listen to them and give their appreciation about the works shown.</p> |

### LEARNING EXPERIENCE

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| <p><b>STAGE 1: <i>Who do I wanna be?</i></b></p> <p><b>EXECUTION:</b> From Cycle 1 to cycle 3</p> <p><b>CRITERIUM:</b> <i>Justify simple features for making strong ideas about jobs and professions people can do in the future in a draft by receiving feedback.</i></p> <p><b>TASKS:</b></p> <ol style="list-style-type: none"> <li><b>Comprehend English audios through audios to make relationships between reality and fantasy by classifying determining words into categories of quantities.</b> <ul style="list-style-type: none"> <li>* Recognize the use of “wanna” and “gonna” in actions people like to be or do by answering questions depending on determined contexts. (Cycle_2_Hours_2_)</li> <li>* Identify quantifiers by matching images through watching videos. (Cycle_3_Hours_4_)</li> <li>* Complete the lyrics and script sentences with pronunciation strategies about vocabulary checked by singing songs and watching videos. (Cycle_(1-3)_Hours_18_)</li> </ul> </li> <li><b>Recognize social expressions in which the context involves characters in specific situations by making circles to clear words in passages.</b> <ul style="list-style-type: none"> <li>* Interpret determined situations by categorizing specific words in a Vocabulary game about the favorite place to be. (Cycle_3_Hours_4_)</li> <li>* Identify accurate vocabulary by comprehending the stories included in the Reading Plan Book. (Cycle_(2-3)_Hours_12_)</li> </ul> </li> <li><b>Complete unfilled gaps using actions verbs in present simple by recognizing the subject implied on the actions got.</b> <ul style="list-style-type: none"> <li>* Fill the gaps on action verbs in Present Simple review through a written worksheet by completing spaces with action verbs. (Cycle_1_Hours_2_)</li> <li>* Fill the gaps on action verbs in Past Simple review by filling the gaps when writing examples in the notebook. (Cycle_2_Hours_2_)</li> </ul> </li> <li><b>Participate in debates in and out of the classes to increasing vocabulary on the study to use well speech in future situations talking about ordinary situations.</b></li> </ol> |
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- \* Argue in Present Continuous about real situations through a spoken game workshop; answering questions looking for participation points. (Cycle\_1\_Hours\_2\_)
- \* Check Vocabulary charts about aims and goals people normally have by watching videos and giving participation points. (Cycle\_3\_Hours\_4\_)
- \* Communicate quantifiers through a spoken game about objects in determined spaces within a game for participation points. (Cycle\_3\_Hours\_4\_)

**STAGE 2: *There are some attractive professions.***

**EXECUTION:** From Cycle 4 to cycle 6

**CRITERIUM:** *Compare grammatical aspects for determining imperative and infinitive actions when describing jobs and professions in real life.*

**TASKS:**

**1. Acquire new words into academic speech for communicating to others proper thoughts by classifying words into determined categories.**

- \* Identify imperative expressions by filling gaps in the lyrics of a song about leisure time activities. (Cycle\_4\_Hours\_4\_)
- \* Recognize suitable vocabulary about objects, animals, and elements people find in a zoo for free time through answering multiple choice questions. (Cycle\_5\_Hours\_4\_)
- \* Employ pronunciation strategies about vocabulary checked by singing songs and watching videos. (Cycle\_(4-6)\_Hours\_18\_)

**2. Infer about short stories through getting the main idea of a text by training reading skills with digital and physical texts.**

- \* Recognize suitable vocabulary about objects and elements people find in a mall center for free time by matching columns in the notebook. (Cycle\_5\_Hours\_4\_)
- \* Analyze comparison charts to establish similarities and differences among people in society. (Cycle\_6\_Hours\_2\_)
- \* Identify accurate vocabulary by comprehending the stories included in the Reading Plan Book. (Cycle\_(4-5)\_Hours\_12\_)

**3. Compose simple and complex sentences in present simple, affirmative and negative, using modal verbs to change the intention in different contexts.**

- \* Recognize modal verbs in general people use for reaching determined tasks, aims and goals developing a worksheet given by the teacher. (Cycle\_6\_Hours\_4\_)
- \* Recognize times and hours for specifying a personal chronogram in which habits and actions are planned. (Cycle\_6\_Hours\_2\_)

**4. Use imperative expressions to indicate proposals and instructions in a group with academic and social contexts.**

- \* Recognize the use of "Let's go..." for mentioning specific actions for invitations or going out time among friends by playing a spoken game looking for participation points. **ClassDojo.** (Cycle\_4\_Hours\_4\_)

**STAGE 3: *Preparing an Elevator Pitch.***

**EXECUTION:** From Cycle 7 to cycle 9

**CRITERIUM:** *Appraise inferences and paraphrasing strategies to use grammar, tenses, and vocabulary watched through the term for being specific and clear in social situations through the development of a plot performance using a Second Language.*

**TASKS:**

**1. Identify determined words for increasing vocabulary when giving opinion and sharing proper thoughts.**

- \* Listen to my classmates for giving my opinion about the actions they exposed. (Cycle\_8-9\_Hours\_5\_)

**2. Highlight determined words on short and long readings by recognizing the tense in which they are written.**

- \* Look for class opinions and suggestions in order to fix and finish my performance. (Cycle\_8\_Hours\_4\_)
- \* Identify accurate vocabulary by comprehending the stories included in the Reading Plan Book. (Cycle\_8\_Hours\_2\_)

**3. Compose a script with the tense reviewed by showing dynamism in the descriptions done.**

- \* Prepare and write a short dialogue in which dreams, aims, and goals are mentioned in a dynamic way for evoking feelings in people. (Cycle\_7\_Hours\_2\_)
- \* Develop an eye-catching mosaic in which aims and goals for being a professional when I am adult include the characteristics established. (Cycle\_7\_Hours\_2\_)

**4. Pronounce well the words located into scripts for giving suitable content sentences in dynamic performances.**

- \* Organize a striking place to present my project through the use of oral expressions. (Cycle\_7,8\_Hours\_4\_)
- \*Pronunciation strategies about vocabulary checked by singing songs and watching videos. (Cycle\_(4-6)\_Hours\_18\_)

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| <b>LEARNING OUTCOMES</b>  |   |   |  |
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| <b>SUPERIOR (S)</b>   | <b>ACCURATE (A)</b>   | <b>AVERAGE (B)</b>  | <b>LOW (I)</b>   |
| The students justify simple and complex features for making strong 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. | The student argues simple features for making average ideas about jobs and professions people can do in the future; the student identifies the grammar checked in classes in a not too high level the aspects for determining imperative and infinitive actions when describing jobs and professions in real life. Then, the student prepares and performs a script in English strategies using grammar, tenses, and vocabulary watched through the term for being specific and clear in social situations with simple sentences. | The student locates features in short ideas about social activities with a basic vocabulary; not getting well grammatical aspects for determining imperative and infinitive actions when describing jobs and professions in real life. Then, the student recognizes and applies, in a lower path, communicative strategies for using grammar, tenses, and vocabulary watched through the term for being specific and clear in social situations with basic sentences. | The student names basic vocabulary about jobs and professions people can do in the future in a draft by receiving feedback; presenting difficulties on grammatical aspects for determining imperative and infinitive actions when trying to describe jobs and professions in real life. Then, the student memorizes and repeats the vocabulary used in class, but doesn't go beyond to offer new perspectives. |