


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

PROJECT'S NAME: <i>Do you remember...?</i>		
LEVEL: Fifth (5th)	CLASS: A-B	TEACHER/S: ALEJANDRO MARTÍNEZ AGUILAR
I TERM FROM: January 17th TO: April 19th	<p>KEY SKILLS: Justify how people represent proper dreams and plans for the future by applying phonetic and written strategies to outline main ideas when organizing moments in periods of time to represent, dynamically, imperative expressions talking about dreams, aims and goals people have in the society.</p> <p>STANDARD KNOWLEDGES: Recognize how to take notes correctly with dates and objectives for each day. Recognize how to use new vocabulary in activities and sentences in and outside of the classroom. by applying possessive adjectives and pronouns in sentences by listening to an audio or a conversation. Then, recognizing the use of different Modal Verbs when they are given instructions in the real contexts, through the recognition of how to identify grammar structures in a paragraph or in a little text using the best strategy for getting the main idea in a short text. Comprehend suitable vocabulary in sentences and statements in English books within a lesson planning created in groups. Carry out an English notebook for taking notes about classes and situations observed in real contexts by organizing collaborative ideas for designing posters according to determined topics and comprehending Family members in a determined but organized graphic. Establishing verbal tenses in present and past for real and imaginary contexts in historical events or fairytale stories by using simple verb collocations and possessive adjectives in written texts with people out of my culture. Perform dialogue activities by using adverbs of frequency in determined situations to identify the value of other cultures from information and knowledge taken from different sources.</p>	
WHICH ARE THE COMPREHENSIVE SKILLS WE WANT THE STUDENTS HAVE?	 <p>CB6: Digital y Tratamiento de la Información</p> <p style="text-align: center;">WHAT TO LEARN FROM THE TERESIAN SKILLS?</p> <p>Conceptual: Present Tenses, Past Tenses, Modal Verbs, Subject Pronouns, Object Pronouns, Possessive Pronouns, Adjectives,</p>	WHICH IS THE SCENERY OR PROBLEMATIC SITUATION?
Labeling a picture depending on determined characteristics. Looking carefully at people in a picture before by listening to match names, coloring or writing on them. Answering multiple-choice questions in simple and complex ways. Deciding if statements are true or false according to specific evidence and clues. Identifying different vocabulary in a text on physical or virtual books. Using family vocabulary to match pictures found in different contexts. Identifying dialogues of people in storytelling. Answering questions about a story mentioned in physical and virtual books. Choosing the best option to answer Yes/No questions by stating strong sentences. Understanding a family		There is a common TV show contest in which participants are in charge of working on their memory. Then, some boxes appear in front of a chart; participants have to guess what the memory presented is going to be. So, are you ready for sharing and catching memories virtually presented?

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<p>tree by expressing origin and reasons for possible human personalities. Identifying writing skill strategies for creating strong paragraphs about yourself, your family and your favorite sports and hobbies. Checking your spelling and punctuation. Identifying the odd one out (pictures) and giving reasons with strong statements. Recognizing the best way for asking and answering questions about a picture depending on the context. Using complete sentences when answering questions. Talking about people's hobbies according to their likes and dislikes. Finding differences among different elements in a group or between two ones. Using a variety of words and phrases when answering questions in different verbal tenses. Recognizing elements from different cultures establishing similarities and differences with my culture.</p>	<p>Adverbs, Cohesion, Coherence, Connectors, Family Members, Jobs, Occupations, Hobbies, Sports.</p> <p>Precedential: Analyze, Interpret, Comprehend, Summarize, Design, Argue, Support, Define, Organize, Structure, Establish, Redact, Support.</p> <p>Attitudinal: Perform with creative ideas to contribute with a touchable and useful action in a determined field by recurring to the innovation.</p>	
STUDENT'S ROLE: Graphic designer		
<p>CHALLENGE: There is a designer motivational company in which people will share to others their memorable flashbacks; some of them are going to connect with them in terms of similarities and feelings on different situations. It's time to listen to others among them to give and receive feedback to know how to say the expressions correctly. Designers will be requested by the business word each time very good graphics are exposed in art galleries. Are you ready?</p>	<p>PRODUCT: Digital Album</p>	<p>PROMOTION: The teacher will send to the rest of the English area, the students' Slideshows link in which they will show to the students the work done; respectfully, the student audience will give suitable feedback about the work appreciated.</p>

LEARNING EXPERIENCE

<p>STAGE 1: <i>Everything about the past.</i></p> <p>EXECUTION: From Cycle 1 to cycle 3</p> <p>CRITERIUM: Interpret reading and listening passages for arguing which topics can work in order to maintain a simple conversation in social contexts through the use of lists and descriptive charts discussed in class.</p> <p>TASKS:</p>
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- 1. Distinguish accurate vocabulary about quantifiers to promote on people the use of grammar questions depending on different contexts.**
 - * Revision of Possessive Adjectives (There is, There are, There was, There were) through a team-work game for getting participation points. (Cycle_2_Hours_2_)
 - * Connect keywords with Past Simple and Continuous review through a spoke by matching columns with questions and answers. (Cycle_3_Hours_2_)
 - * Past Simple and Continuous review through a written workshop in teams with questions and answers. (Cycle_3_Hours_2_)
- 2. Outline adequately scenes in a story by locating the tenses used in order to argue about an action done.**
 - * Present and Past, Simple and Continuous, review by workshop given in the class by the teacher. (Cycle_1_Hours_2_)
- 3. Discriminate determined features of Comprehension Skill by locating subjects, objects, possessives, and reflexive pronouns depending on different situations read.**
 - * Revision of Subjects Pronouns, Object Pronouns, and Possessive Pronouns through a team-work game for getting participation points, locating people on stories. (Cycle_1_Hours_2_)
 - * Revision of Quantifiers (There is, There are, There was, There were) through a team-work game for getting participation points reading articles. (Cycle_2_Hours_2_)
 - * Identify accurate vocabulary by comprehending the stories included in the Reading Plan Book. (Cycle_(2-3)_Hours_12_)
 - * Revision of Regular and Irregular Verbs in Present and in Past Simple completing a chart with unfilled boxes. (Cycle_3_Hours_2_)
- 4. Infer passages about characteristics noticed on actions by using the language to communicate others feelings and emotions I perceived around me.**
 - * Revision of skills people have (abilities, capabilities, skills in general (sports and artistic)) through a team-work game for getting participation points. (Cycle_3_Hours_2_)
 - * Pronunciation strategies about vocabulary checked by singing songs and watching videos. (Cycle_(1-3)_Hours_18_)

STAGE 2: *What can you remember?*

EXECUTION: From Cycle 4 to cycle 6

CRITERIUM: Compare English contexts to make deeper conclusions on consequences produced in different situations through the use of grammar aspects given in the class for creating long speeches about memories and memorable flashbacks.

TASKS:

- 1. Discuss among classmates those important features about nouns and infinitives noticed around the city through the use of English expressions to assemble it with the environment.**
 - * Pronunciation strategies about vocabulary checked by singing songs and watching videos. (Cycle_(4-5)_Hours_12)
 - * Identify Gerunds in determining situations by watching a video and matching column. (Cycle_6_Hours_2_)
 - * Identify Infinitives in determined situations by watching a video and categorizing them in specific boxes. (Cycle_6_Hours_2_)
- 2. Report accurately facts and possible situations using modal verbs to change intentions to expressions given in determined contexts through the use of grammar on written strategies.**
 - * Revision of Modal Verbs in general (Can, Could, Should, Will, Would, Must, Have to) by creating specific sentences through given different intentions. (Cycle_4_Hours_2_)
 - * Identify Adverbs of Frequency by doing an interpretative workshop filling the gaps. (Cycle_4_Hours_2_)
 - * Recognize how to write a paragraph by creating short stories in papers and giving/receiving feedback among the students. (Cycle_5_Hours_2_)
 - * Apply Gerunds in determining situations by writing a short story. (Cycle_6_Hours_2_)
- 3. Examine determined vocabulary about lectures read in group and individual task for involving actions on reality that happened before.**
 - * Identify accurate vocabulary by comprehending the stories included in the Reading Plan Book. (Cycle_(4-5)_Hours_12_)
 - * Comprehend Adverbs of Frequency and of Time in short sentences for connecting the paragraphs previously done. (Cycle_5_Hour_2_)
- 4. Assemble English communication aspects with classmates by establishing and transmitting to others feelings and emotions produced by determined actions done in and out of the classroom.**

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- * Revision of Question Words through the creation of questions performing a roleplay game. (Cycle_4_Hours_2_)
- * Apply Gerunds in determine situations by interpreting a short story (Cycle_6_Hours_2_)

STAGE 3: This was about me!

EXECUTION: From Cycle 7 to cycle 9

CRITERIUM: Value the use of grammar boxes in order to share to others proper ideas talking about memorable flashbacks people normally have and finding relationships among people in terms of memories presenting credible expressions in different tenses.

TASKS:

- 1. Differentiate the use of imperative expressions to understand determined situations in which instructions are the first part of a task.**
 - * Revision of how to use “Let’s” in determined situations for communicating imperative expression in general choosing the best option in a multiple choice worksheet. (Cycle_7_Hours_2_)
- 2. Report social expressions to complete determined spaces in which the mode and the intentions vary based on grammar structures.**
 - * Identify Collocations for specific words when speaking in front of people by filling the gaps about Modal Verbs in general for specific contexts. (Cycle_7_Hours_2_)
 - * Construct informative slideshows about memories each student has for sharing feelings and emotions depending on images shown. (Cycle_7_Hours_2_)
- 3. Relate tenses from the past to the present by making circles of accurate words, which define correctly statements above actions**
 - * Identify accurate vocabulary by comprehending the stories included in the Reading Plan Book. (Cycle_8_Hours_2_)
- 4. Distinguish the strength of the words used in speeches for representing strong ideas based on different contexts.**
 - *Pronunciation strategies about vocabulary checked by singing songs and watching videos. (Cycle_(4-6)_Hours_18_)

LEARNING OUTCOMES

SUPERIOR (S)	ACCURATE (A)	AVERAGE (B)	LOW (I)
The student interprets reading and listening passages for arguing which topics can work in order to maintain a long conversation in social contexts through the use of lists and descriptive charts discussed in class; comparing English contexts to make deeper conclusions on consequences produced in different situations through the use of grammar aspects given in the class for creating long speeches about memories and memorable flashbacks; then, the student measures the use of grammar boxes in order to share to others proper ideas talking about memorable flashbacks people normally have and	The student supports reading and listening passages for getting the main idea depending on the topics got; the student revises how to maintain short conversation in social contexts through the use of lists and descriptive charts discussed in class; analyzing English contexts to make deeper conclusions on consequences produced in different situations through the use of grammar aspects given in the class for creating long speeches about memories and memorable flashbacks; then, the student support to others when performing a plot with the use of grammar boxes in order to share to others simple ideas talking about	The student uses basic vocabulary noticed in passages when maintaining short conversations in social contexts; describing English contexts to make weak conclusions taking into account consequences produced in different situations through the use of grammar aspects given in the class for creating long speeches about memories and memorable flashbacks; then, the student generalizes the use of basic grammar in order to share to others simple ideas talking about memorable flashbacks people normally have and finding relationships among people in terms of memories presenting credible expressions in different tenses.	The student recall basic readings and listening passages for arguing which topics can work in order to maintain a poor conversation in social contexts through the use of lists and descriptive charts discussed in class; the student labels English expressions produced in different situations through the use of grammar aspects given in the class for creating long speeches about memories and memorable flashbacks; then, the student memorizes basic grammar when using a second language.

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