





Código: CA-02	CA-02 MALLA DE DESEMPEÑO Y SECUENCIA DE EXPERIENCIAS DE APRENDIZAJE Y EVALUACIÓN 2024	 COLEGIO TERESIANO BOGOTÁ <small>COMPAÑIA DE SANTA TERESA DE JESUS</small>
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PROJECT'S NAME: Reviving the Dark Age		
LEVEL: 7th	CLASS: A-B	TEACHER/S: <u>Ivonne Lorena Quiroga - Julián Andrés Romero Urrea - Maria Camila Nieto Pachon - Laura Tatiana Pinto Russi</u>
DURACIÓN	KEY SKILLS: Appreciating second language learning as an enriching, personal, academic and cultural habit, additional understanding and extracting the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly. Understanding the vital functions of the living things like, transporting materials, waste disposal, gas exchange, nutrition and reproduction to propose healthy habits. Compare the metabolic processes of my body and my pet's to identify possible health problems. Explain through the use of the English language the historical and economic processes in the middle ages with oral/written expressions	
FROM: January 17th TO: April 29th	STANDARD KNOWLEDGES: Learn how to use prepositions of movements. How to find	

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	<p>similarities and differences between cultures using adverbs, comparatives and superlatives. How to use the modal verbs for permission, requests, obligation, lack of obligation, prohibition and advice. How to write a story. How to identify the main ideas of short texts.</p> <p>Identify and compare different life cycles and the conditions that affect them, through the design of graphic information organizers</p> <p>Compare cultural legacies (technological, artistic, religious scientists...) of different cultural groups and recognize their impact today.</p> <p>Describe characteristics of social, political or economic organization in some cultures and epochs (feudalism in the Middle Ages, the emergence of the State in the Renaissance...).</p> <p>Identify and take into account the various aspects which form part of the phenomena to study (geographical location, historical evolution, political, economic, social and cultural organization...).</p> <p>Regions: concept, characteristics, boundaries, borders and types (rural area and urban zones). Relation between field and city Why is rural space transformed? Cities and the human geography</p>	
WHICH ARE THE COMPREHENSIVE SKILLS WE WANT THE STUDENTS HAVE?		WHICH IS THE SCENERY OR PROBLEMATIC SITUATION?

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<p>Analyze the influence of the Roman Empire on Western culture and the Middle Ages as a historical period that gave rise to economic and political social institutions.</p> <p>Identify and reflects on some situations that generated conflicts in medieval European society.</p> <p>Recognize that the division between one historical period and another is an attempt to characterize historical events through marked social transformations.</p> <p>Use different types of sources to obtain the information it needs (school texts, stories and stories, interviews with teachers and relatives, drawings, photographs and virtual resources...).</p> <p>Identifying the general idea and relevant details in conversations and oral presentations.</p>	<p>CB4 Linguistic Communication.</p> <p style="text-align: center;">WHAT TO LEARN FROM THE TERESIAN SKILLS?</p> <p>Conceptual: Prepositions of movement, Phrasal verbs, Adjectives and adverbs, Comparatives and Superlatives, Modals: ability, permission and request. Modals: obligation, prohibition and advice. Mechanisms for obtaining energy in organisms and affecting malnutrition in health. Beginning of the Middle Ages: Fall of the Roman Empire; Barbarian invasions</p> <p>The Carolingian Empire: Political and social organization of the Carolingian empire</p>	<p>How do cultures interfere in the growth of civilizations?</p> <p>This year there is the second version of the Teresian Science congress, that's why we want to take another chance to keep promoting the essential and environmental values like, respect, austerity, solidarity, co-responsibility, empathy and coherence to be better living things and find some solutions to protect and take care of our planet from our own environmental relationship. It will also be the perfect space to express various ways of thinking about the past in medieval societies in Europe, Asia and Africa, contributing to social and historical knowledge.</p>
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<p>Understanding phrases and expressions related to areas of most immediate priority (e.g. very basic personal and shopping, local geography) provided speech is clearly and slowly articulated. *Identifying the plot, characters and context in narrative and descriptive texts.</p> <p>Identifying cultural elements in simple and short texts.</p> <p>Writing a text related to me, my family, my friends, my school and other familiar topics.</p> <p>Writing with reasonable phonetic accuracy (but not necessarily fully standard spelling) words that are in his/her oral vocabulary.</p> <p>Describing familiar facts and activities.</p> <p>Making comparisons between characters, places and objects.</p> <p>Participating in everyday communicative</p>	<p>Islam: Origin and foundations of Arab cultural contributions; The holy wars; The cultural legacy</p> <p>Feudal institutions: Vassalage and serfdom; The feudal economy; The culture in feudalism</p> <p>The church in the Middle Ages: The institutionalization of the Church; The Crusades; The Inquisition</p> <p>Procedimental: State the parts of a script identifying the correct structure to communicate the ideas in an appropriate way. Guión “Viajero del tiempo”, participación en clase, seguimiento de instrucciones, organización de la información en mapas mentales.</p> <p>Attitudinal: Expressing my opinion with a respectful attitude.</p>	
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<p>situations such as asking for favors, apologizing and thanking.</p> <p>Identifying elements from different cultures establishing similarities and differences with my culture.</p> <p>Appreciating second language learning as an enriching, personal, academic and cultural habits.</p> <p>Identify the different mechanisms for obtaining energy from living beings and the functioning of processes that are involved.</p> <p>Explain through the interpretation of graphs and analysis of scientific texts, the effects that can be given by malnutrition on health.</p> <p>Differentiate the 3 types of nutrients, from the elaboration of a fruit salad in the classroom Describe the development the structural of matter models and its atoms from different theories.</p>		
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<p>Explain the development organization models of the elements chemicals and use the periodic table as a tool to interpret chemical processes.</p> <p>Experiment with the factors that influence the speed reaction (kinetics).</p>		
STUDENTS ROLE: Actors in the Middle Age		
<p>CHALLENGE:</p> <p>Do you want to be an adventurous historian?</p> <p>Become an illustrator and writer, able to deliver a script using the different vocabulary and grammar skills learned in the English class, about cultural differences between two places from the Middle Age and where they can talk about the nutrition facts.</p>	<p>PRODUCT: SCRIPT</p>	<p>PROMOTION: Students socialize their script with 5th graders showing the advances in English, History, Geography and Biology teachers ; where they show the aspects learned during social studies and biology class, they need to talk and compare cultures.</p> <p>MOSTRAR A OTROS GRUPOS</p>

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LEARNING OUTCOMES			
SUPERIOR (S)	ACCURATE (A)	AVERAGE (B)	LOW (J)
<p>The student completely understands the different processes and mechanisms that obtain energy from autotrophs and heterotrophic organisms and the role that these present in the food webs of feudal societies. Using correctly the knowledge and vocabulary acquired and developing these information making use of their obtained skills (writing, speaking, listening, reading and the use of the corresponding grammar structure) for the elaboration of a script that would be present to the corresponding teachers.</p>	<p>The student recognizes and contrasts the different processes and mechanisms that obtain energy from autotrophic and heterotrophic organisms and the role they present in the different trophic networks of feudal societies. The student tries to develop his communicative skills using some of the vocabulary learned during the classes to join it in the creation and presentation of the script.</p>	<p>For the student it is hard to identify the different processes and mechanisms of obtaining energy from autotrophic and heterotrophic organisms and the role they present in the different trophic networks of feudal societies. And it is complicated to make use of the knowledge and vocabulary taught during the classes for the development of a script. That is why it is hard for the student to explain using the communicative skills (writing, speaking, listening, reading and the use of the corresponding grammar structure) to explain the topics.</p>	<p>The student presents difficulties in the recognition of the different processes and mechanisms in the energy obtaining of the autotrophs and heterotrophic organisms and the role in the various settings of the feudal society. Using in wrong way the vocabulary learned and the communicative skills to create the script, in such manner can't develop their communicative skills like the texts analysis, writing activities and the grammatical apprehension assimilated in the English class.</p>

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SECUENCIA DE EXPERIENCIAS DE APRENDIZAJE Y EVALUACIÓN


STAGE 1: Nutritional Alchemy

EXECUTION: From Cycle 1 to cycle 5

CRITERIUM: Apply the main concepts of chemical-biological process in obtaining energy through the relationship between the forms of energy use in the technology of medieval cultures and their social impact, in addition to emphasizing grammatical structure and taking into account formal and informal discourses.


TASKS: Identifies the different chemical elements and mechanisms for obtaining energy in the different organisms of the Middle Ages, explaining their functioning through the use of immediate vocabulary of the English language (very basic personal and shopping, local geography).

- Identify autotrophic and heterotrophic organisms by solving guide 1 "classification of organisms according to their mechanism of obtaining energy in the middle ages". (cycle 1, 2 hours).
- Make in teams a mental map in a cardboard room, about the video of autotrophic and heterotrophic organisms:
<https://www.youtube.com/watch?v=6nCRODqTngg> (cycle 1, 1 hour).
- Plant a representative plant of the Middle Ages, through the use of the "School Garden". In the class portfolio, describe the process of obtaining energy from the selected plant (cycle 2, 3 hours).
- Elaborate in work teams, posters in a cardboard room about the anabolic process of different autotrophic organisms (algae, bacteria, fungi and plants) in the context of medieval times, taking into account the general equation that describes this process. Subsequently, socialize it in the classroom. (cycle 2, 3 hours)
- Develop a mind map about the catabolic process of heterotrophic organisms in the different cultures of medieval times. (cycle 3, 1 hour)
- Make a frieze about the classification of heterotrophic organisms in the Middle Ages. (cycle 3 y 4, 4 hours)
- Elaborate a pyramid about food webs with recyclable materials, describing each level, based on the following link.
<https://www.youtube.com/watch?v=-oVavgmveyY>. Graph a food web based on a middle age culture (cycle 4,2 hours).

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- Identify the primary, secondary, tertiary and quaternary consumers of food webs, through an interactive game and a visit to the vegetable garden. (cycle 4, 2 hours).
- Apply the knowledge about trophic chains in the elaboration of a comic (cycle 5,2 hours).
- Socialize the comic, explaining the metabolic processes that occur in the different trophic chains (cycle 5, 1 hour).
- Make a timeline of the different atomic theories (cycle 1, 1 hour).
- Identify the different chemical elements in foods of the Middle Ages (cycle 1 y 2, 2 hours).
- Observes the properties and characteristics of the periodic table (cycle 3 y 4; 2 hours).
- Identifies the microelements needed in the human body and establishes the average amount for a healthy body. (cycle 5, 1 hour)

- The students will identify the concepts about vassalage and serfdom with a mental map. (Cycle 1 - 3 hours)
- The students will understand the basic concepts about the geographical space in the middle age with a map (Cycle 1 and 2 - 2 hours)
- The students will analyze the feudal economy by creating a map showing the transit routes from Africa to the rest of Europe and Asia. (Cycle 2 - 3 hours)
- The students will complete a quiz with 10 questions about the feudal system and the geographical space, where prior knowledge will be assessed. (Cycle 3 - 1 hour)
- The students will associate the use of technological tools with the agricultural process in the middle age by creating a 10-panel comic strip. (Cycle 3 - 3 hours)
- The students will make a map about the economy in the Carolingian Empire for applying the city concept in the middle age (Cycle 4 - 4 hours)
- The students will represent the Agricultural practices of the feudal system through a frieze showing the relationship between rural zones and urban areas. (Cycle 5 - 4 hours)

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- The student would learn vocabulary about places and cultures making some activities and with the help of some videos, to after learn how to make descriptions of the same making of the grammar component. (4 hours)
- Analyzing the example of the script, the student would underline the main parts to take account then write the parts that are considered most important and discuss in class the steps to start. https://docs.google.com/document/d/1-ti7kvspqUmI0Q275EPsYHIMFyfYZjiwLxaIKeQ_q1w/edit#heading=h.gjdgxs (4 hours)
- The student would recognize with the pre-production tips example the breakdown basics, identifying the highlighted parts and their importance to organize a script with the correct parts. (2 hours)
- <https://www.premiumbeat.com/blog/basics-breaking-down-film-script/>
- Identifying the concepts learned in class, the student is going to create a glossary to remember the importance of the obtention of energy in the Middle age. (2 hours)
- The student must describe the plant that you planted including each step with emphasis in the process to obtain energy. (2 hours)
- With the use of the book “King Arthur” the student would develop their reading abilities, where the student would recognize and analyze the main ideas. (6 hours)
- During the class and with the use of texts about international famous festivities to illustrate them about these traditions. Like, San Valentin, Easter, St. Patrick, etc, the students would reinforce their reading skill. (1 hour)


STAGE 2: Crisis at the Banquet: Unraveling Malnutrition in the Middle Ages''?

EXECUTION: From 6 cycle to cycle 8.

CRITERIUM: Discover the effects of malnutrition in the social configuration about the medieval communities moreover using the appropriate vocabulary and respecting the grammar structures learned in class.

TASK: Illustrate the effects of health malnutrition in feudal times through a comic book, where you will apply the vocabulary and grammatical structure learned in class


- Identify the role in the food web, the plant planted in the school garden, describing and drawing the state and development of this. (cycle 6, 2 hours).

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- Performs the workshop "Malnutrition in the Middle Ages", identifying the importance of nutrition in the metabolism of multicellular organisms and developing hypotheses about possible diseases. (cycle 6, 2 hours).
- Recognizes carbohydrates, lipids and proteins in different foods, through the laboratory of "Nutrition in the Middle Ages" (cycle 7, 2 hours).
- Make a laboratory report, based on the scientific method, integrating in the analysis, the context of malnutrition in the Middle Ages (cycle 7, 2 hours).
- Performs a reading of the article "Underlying Causes and Co-existence of Malnutrition and Infections: An Exceedingly Common Death Risk in Cancer" (cycle 8, 2 hours).
- The student develops a workshop on the reading "Underlying Causes and Co-existence of Malnutrition and Infections: An Exceedingly Common Death Risk in Cancer" (cycle 8, 2 hours).
- Make a summary on equation, chemical reaction, catalyst (cycle 6, 1 hour).
- Elaborate a mind map about the properties that affect a chemical reaction (colligative properties) (cycle 7, 1 hour).
- Analyze the rate of reaction in metabolic processes when consuming different foods in the middle ages (cycle 8, 1 hour).

- Identify technological mechanisms such as mills and water wheels that allowed the utilization of energy in the Muslim empire through a mind map. (Cycle 6 - 4 hours)
- Understand technological development into the Crusades by analyzing the documentary "Ricardo Corazón de León" Students will answer 20 key questions about the film. Watch the video at the following link: [Historia De La Humanidad 10 Ricardo Corazón De León](#) (Cycle 7 - 3 hours)
- Students make a map about the Crusades during XI and XII Centuries for identifying the invasions to the middle east. (Cycle 7 - 1 hour)
- Students will choose one of the topics about middle age discussed in class and write a script for Stage 3. (Cycle 8 - 4 hours)

- The student would design a simple basic idea of script choosing the cultures and making characters to develop the future performance. (2 hours)

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- After choosing two cultures, the students are going to compare through a brainstorm and debate the pros and cons of choosing those two cultures. (2 hours)
- As a group, the students need to define the main characters and their functions for the creation and the development of the script and performance.
- The students would identify the use of Comparatives and Superlatives explained for the teacher and with that they have to compare the two cultures choosed, making sentences between the cultures. (4 hours)
<https://www.calameo.com/read/00637619391484225a50c>
- With th use adverbs of movement the student is able to describe the actions of the characters. (2 hours)
<https://langeek.co/en/grammar/course/701/adverbs-of-movement-and-direction>
- The student have to share with the classmates the progress of the script and fixing or adding parts of it together. (2 hours)
- The classroom would present the first idea of the performance as a simulacrum, to be corrected for the teacher. (2 hours)
- The student would employ through a comic the characters of malnutrition in the feudal age. (2 hours)
- With the use of the book “King Arthur” the students are going to develop their reading abilities, recognizing and analyzing the main ideas. Identifying in the book facts about the feeding talked in the book. (6 hours)
- For some classes the student would make the analysis of extra texts about famous international festivities to them to identify and illustrate these traditions. Like, San Valentin, Easter, St. Patrick, etc, to reinforce their reading skill.(1 hour)

STAGE 3: Nutritional Drama in the Medieval Scene

EXECUTION: From 9 cycle to cycle 11.

CRITERIUM: Integrate the knowledge that contains the impact of malnutrition in the Medieval social structures using the relevant vocabulary to create a script with the pertinent composition.

TASK: Creation of a script covering the knowledge acquired in the different subjects (nutrition, chemical elements, Middle Ages and cultural comparison within the period) all through the English language.

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- On half a sheet of cardboard, draw a landscape of the Middle Ages, containing the types of consumers of food webs, cultivation, food and possible diseases that living beings had at that time (cycle 9, 8 hours).
- Write a short script relating nutrition, food webs and the Middle Ages (cycle 10, 6 hours).
- Describe the development of the plants planted in the "School Garden" and analyze if they are carrying out their metabolic processes correctly. (cycle 10, 2 hours)
- The student in Biology and History continues with the process of writing his/her script about the Middle Ages. (cycle 11, 9 hours)
- Make an infographic about the types of malnutrition in humans. (cycle 11, 1 hour)
- Argue the low levels of different chemical compounds in malnutrition in medieval times (cycle 9, 2 hours).
- Conduct a laboratory on the reaction rate in different chemical reactions (cycle 10, 1 hour).
- Associating the concepts related to nutrition, Middle age, the culture and the vocabulary appropriate to use in English through a chart when you can classify the information between the most relevant and the less relevant to include in the script. (7 hours)
- Use the vocabulary learned in class to analyze possible synonyms to continue making the script and also write the synonyms in English to compare cultures and the use of vocabulary depending on the context. (2 hours)
- According to the infographic about malnutrition in humans present in English class the advances of this using Grammar structures learned during the cycles. (2 hours)
- Through the English, History and Geography classes, the student would practice the final advances of the script and they would be fixed in groups.
- To check the students' speaking skills, the students are going to present the performance, where they would act the script that they were working on during the classes. (6 hours)
- To continue reinforcing their speaking ability, the students would need to make short presentations or performances using a guide "King Arthur" book. (8 hours)
- Students in biology take a written exam on all the topics covered in the quarter. (cycle 11,2 horas).
- Students in Chemistry take a written exam on all the topics covered in the quarter. (cycle 11,1 hora)