





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>
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<b>PROJECT'S NAME: The Earth, a very serious game.</b>		
<b>LEVEL: 4th grade</b>	<b>CLASS: A-B</b>	<b>TEACHER/S: Alejandro Martinez / Mauricio Acevedo</b>
<p style="text-align: center;"><b>PERIOD I</b></p> <p><b>FROM:</b> January 17th <b>TO:</b> April 19th</p>	<p><b>KEY SKILLS:</b> Interacting with the natural environment elements through exploration exercises and locating strategies developing necessary values as an individual to be part of a community for all the environmental, political and social processes analyzing the main troubles in the colombian territory that affect the ecosystems equilibriums and proposing possible solutions using ICT tools.</p> <p><b>STANDARD KNOWLEDGES:</b></p> <p>Design schemes to organize and analyze the mass, volume and length of living beings and elements from the environment in specific periods of time.</p> <p>Applying the scientific method to systematize and analyze data from natural phenomena observed in the environment.</p> <p>Practicing the measurement processes analyzing the own body.</p> <p>developing of locating processes and techniques as a cartography skill required to explore the world in abstract situations.</p> <p>Using the geographical knowledge to analyze the behavior, the adaptations and other situations of specific species in the world.</p>	

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	<p>Electing leaders in the school as a representation of the national political process to understand the importance of the BALOT, the power charges, leadership, and political participation as a citizen value.</p> <p>Citizenship development into and outside the classroom applying the social main skills learned from theoretical proposals.</p> <p>Identifying and performing the best behavior required to be part of a community taking guide fro the coexistence handbook.</p>	
<p style="text-align: center;"><b>WHICH ARE THE COMPREHENSIVE SKILLS WE WANT THE STUDENTS HAVE?</b></p> <p>Recognizes the levels of organization of life (internal and external) Identifies the biomes in our planet and the possible factors that put them in danger.</p> <p>Compare, through images, the characteristics of the different natural regions of the world (deserts, poles, tropical rainforest, oceans...).</p> <p>Recognizes the different uses of land and natural resources in my environment and in others (natural parks, ecotourism, livestock, agriculture...).</p>	 <p style="text-align: center;"><b>WHAT TO LEARN FROM THE TERESIAN SKILLS?</b></p> <p><b>Conceptual:</b> Levels of organization, the cell, geographical accidents, biomes, biosphere, habitats ecosystems, living things organization, Citizenship, school government, coexistence handbook, Political Constitution of Colombia</p> <p><b>Procedimental:</b> Graphic organizers development, observation, instruction</p>	<p style="text-align: center;"><b>WHICH IS THE SCENERY OR PROBLEMATIC SITUATION?</b></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.</p>


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<p>Establish relationships between information obtained from different sources and propose answers to different questions.</p> <p>Participate in the election process of student representatives, knowing well each proposal before electing.</p> <p>Recognizes, by naming, the process of conformation of the school government, the responsibilities of the people elected by popular vote and some characteristics of their positions.</p> <p>Recognizes by selecting and organizing information, the concept, history, structure of the Political Constitution of Colombia and the fundamental principles that appear therein.</p> <p>Participated in the construction of rules for coexistence in the groups to which I belong (family, school, neighborhood...).</p>	<p>following, exploration exercises, Levels of organization, social organization systems, cartography, mapping abilities, observation and analysis of graphic organizers and scientific readings.</p> <p><b>Attitudinal:</b> Respect for others opinion and work, class participation, commitment with the deliveries and personal work, punctuality with the dates given by the teacher.</p>	
<b>STUDENT'S ROLE:</b> Gamers		

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<b>CHALLENGE:</b> One of the best things I loved as a Kid was playing with cards, so this time we want to build a game to promote the values of conservation and protection of the flora and fauna species in Colombia. Como and play our environmental game.	<b>PRODUCT:</b> Colombia games designing draft.	<b>PROMOTION:</b> Science fair.
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<b>LEARNING OUTCOMES</b>			
SUPERIOR (S)	ACCURATE (A)	AVERAGE (B)	LOW (J)
Student creates a Colombian game draft to show all the causes that put different species in danger of extinction according to the effects the humans cause in the ecosystems destroying their delicate equilibrium, taking into account the governmental policies that look for the care of the most attacked species and the importance of the natural reserves like the National Colombian Parks for the human communities that coexist and share the natural resources of specific territories, assuming an excellent disposition for all activities and directing the exercises with an investigative	The student designs a typical Colombian recipe sketch that shows the notable characteristics of some natural regions of Colombia, emphasizing their agricultural production processes for their typical dishes, taking into account their climatic conditions, geographical conditions and also the organization. government to maintain a correct feeding process for the population. assuming a willingness to stagger all the challenges of the class and being a helper for others.	The student represents and prepares a complete sketch of the typical Colombian recipe book, which shows the notable characteristics of some places taking into account their climatic conditions that allow the cultivation and breeding of the ingredients of typical dishes and some government needs necessary to protect the samples. cultural gastronomy of our territory and with the objective that people eat better. Assuming good disposition, attitude and order, being a person who is respectful of the work and word of others.	The student shows low development of their comprehension skills and some barriers to conceptually relate the importance of the nutrition process in Colombia and the environmental conditions required to cultivate and breed the ingredients of our typical dishes; His/her assignments and submissions lack good presentation, order, and following instructions, therefore it is necessary for the student to participate in remedial strategies to adequately fulfill their school commitments.

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attitude and respect for everyone's production.			
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### LEARNING EXPERIENCE

#### **STAGE 1: Exploring the different Biomes, ecosystems and habitats in my world.**


**EXECUTION:** From cycle one to cycle eight.

**CRITERIUM:** *Observing the geological structure and story of the Earth to identify the main environmental troubles the planet is having.*

#### **TASKS:**

##### **Analyzing different documentaries to identify the most important natural resources from our world.**


- ✓ Identifying previous knowledge through a questionnaire done in class using recycled paper. (Cycle one - 4 hours)
- ✓ The formation of the Earth and life appearing in the documentary, the kids watch the video part by part taking some notes and solving the schemes the teacher has given to help them understand the diverse situations that maintain life on Earth. (Cycle one - 4 hours)
- ✓ *Summarize the characteristics a representative leader should possess in order to guide and face issues and situations in the school by taking notes in papers to include them in the portfolio. (Cycle 1\_ Hours\_ 2)*
- ✓ *Listen to classmates to argue how to handle ideas into the school to do them accurately by using recycled papers in a poster and performing role-plays characters. (Cycle 2 \_ Hours 2)*
- ✓ Using the internet and the atlas, the kids develop a consultation of different maps of the main biomes in the world, following the thinking route: (Cycle two - 4 hours)
  - Watch carefully each map - observe and talk about the conventions to determine the importance of each one of those colors and symbols, identify the exact location of some of the biomes using instruments like the rose compass and other maps.
  - Using a croquis of different continents, the kids will map the main biomes of the world, also they have to design a convention chart.
  - The kids have to complete the conventions chart defining the ways the different governments' systems protect or promote the conservation of those places.

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- ✓ Locating the main ecosystems into the biomes analyzed and located before, emphasizing the rarest ecosystems that exist on Earth like the Mariana Trench. (Cycle three - 2 hours)
- ✓ *Use accurate language to express facts into the proposals chosen when sharing to others suitable ideas for school government. (Cycle 3\_ Hours\_ 1)*
- ✓ Locating the main habitats into the ecosystems worked last class using the same map and feeding the conventions chart, is important to get deep into the Colombia territory but the kids are free to do it with other world spaces. (Cycle three - 2 hours)

#### **How are living things organized?**


- ✓ What is alive and what isn't, what hasn't been alive and what some time was a live? The kids answer this question in two stages, first, they will answer those questions using their previous knowledge and after they will answer and contrast their proposals using the information given by the teacher. (Cycle four- 1 hours)
- ✓ *Decide suitable expressions to choose the best option for representing the school by listening to the candidates and looking for the benefits the school and the class need. (Cycle four- 1 hour)*
- ✓ What are the abiotic factors and what are the biotic factors into ecosystems that interact with each other to keep the ecosystems equilibrium? *The kids have to analyze the characteristics of the human population like biotic factors that interact with the environment. (Cycle four- 2 hours)*
- ✓ Making readings about the levels of organization of life in the ecosystems, to describe the first biological level, the cell until the last level Biomes and organizing that information into a flow chart proposed by the teacher, *after this each student analyzes the structure in which the humans are organized socially into the ecosystems and habitats. (Cycle four - 2 hours)*
- ✓ Designing a representation or schemes of the levels of organization of living things in terms of the ecosystem and *social aspects* taking into account all the levels and the main vocabulary required to have the background. (Cycle five- 2 hours)
- ✓ making a comparative chart of the human communities or population that inhabit on the ecosystems or habitats that have been studied (Cycle five 1 hour)

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- ✓ *Organize a mind map graphic to explain the proposals listened to in a poster to be posted on the classroom wall. (Cycle five 1 hour)*
- ✓ Write a reflection to be shared with the classmates about the impact of the humans over the ecosystems and the activities that exacerbate the damages over the habitats, flora and fauna. (Cycle five 1 hour)
- ✓ Make a map to name, number and represent the most important places in the world where the humans share the ecosystems or habitat with fauna and flora and describe into a comparative chart the actions they develop to share the space with other organisms. (Cycle five 1 hour)
- ✓ Making mental maps of the biomes chosen, taking into account the weather, geographical and social conditions to maintain the life into them, after that, each student enlarges the map with the description of the ecosystems into the biomes emphasizing the weather, geographical and social conditions to produce flora and fauna. (Cycle six 2 hours)
- ✓ Choosing an endangered species or *disappearing human communities or indigenous people groups* from the world and analyzing them using the criteria given in the synoptic chart designed by the teacher. Ecosystem, relation with other species, weather conditions to be healthy (Cycle six - 2 hours)

**Analyzing the living things' anatomy to understand their needs and some behavioral routines.**

- ✓ Identifying the main physical characteristics of the animals in a comparative chart to describe them in their specific habitats, following the criteria given by the teacher. Vertebrates - mammals (*emphasizing in humans*), birds, fish, reptiles and amphibians; invertebrates - Cnidarian, corals and sponges, worms, echinoderms, mollusks and arthropods, - The body characteristics - main feeding ways - most common ecosystems where they inhabit - reproduction ways - locomotor behavior and other criteria. (Cycle seven - 4 hour)
- ✓ Complete a comparative chart given by the teacher, using the information related to the plants main characteristics according to their ecosystems and particular development factors. Gymnosperms - Angiosperms - Vascular - non vascular - The seed, the leaves - the roots - terrestrial and aquatic - carnivorous plants - *use humans to specific plants for feeding, medicine or other aspects.* (Cycle eight - 5 hour)
- ✓ Analyzing the clean energy proposals of Colombia and other territories to protect their environment and take care of the endangered species chosen before and describing the way the indigenous people gave to the natural resources from their environment.

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- ✓ To develop this exercise, the kids will use as resources the information given by the teacher - The Energy - and the most important information into the video observed. After doing the exercise the kids will answer the following questionnaire. (Cycle nine - 3 hours)
  - What is energy?
  - What is the principal difference between renewable energy and non-renewable energy?
  - What is the fundamental relation between the government with the endangered species?
  - What is the importance of the natural Colombian parks and the natural reserves around the world?
  - What is the difference between illegal hunting and animals?
  - What are the effects of the extinction of species in our ecosystems?
  - What is the relation between indigenous people communities with the living things from the ecosystems where they inhabit?
  - Why should there be the relation between the people with the living things around?

**STAGE 2: Recreating the ecosystems and biomes in game boards.**

**EXECUTION:** From cycle nine to cycle ten.


**CRITERIUM:** Explaining the natural, geographical, climatic and social conditions that model the world ecosystems

**TASKS:**

**Applying the scientific method to analyze the main characteristics of the biomes, ecosystems and habitats around the world.**

- ✓ The kids start designing the boards of the most important biomes around the world (desert, ocean, jungle at all) in recycled paper schemes analyzed with the teacher, so that they have to take into account the following criteria. (Cycle nine 2 hours).
  - Geographical location of the biome
  - Map
  - Geographical characteristics.
  - most important ecosystems into that biome.
  - The most important habitats into each ecosystem.
  - Geographical edges and government direct relations.



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- Temperature conditions throughout the year.
- Endangered species
- *Remarkable Human groups*

✓ Designing the rules for the game, the kids will decide the following aspects to build their game. (Cycle ten -2 hours)

- Dice and steps game
- Role game
- Questions game
- How to win or lose?
- How to apply scientific knowledge to the game?
- Who is going to play? younger people, teachers, or everyone?
- How to design and create the game rules? in a chart, in a card or in a video, or something else?

✓ Defining the material to create the games, knowing each game will be a part of a great game the kids have to analyze how they are going to build them and also the material they will need. (Cycle ten -2 hours)

**STAGE 3: Practicing the games proposed.**


**EXECUTION:** Cycle eleven.

**CRITERIUM:** Planning the Colombia games designing draft.

**TASKS:**

✓ Finishing the designing for each game and the places they will be in according to the classmates' games. (Cycle eleven - 2 hours)

✓ Final term test, the students perform the test that complies the most relevant elements for the learning outcomes from the first term. (Cycle eleven - 2 hours)

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