





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: The calendar of life on Earth</b>		
<b>LEVEL: 5th 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>  Classifies organisms using basic taxonomic criteria, considering the ecosystems where they develop, and the possible risks caused by invasive species.   Describing mammals' classification according to their reproductive behavior.   Recognizing the word where inhabit using the different location tools like the maps and the atlas.   Use the cartographic main skills promoted by the class to give an abstract shape of the rounded world.   Applying the main location techniques to design and complete maps for different purposes.</p>	
<b>WHICH ARE THE COMPREHENSIVE SKILLS WE WANT THE STUDENTS HAVE?</b>	 <b>TERESIAN SKILLS</b>	<b>WHICH IS THE SCENERY OR PROBLEMATIC SITUATION?</b> This year there is the second version of the

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<p>Understand the classification criteria, through organization of information schemes like phylogenetic trees, dichotomous keys, and mental maps.</p> <p>Determine the main characteristics of the ecosystems to let the living things develop into it.</p> <p>Inquiring about causes and consequences of the living things extinctions along the Earth's history.</p> <p>Recognizes and uses time zones applying cartographic techniques and concepts according to the needs of the different projects to develop at school.</p> <p>Explaining the importance of the geographical main contributions to the scientific world as a social and science discipline</p> <p>Designing and developing maps to describe certain places with specific dimensions, coordinates, location applying conventions and descriptors related with the cartography skills.</p>	<p><b>WHAT TO LEARN FROM THE TERESIAN SKILLS?</b></p> <p><b>Conceptual:</b> Geographical coordinates: Latitude, longitude and altitude, time zones, geographical accidents, political distribution, continents, countries and other, Basic taxonomy, ecosystems , classification of life.</p> <p><b>Procedimental:</b> History of the Earth, Classification of life, classification systems , performing the lab skills, Graphic organizers development, observation, instruction 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>	<p>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>Interpreting and analyzing information from different sources.</p> <p>Participates in the election process of student representatives, knowing well each proposal before electing.</p> <p>Recognizes the responsibilities of those elected by popular vote and some characteristics of their positions.</p> <p>Recognizes by naming, the process of forming the school government, the responsibilities of those elected by popular vote and some characteristics of their positions.</p> <p>Participates in the construction of rules for coexistence in the groups to which I belong (family, school, neighborhood...).</p> <p>Citizen participation and responsibility School government bodies (School Leader, student council, parent council and parent association).</p> <p>Coexistence Manual: Situations of non-</p>		
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<p>compliance with the rule, Situations type I, II, III- Protocols. Conflict resolution. Violence- Definition- Types of violence. The path of the three R's: Reparation, Reconciliation and Resolution. Bullying, how to identify it?</p>		
<b>STUDENT'S ROLE:</b> Time traveler		
<b>CHALLENGE:</b> Our planet has been the only place where life has been possible, let-s take a look from the past until now to predict a possible future in our Earth-s calendar.	<b>PRODUCT:</b> Calendar of Earth age sketch.	<b>PROMOTION:</b> Science fair.

<b>LEARNING OUTCOMES</b>			
<b>SUPERIOR (S)</b>	<b>ACCURATE (A)</b>	<b>AVERAGE (B)</b>	<b>LOW (J)</b>
The student explains the main factors that have caused the transformation of the Earth through the eons and ages, describing the causes and consequences of the development of life on the planet from a calendar design that shows on a timeline the geographical, climatic and biological changes that the planet has undergone; The	The student design different flow charts and graphic organizers to describe the transformation of Earth planet through the eons and ages describing the geological, biological and climatic changes that have allowed the life developed from a cell to a complex creatures like the humans using a calendar as medium to show the projects development, assuming the leadership in most of the class	The student represents the geological, climatic and biological process of the Earth's planet through the eons and ages to show some causes and consequences of the life development on Earth to predict some probable effects of the humans actions over the actual ecosystems, assuming good disposition, attitude and order, being a person who is respectful of the work and word of others.	The student shows difficulties to represents geological, climatic and biological process of the Earth's planet through the eons and ages to show some causes and consequences of the life development on Earth and also make some predictions according to the effects of deforestation, pollution and other human activities over the ecosystems; His/her assignments

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<p>student also develops the steps of the project assuming an investigative, collaborative, supportive and scientific organizational attitude for all class proposals.</p>	<p>exercises and being a helper for the classmates and the teacher's proposals.</p>		<p>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.</p>
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## LEARNING EXPERIENCE

### **STAGE 1: 4.6 billion years ago... from nothing to everything**


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

**CRITERIUM:** *Observing the geological structure of the Earth planet to justify and predict the causes and consequences of life development and extinction.*

#### **TASKS:**

**Classifying places, living things and geological processes.**

- ✓ Identifying previous knowledge through a questionnaire done in class using recycled paper. (Cycle one - 4 hours)
- ✓ *Recognizing 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)*
- ✓ 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 two - 4 hours)
- ✓ *Listen to classmates to argue how to handle ideas into the school to do them accurately by using recycled papers in a poster within graphics and use of recycled materials for performing a play. (Cycle 2 \_ Hours 2)*
- ✓ Using the internet and the atlas, the kids develop a consultation of how the Earth looked like in each geological age to trace a croquis of the formation of actual continents distribution: (Cycle three - 4 hours)
- ✓ *Use accurate language to express facts into the proposals chosen when sharing to others suitable ideas for school government. (Cycle 3\_ Hours\_ 1)*
- ✓ The kids develop the following thinking routine for each map. (Cycle four - 4 hours)
  - the main geological aspects that occurred during that time lapse.
  - the duration of the age.
  - the weather's main characteristics around the world.

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- the causes of the Earth structure along each age.

✓ *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 4\_ Hours\_1)*

**Analyze the condition and the characteristics of the life apparition on Earth?**

✓ The kids make a consultation of the concepts of Prokaryotic and eukaryotic using the internet to develop the modeling of the cell types to explain the basic characteristics of life on Earth. (Cycle five- 1 hours)

✓ The kids made the models of cells according to the teacher 's instructions (1st science lab) to complete a comparative chart to describe their main morphological characteristics. (Cycle five - 2 hours)


✓ The kids develop a comparative chart using the science lab observation. (Cycle five - 2 hours)

- Cell structure
- Organelles into each type o cell
- Some organelles functions
- Type of living things those cells form
- Places where they live or they lived
- Differences
- Similitudes

✓ *Organize a mind map graphic to explain the proposals listened to in a digital or physical poster when sharing to others proposals for the school government. (Cycle 5\_ Hours\_1)*

✓ Designing a timeline to say what type of organisms appeared following the next steps. (Cycle six - 2 hours)

- When did they appear?
- Where did they appear?
- How was their environment?

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- Why did they disappear?

- ✓ The kids use the information given by the teacher to analyze the main criteria to classify the living things on Earth and they represent the simplest classification system to follow. (Cycle six - 2 hours)
- ✓ Observing and classifying the living things according to the general system proposed. (Plants - Animals - Fungi - Protist) (Cycle seventh - 2 hours)
- ✓ Make a classification of some of those organisms in a simple chart, making a drawing and describing all the taxon required. (Cycle seventh - 2 hours)
  - the kids brainstorming to analyze and determine the importance of the rules, norms and organizational process for life and societies using the information gotten from all classes.

**STAGE 2: From Paleozoic - Mesozoic - Cenozoic until 2024**

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


**CRITERIUM:** Explaining the natural, geographical, climatic characteristics of the Earth in each age emphasizing the geological processes.

**TASKS:**

**Applying the scientific method to explain the fossilization process.**

- ✓ The kids use the different diagrams and charts to describe the fossilization process, proposing a graphic organizer to mention step by step of this natural phenomena. (Cycle eight - 2 hours).
- ✓ What are the products of the fossilization process? How do humans use them? What are the effects of those elements on ecosystems?. Each student develops a chart to answer all the questions proposed using the internet or readings given by the teacher, the kids analyze the governmental process that takes into account the care of the ecosystems according to the use of that type of materials. (Cycle eight - 2 hours).



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- ✓ Science lab practice. Kids develop the observation process of the leaves of different plants through the microscope to describe in a chart all the characteristics of those living things. After the observation process, they will have to present a science lab report following all the teacher's instructions. (Cycle nine -4 hours)
  
- ✓ Science lab practice. Kids develop the observation process of different animal parts through the microscope to describe in a chart all the characteristics of those living things. After the observation process, they will have to present a science lab report following all the teacher's instructions. (Cycle ten - 4 hours)

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

**EXECUTION:** Cycle eleven.

**CRITERIUM: Planning the Calendar of Earth age sketch.**

**TASKS:**

- ✓ Finishing the designing of the calendar according to the criteria developed through the class. (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)