



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: 3D Story		
LEVEL: Sixth	CLASS: A-B	TEACHER/S: Ivonne Quiroga , Julian Romero, Tatiana Pinto Russi
<p style="text-align: center;">PERIOD II</p> <p>FROM: January 17 th</p> <p>TO: April 29th</p>	<p>KEY SKILLS:</p> <p>Identify the metabolic process of the cells in the different organisms to analyze the vital functions of the living things like, transporting materials, waste disposal, gas exchange, nutrition and propose healthy habits.</p> <p>Analyze the development of primitive societies until the appearance of great cultures in Europe and Asia to organize the transformations in time from a 3D story.</p> <p>Developing and executing skills and abilities to talk about new and old cultures through filling information, to highlight other cultures' values through my written and oral productions, appreciating second language learning as an enriching, personal, academic and cultural habit, by using the knowledge recently acquired and incorporating it into the previous knowledge to make oral and written English productions of greater communicative complexity.</p> <p>STANDARD KNOWLEDGES:</p> <ul style="list-style-type: none"> - Identify and compare different life cycles and the conditions that affect them, through the design of graphic information organizers. - Recognize complex networks of relationships between historical events, their causes, their consequences and their impact on the lives of the different actors involved. - Use various forms of expression (writings, oral presentations, billboards...), to communicate 	

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	<p>the results of my research.</p> <p>- Learn how to use the present continuous to talk about temporary situations and actions. Be able to answer and write basic information about themselves with correct punctuation and spelling, being able to talk about likes and dislikes in sentences and know how to use them in a conversation. Read, analyze and identify the main ideas of short texts, learn about new or past cultures and be able to describe them</p>
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WHICH ARE THE COMPREHENSIVE SKILLS WE WANT THE STUDENTS HAVE?		WHICH IS THE SCENERY OR PROBLEMATIC SITUATION?
<p>Classify cell types according to their organelles and identify cell differences through mounting in microscope; recognizing that cells are the base at the organizational level in the species bodies.</p> <p>Describes, through audiovisual tools and plasticine management, several types of cell transport, recognizing its importance at the time of the selection of substances by the cell across the complex structure of cellular membrane.</p> <p>Analyze the process of obtaining energy in the cell and how it uses it to divide.</p> <p>Recognize the importance of studying the past as a means for connecting societies with their origins and consolidating their identity.</p> <p>Analyze the central aspects of the hominization process and the technological development given during prehistory to explain the transformations of the environment.</p> <p>Identify and characterize the economic,</p>	<p>CB2: Relacional CB4: Linguistic Communication.</p> <p>WHAT TO LEARN FROM THE TERESIAN SKILLS?</p> <p>Conceptual: Cell types, living organisms and their relationship to the development of societies in the Old Age.</p> <p>Present continuous, Present simple, Adverbs of frequency, Prepositions of place, Likes and dislikes, Comparisons.</p> <p>Procedimental: Creation of a 3D story, making simple diagrams to organize information; observe and follow instructions. State the parts components of documents needed to travel in time to a past culture and answer basic</p>	<p>WHICH IS THE SCENERY OR PROBLEMATIC SITUATION?</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 ancient societies in Europe, Asia and Africa, contributing to social and historical knowledge.</p>

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<p>political, social and cultural organization of the civilizations that inhabited Asia and North Africa.</p> <p>Understand oral descriptions about situations, places, objects, cultures or people, then be able to make the same descriptions through speaking and writing.</p> <p>Identify different types of texts and be able to fill forms and documents with basic information, understanding the meaning of unknown words, using the dictionary.</p> <p>Learn how to use the present continuous to talk about temporary situations and actions in the moment.</p> <p>Analyze new and past cultures and make comparisons between them and with my own culture, making use of likes and dislikes</p>	<p>information for an interview and to fill information about it.</p> <p>Attitudinal: Work cooperatively, develop their creativity, identify the social relationships that are created at a certain time and demonstrate a good aptitude for the fulfillment of the objective of the class.</p> <p>Understand and use the corresponding vocabulary about traveling. Fill basic information about themselves in specific types of documents, using correct spelling. Be able to talk about similarities and differences between my culture and others.</p>	
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STUDENT'S ROLE: Time Traveler		
CHALLENGE: The student would design a 3D book using figures, notes and drawings, where they would show the process of the development of organisms since the cell to the formation of big cultures in history, through the use of grammatical parameters for the second language.	PRODUCT: 3D Story	PROMOTION: Teresian Science congress

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**CA-02 LEARNING RUBRIC AND LEARNING EXPERIENCE
LESSON PLAN 2024**



LEARNING OUTCOMES			
SUPERIOR (S)	ACCURATE (A)	AVERAGE (B)	LOW (J)
<p>The student completely understands cell metabolism (Eukaryotic and Prokaryotic), the development of organisms and the impact of those on the first human communities. The student is able to apply their knowledge through the communicative skills acquired that were developed with the analysis and text understanding, also making writing activities with the use of correct grammar and vocabulary, using the 3D story that was previously created and designed for the students, where they explore their artistic and creative abilities.</p>	<p>The student recognize and remember the cell metabolism (Eukaryotic and Prokaryotic), the development of organisms and the impact of those on the first human communities. The student tries to develop his communicative skills (Writing, Reading, Speaking, listening and the correct use of grammar) using some of the vocabulary learned during the classes to join it in the creation and presentation of the 3D story.</p>	<p>The student identifies the cell metabolism (Eukaryotic and Prokaryotic), the development of organisms and the impact of those on the first human communities. For the students it is hard to apply their knowledge through the communicative skills acquired and developed with the use of reading, writing, and because of that it is complicated to present and explain the 3D story that was previously created and designed for the students..</p>	<p>The student has difficulty recognizing and remembering the cell metabolism (Eukaryotic and Prokaryotic), the development of organisms and the impact of those on the first human communities. The students can't apply their vocabulary and knowledge through the communicative skills acquired that were developed with the use of different activities, also making writing activities with the use of correct grammar, using the 3D story that was previously created and designed for the students, where they explore their artistic and creative abilities.</p>

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LEARNING EXPERIENCE

STAGE 1: Since cells until civilizations.

EXECUTION: From cycle 1 to cycle 5

CRITERIUM: Understand cellular metabolism and the development of organisms in the first human communities, associating them with the process of evolution of human beings through procedural activities, making use of the corresponding grammatical structure.

For the diagnostic activity of Biology, the student draws a picture of the ecosystem of Cartagena and identifies in writing the abiotic and biotic components. He socializes them with his classmates, and completes his information. Subsequently, the student performs two interactive activities on the classification of the cell and its relationship with the formation of organs and tissues. (4 hours) For the diagnostic activity, the student makes a drawing about the ecosystem of Cartagena and identifies in writing the abiotic and biotic components. He/she socializes them with his/her classmates and completes the information. Afterwards, the student performs two interactive activities on the classification of the cell and its relationship with the formation of organs and tissues (4 hours).

In the diagnostic activity of chemistry, the student makes a cover page with drawings allusive to the subject. Subsequently, he/she classifies different objects into compound, pure substance or mixture. For each substance, he/she describes a type of separation (distillation, decantation, filtration, sieving). The student socializes his answers (2 hours).

TASK: Identify the development of organisms throughout the historical process of the human being, explaining the transformation of the cell from different discoveries in early human communities (such as the use of fire and the application of agriculture). All of these through reading and analysis of texts related, would let the students identify the main subjects and take notes of the most relevant information.

- The teacher explains through a presentation, the definition and function of the cell as the basic unit in the organization of living beings, and how organisms have evolved throughout history. The student summarizes the information presented (cycle 1; 1 hour).
- Afterwards, the teacher shows a youtube video, which visualizes the discovery of the cell and cell theory. Link.
<https://www.youtube.com/watch?v=AAleV6q80H4>

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- The student, based on the previous video, graphs the elements that were used for the discovery of the cell. Describe and explain in the portfolio and on the class board the importance of the microscope for the visualization of cells. Finally, each student socializes their work (cycle 1, 2 hours).
- Consult on the classification of cells (eukaryotic and prokaryotic) and exemplify by means of a drawing the first unicellular and multicellular organism on planet earth.
- The teacher, by means of audiovisual materials, explains how natural selection processes were generated from cells in the first human beings. (cycle 2, 3 hours)
- The teacher, by means of audiovisual materials, explains how natural selection processes were generated from cells in the first human beings (cycle 3, 3 hours).
- The teacher, through the "wordwall" platform, applies an interactive game on the classification of cells. The student chooses the most correct answer option and justifies it to the teacher. (cycle 3, 1 hour)
- Through an interactive presentation, the student summarizes the different organelles in each type of cell (eukaryotic and prokaryotic), in prehistoric organisms. (cycle 4, 30 min)
- The student games "charadas" chooses a card, sticks it on his forehead and his classmates describe and explain the function of the organelle, for the student to guess it. (cycle 4, 2 hours)
- The student summarizes a mental map about "different cells of the human". The teacher explains the different cells of the human body by means of a mental map elaborated in the "drawio" platform. (cycle 4, 1 hour y 30 min)
- The student relates and identifies what was seen in class, takes notes and pictures of what he observes in the laboratory. The teacher conducts a laboratory on the classification of cells and the relationship with the first living organisms on Earth. (cycle 5, 2 hours).
- The student writes a laboratory report, taking into account hypothesis, objectives, procedure, analysis and conclusions. (2 hours).
- The students will identify groups of early hominids and then analyze, through a family tree of primate evolution, the ancestors of Homo sapiens. (Cycle 1- 3 hours)
- The students will analyze the migrations of Homo sapiens 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 20 questions about the process of human evolution, where prior knowledge will be assessed. (Cycle 3- 3 hours)

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- The students will associate the use of early technological tools such as fire or hunting spears with the process of human evolution by creating a 10-panel comic strip. (Cycle 4 - 3 hours)
- The students will represent the Agricultural Revolution and the emergence of the first cities through a frieze. (Cycle 5 - 3 hours)

- The students would learn vocabulary about traveling through videos and activities using different platforms.
<https://www.youtube.com/watch?v=BaOmcx3WU-Y> (2 hours) (Cycle 1)
- The teacher would ask the students to talk about specific places / Countries given for the teacher and with the use of the English lab they would get information. “The places would be distributed randomly with the use of a spinning wheel”, this activity would be developed in groups of 3. <https://wheelofnames.com/> (5 hours)
- The students would talk about the places with fun and interesting facts in front of the group, at the same time the group would need to take notes of the information shared for the others. (2 hours)
- The students would learn how to describe people and places, for them to make sentences, and with activities the students would acquire more knowledge. (2 hours)
- As a group we would see the differences or similarities between these places and our country “Colombia” according to the information given the class before, for that we would get some general information from the country.
<https://kids.nationalgeographic.com/geography/countries/article/colombia> (2 hours)
- With the previous knowledge, the students would make comparisons between the old civilizations and the actual one (In the way of traditions, families composition, nutrition), this would be made by the creation of a “Friso” that is going to be gradable. (4 hours)
- The teacher would give a text about a traveling experience in a specific place and the students would need to try to take the main ideas.
<https://jessieonajourney.com/crazy-travel-stories/> (1 hour)
- The students would learn the use of skimming and scanning through videos, theoretical explanation, activities and using the text worked before, where they are going to be able to answer questions about the texts. This would be checked with the use of a gradable physical questionnaire. <https://www.youtube.com/watch?v=F1wPYHa5nUg> (3 hours)
- The students would reinforce the previous knowledge with the use of the corresponding reading book “King Arthur”, for this in every cycle they have an hour of reading and they would have to answer or make activities to see if they understand. (6 hours)

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- With the use of extra texts, the students would reinforce the reading skill, using national and international festivities to illustrate them about these traditions and help them to make comparisons between those cultures and our one. Like, San Valentin, Easter, St. Patrick, etc. (1 hour)
- The student makes a brief mental map of the etymology of the word chemistry, its definition, its importance in human development, and the different organizational levels of the human being, from subatomic particles to the formation of individuals. (cycle 1, 1 hour.)
- Consult the most relevant discoveries in primitive times and in Alchemy, explaining their relationship with chemistry.
- The student in teams exposes, by means of an infographic, the main events in prehistory and alchemy. (cycle 2, 1 hour)
- The student explains the different events of primitive times and alchemy by means of the "ladder" game. (cycle 3, 1 hour)
- Make a mind map about alchemy, taking into account factors such as transmutation, elixir of life, Newton, Philosopher's Stone. Based on the following video: <https://www.youtube.com/watch?v=YskALi6Q8r0> (cycle 4, 1 hour)
- Consult who is Antoine Lavoisier and his contribution in chemistry. Make a drawing of the different materials that he used for his experiments. Take into account the following video: <https://www.youtube.com/watch?v=drJHZsyODFw>
- Summarize the historical context of modern chemistry, identifying the main events, making a description with its respective drawing, based on the interactive presentation presented by the teacher. (cycle 5, 1 hour)

STAGE 2: Passport to the ancient empires

EXECUTION: From cycle 6 to cycle 8

CRITERIUM: Analyze ancient cultures observing the different uses of energy at the cellular level and how it is applied in your daily life, creating mental organizers and the development of manual abilities, where the students would develop their writing skills and recognize how to fill information in the correct way.

TASK: Apply knowledge of cellular transport and cell functioning to structure a story that covers the main contributions of ancient cultures in the use of energy, all of this would be developed with the use of grammar, for them to be able to describe and fill information about the subjects,

- Identify technological mechanisms such as mills and water wheels that allowed the utilization of energy in Mesopotamia through a mind map. (Cycle 6 - 3 hours)

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- Understand technological development in Ancient China by analyzing the documentary "The First Emperor of China." Students will answer 5 key questions about the film. (1 hour) Watch the video at the following link: <https://www.youtube.com/watch?v=cvDQ8j26l4U>
- Students will present, through a poster, the mechanisms of energy utilization in Ancient China, sharing some technological tools of the time. They are required to provide impressions or cutouts related to the topic. They must watch the video "The first emperor of China" <https://www.youtube.com/watch?v=cvDQ8j26l4U> (Cycle 7 - 3 hours)
- Using recycled materials, students will create some technological tools implemented in ancient Egypt for agriculture, utilizing animal, solar, and water energy sources. (Cycle 8 - 1 hour)
- Students will choose one of the three ancient cultures discussed in class and conduct an exhibition on the technological tools used in antiquity to harness different sources of energy. They can use posters, images, or digital presentations. (Cycle 8 and 9 - 2 hours)
- Consult the composition of the cell membrane and draw a picture of it.
- The student makes a summary with drawings of cellular transport (membrane, water, carbon dioxide) and their classification, active transport, passive transport. The student makes a summary with drawings (cycle 6,1 hour).
- The student makes a mental map with relief, using recyclable materials, based on the following video: <https://www.youtube.com/watch?v=io82g9UeBME> (cycle 6,1 hour).
- Summarize the type of cellular transport by Osmosis, visualizing the following videos: <https://www.youtube.com/watch?v=v80w3htJNyQ> and <https://www.youtube.com/watch?v=xcDNAXwIMkY>. (cycle 6, 1 hour).
- Elaborate an infographic in teams, where passive transport and its classification are described. Taking into account aspects such as: writing, use of images, coherence and order. (cycle 6, 1 hour)
- Students apply what has been explained "active transport" by means of a role play (cycle 7, 1 hour)
- Elaborate an illustration of active transport in an octavo of cardboard with recyclable materials, and then socialize their scheme (cycle 7, 2 hours).
- Identify the differences between active and passive transport, by means of a competition. Each student goes to the board and writes a word that identifies the type of transport (cycle 7; 1 hour).
- Each student is required to bring 1 potato, salt and plastic cups in work teams. The teacher conducts a laboratory on cellular transport, (cycle 8, 2 hours)
- The student makes a laboratory report, under the scientific method (cycle 8, 2 hours)
- The student would learn grammar structure (Present Continuous) and will reinforce it with activities and exercises. using platforms like <https://wordwall.net/es> (3 hours)

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- With the previous knowledge the students would start to describe the process that they have to do to make the traveling process (like the papers or documents that they have to fill, the things that they have to know about where they are going to go and the places where they have to present the documents. (2 hours)
- The students would learn how to fill forms with personal information, with worksheets activities. (2 hours)
- After having that knowledge, the students would start to make and fill the corresponding documents for traveling, for all this process the teacher is going to be present. creating their own VISA (to travel in time) this first part is going to be filled with personal information. The VISA needs to be presented and it is going to be gradable. (4 hours)
- After the teacher's correction of the VISA, the students would need to continue adding information, like the name, dates and a picture of the places they would be going to go. These places need to be chosen from the ones explained in the History Class. (2 hours)
- When the VISA is filled completely and in the correct way, the students would start to get ready for the interview in the Embassy (that is going to be an interview with the English teacher, for that the teacher would give a guide and example with videos or activities. (3 hours)
- With the reminder of the use of prepositions of place explained and practice with the teacher, the students would give information of geography information of the places they are going to work with, showing where these places are located. That would be added as a question during the VISA Interview. (4 hours)
- The students are going to present themselves to the embassy with the corresponding papers and forms and they will present the interview to see if their VISA is approved. With this the teacher would check and work on the speaking skill. (3 hours)
- If any of the students need to correct their forms and documents, the teacher would give them a space in the class for that.
- The students would reinforce their previous knowledge with the use of the corresponding reading book “King Arthur”, in every cycle the students would have an hour of reading and they would have to answer or make activities to see if they understand. (6 hours)
- For some classes some texts would include for the students to reinforce their previous knowledge and reinforce their reading skill with the use of international famous festivities to illustrate them about these traditions. Like, San Valentin, Easter, St. Patrick, etc. (1 hour)
- Make an infographic, describing each of the physical properties explained above of interactive presentation of the teacher on matter and briefly recalls the states of matter. Name the difference between substances and compounds and name the different physical properties (mass, weight and volume, temperature and pressure) (cycle 6, 1 hour)
- The student makes a laboratory on the properties of matter, taking into account materials such as: plastic cups, oil, (cycle 7, 1 hour).
- Student elaborates short report of laboratory. (cycle 8, 30 min)
- Based on the following video, the student proposes a short fiction story describing the physical and chemical characteristics of matter.
link : <https://www.youtube.com/watch?v=FTd2cY-KgQo> (cycle 8, 30 min)

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STAGE 3: An illustration through the Ancient Cells and Civilizations

EXECUTION: From Cycle 9 to cycle 11

CRITERIUM: Present a 3D story during the science exhibition, explaining the use of energies in different organisms and their impact in everyday life of ancient cultures, applying speaking skills of the second language (English).

TASK: Create an illustrated story that would be able to be explained and described from the students through the use of the second language, where they must show 3 dimensions that use energy sources in organisms and cells, seeing for everyday life of past cultures: Agriculture, cattle and religion.

- The theme of the use of energy forms in ancient times will be taken up, where students should brainstorm in a group where they will bring out their theme to make the story. (2 hours)
- Students will identify the essential elements of a story through a reading set by the teacher. (1 hour)
- In group work, students will advance the writing of their stories taking into account the parameters established by the areas of English, History and Biology (3 hours)
- Students with their respective group will build the story with 3D scenes using various materials (cardboard, paper, scissors, etc.). Each group will socialize their work at the science fair (2 hours)
- Relates different daily processes with anabolism. Taking into account the photosynthesis of plants, the student elaborates an infographic in which he/she explains with equations and drawings the anabolic process. In groups, divide the plants to be worked on into: prehistoric, middle ages and modernism (cycle 9, 2 hours).
- The student answers questions about the metabolic processes of the cell by means of the game "Escalerita" (cycle 9, 1 hour).
- Graph the catabolic processes of the cell, describing the respiration and degradation of nutrients in the organism (cycle 9, 1 hour).
- Justify the cell catabolism as an important process in the daily activities of the organisms, making small graphic fiction stories, with some thematic of the historical context such as: prehistory. (cycle 10, 2 hours)
- The student continues with the construction of his 3D story (cycle 10, 1 hour)
- In teams, the student writes a story about the processes of cellular transport in primitive times (cycle 10, 1 hour).
- The student makes a laboratory report where he explains in detail the compounds formed by mixing yeast, water and sugar, taking into account what was seen in chemistry class for the elaboration of analysis and conclusions. (cycle 11, 2 hours)

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- Through the cell metabolism laboratory. The student explains the compounds formed. And focuses on the formation of carbon dioxide. Draw the carbon dioxide molecule, and identify its composition by chemical elements, describing its general characteristics (cycle 9, 1 hour)).
- The student describes the structure of carbon dioxide, explains the composition of carbon and oxygen, describing its parts (neutrons, protons and electrons) (cycle 10, 30min).
- The student elaborates a small fictitious story, taking into account the parts of an atom (cycle 10, 30 min).
- The students would learn how to make descriptions of places and people, using videos as examples and activities to reinforce the knowledge.
- The students prepare for the class an explanation or exposition, to help them with the correct pronunciation and the structure of the sentences and ideas.
- With the previous knowledge the students would work in structure on how to create and explain out loud the illustrated story.
- With the use of examples, the teacher gives a guide to the students on how to make the illustration and shows them which type of information they need to have present at the moment of the creation.
- With the help of the teacher, the students would understand how to structure the illustration and how to explain the main ideas.
- During some classes the student would develop their speaking ability.
- Using the book “King Arthur” the students would continue practicing their reading skill and they would try to express the ideas drawing the main idea.
- The students would dispose of some of the hours to check and help the students to organize and correct the ideas.
- The students would also take a space during the cycle to work with illustrated stories about famous international festivities that the student would need to interpret. Like, San Valentin, Easter, St. Patrick, etc.
- The student is going to be able to share with the group what she/he wants to express in their drawing, and how this is related with the knowledge acquired in the other areas (Cycle 11 - 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).