

# Ejemplo de Malla Curricular

para 3° de las Instituciones  
Educativas del Distrito MEB



## ALCALDÍA MAYOR DE BOGOTÁ D.C.

### ALCALDESA MAYOR

Claudia Nayibe López Hernández

### SECRETARIA DE EDUCACIÓN DEL DISTRITO

Edna Cristina Bonilla Sebá

### SUBSECRETARIO DE CALIDAD Y PERTINENCIA

Andrés Mauricio Castillo Varela

## EQUIPO TÉCNICO

### DIRECTORA DE CIENCIAS, TECNOLOGÍAS Y MEDIOS EDUCATIVOS

Ulía Nadezhda Yemail Cortés

### ENLACE PLAN DISTRITAL DE BILINGÜISMO

Martha Sofía Galvis Silva

### COORDINADORA ACADÉMICA PLAN DISTRITAL DE BILINGÜISMO

Jeimmy Herrera Riveros



## PROFESIONAL PEDAGÓGICO PLAN DISTRITAL DE BILINGÜISMO

Diego Alexander Quitián Feliciano

## BRITISH COUNCIL EN COLOMBIA

### DIRECTOR BRITISH COUNCIL EN COLOMBIA

Tom Birtwistle

### DIRECTORA DE INGLÉS, EDUCACIÓN Y SOCIEDAD

Laura Patricia Barragán Montaña

### JEFE DE INGLÉS

Carolina Cruz Corzo

### GERENTE DE PROYECTOS

Daniel Arturo Quitián Martínez

### LÍDER TÉCNICO

Jovana Zivkovic

### CONSULTOR EXPERTO ELT

Harold Castañeda

## CONSULTOR EN ESTADÍSTICA

Ibaly Barreto

## DISEÑADOR

Yeny Valvuená Cuartas

### © Secretaría de Educación del Distrito

📍 Av. El Dorado No 66-63, Bogotá D.C., Colombia

🌐 [www.educacionbogota.edu.co](http://www.educacionbogota.edu.co)

☎ Teléfono: (57+1) 324 10 00 / Fax: 315 34 48 / Información: línea 195

📧 @Educacion\_bogota 🐦 f @Educacionbogota

✉ [atencionalciudadano@mineducacion.gov.co](mailto:atencionalciudadano@mineducacion.gov.co)

### © British Council Colombia

📍 Carrera 11ª No. 93-35 Piso 6, Bogotá D.C., Colombia

🌐 <https://www.britishcouncil.co>

☎ Teléfono: (57+1) 325 90 90

📧 @britishcouncilco 🐦 cobritish  
f BritishCouncilColombia 📺 britishcouncilcol

✉ [servicioalcliente@britishcouncilco.org.co](mailto:servicioalcliente@britishcouncilco.org.co)



“

**Apreciados directivos docentes y docentes de inglés,**

Enseñar una segunda lengua es un proceso enriquecedor y lleno de retos para nuestros docentes del Distrito, por esta razón, estamos implementando estrategias orientadas a fortalecer la calidad de la enseñanza del inglés como segunda lengua.

Hoy les presentamos tres modelos diferenciados de trabajo curricular en inglés, cada uno ajustado a las tipologías de las Instituciones Educativas del Distrito: Fortalecimiento, Jornada Única y Modelo Educativo Bilingüe. Esta propuesta, tiene en cuenta los factores en común, necesidades y retos de nuestra comunidad educativa, y brinda una propuesta que facilita los procesos de análisis, alineación e implementación del Currículo Sugerido de Inglés del Ministerio de Educación Nacional.

Los invitamos a utilizar estos recursos, que seguro servirán de guía para que nuestros maestros y maestras puedan avanzar en el camino hacia la meta trazada en sus proyectos de bilingüismo.

Desde la Secretaría de Educación de Bogotá y el British Council nos esforzamos por cerrar las brechas y brindar una educación pertinente y de calidad, para que todos nuestros estudiantes se formen íntegramente, como ciudadanos exitosos y competentes para el siglo XXI.

”

# Term 1 of 4

## Grado 3

### Hours per week:

2-3 hours  
(MEB Type A)

### Total of hours:

18-27 hours  
(MEB Type A)



## Module 1: Health And Life

I take care of my and my family's health

This scope and sequence sample is underpinned by the principle of adaptability, understood as the ability of the IED to appropriate the curriculum and adapt it to its own context and reality. It also supposes the principle of curricular autonomy for the IED to make decisions according to its experience, needs and educational emphasis and, especially, according to its commitment and responsibility to its educational community. Therefore, this scope and sequence is a reference that integrates pedagogical inputs from the

### Suggested English Curriculum

<https://aprende.colombiaaprende.edu.co/sites/default/files/naspublic/Anexo%2012%20Esquema%20Curricular%20Espa.pdf>

### And the Basic Learning Rights

<https://aprende.colombiaaprende.edu.co/ckfinder/userfiles/files/cartillaDBA.pdf>

Therefore, this scope and sequence only works as an example that implies adaptation actions for the

IED through the addition or subtraction of activities, formulation of additional or differentiated learning objectives, the development of linguistic skills according to the school contexts and the harmonization of this scope and sequence within the entire school curriculum.

The scope and sequence also proposes 21st Century Skills at the macro level; which must be adapted in the lesson plans in dialogue with the other 21st Century Skills.



## Science Education Basic Learning Rights (Take #6 for instance)

Understands the relationships of living things with other organisms in their environment (intra and interspecific) and explains them as essential for their survival in a determined environment.

### Main Goal

Recognize, and express using simple language in English, the rules and responsibilities to prevent health problems in their local context.

## English Language Basic Learning Rights

- Understands and describes details in short, simple texts related to familiar topics, based on images, and known phrases.
- Answers simple questions about descriptive short texts, in written or oral form, related to familiar and classroom topics.

- Exchanges ideas and simple opinions with classmates and teachers, following models or using images.
- Describes things, places, people, and communities, in oral or written form, using simple phrases.



# 2x5



### CLIL Lesson Planning

- Key points to remember when using this guideline to work on lesson plans:
  - Science Learning Rights and English language learning Basic Learning Rights are combined together.
  - CLIL integrates receptive and productive activities. This is adjusted to the corresponding school grade.
  - Input in CLIL lessons includes reading texts and listening to passages either read by the teacher or when a short video, digital file or CD are played.
- CLIL works a lot on vocabulary retention.
  - A CLIL lesson is staged:  
Firstly, a text is processed. For lower levels use illustrations and figures. For higher levels help students understand headings, subheadings in a text.  
Secondly, help students classify the information, organize hierarchies, use diagrams, etc.  
Thirdly, highlight the type of language you focus on in order to process subject content.  
Fourthly, design production tasks for the students, these are very similar to those used in general English language lesson plans.

CEFR  
Pre - A1

### 21st Century Skills

**Macro skill:** Skills for work and life: including flexibility and adaptability, initiative and self direction, productivity and responsibility.

a

E

I

# Week 1

## Science target objective 1

Describe and record (intra and interspecific) relationships that allow people to survive as human beings in an ecosystem

## Language Function 2

Give and ask for information about symptoms of diseases in their community

## Language Objective 3

Understand phrases in short, simple written texts, supported by images, related to health problems

## Performance Indicators 4

Recognize the vocabulary to name the body parts

## Content

## 5

### Vocabulary to review

First grade module 1: Body parts  
Second grade module 1: Healthy habits  
Second grade module 2: Numbers from 1 to 100

### Common diseases and symptoms

Zika, dengue, common cold, flu, fever, headache, stomachache, sore throat

The objective of this stage is to motivate students to participate in tasks related to the topic proposed, but also to let them state what they already know about the topic

Pre-listening: Ask questions about common diseases that students have had lately. Write them on the board, in English, even when students only can say them in Spanish (fever, flu, headache, etc.)

To introduce the topic, show a video. This can be in Spanish. Use the following link:  
<https://www.youtube.com/watch?v=HVJsOb3k9fs>

*\*If teachers do not have audiovisual resources, they can use a story to introduce the topic*

*Length of the activity: 3 hours*

*Interaction: T-Ss / Ss- Ss / Whole Class*

## Methodology and Assessment

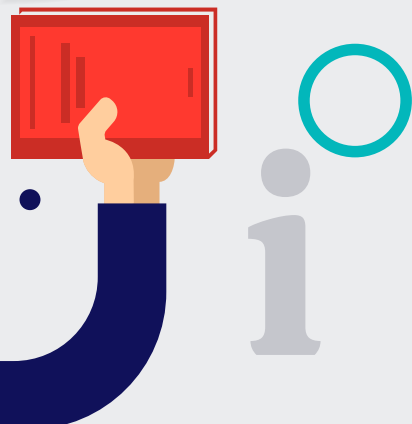
## 6

### In-class Activities

Ss create some mini posters about the most common diseases they know (Groups 2-3 Ss)

### Homework

Ss find more vocabulary words at home about the most common diseases and bring them up to the next class



Science target objective 1

Describe and record (intra and interspecific) relationships that allow people to survive as human beings in an ecosystem

Language Function 2

Describe in simple sentences, the symptoms of common diseases in their community

Language Objective 3

Identify words and phrases related to common health problems in their community

Performance Indicators 4

Identifies the vocabulary of common diseases in his /her context

Content 5

**Expressions**  
I have a... The symptoms are...  
How do you feel?

**English in practice**  
I have a cold.  
I think it's zika.  
Remember, you should wash your hands.  
I'm sick. I have headache and fever.

Teachers can bring images: the mosquito, people with symptoms of these diseases, news headlines in the press, etc. And ask questions in pairs to find out what students know about:

- What problem do you see in the pictures?
- What are the typical symptoms?
- What is the cause of this problem?
- What are the possible solutions?

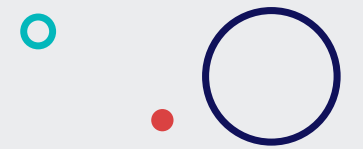
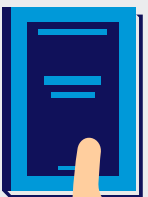
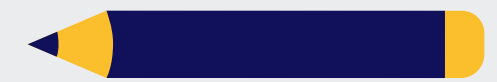
Teachers monitor the use of English practice and expressions studied during this week  
Also, teachers can use a story to introduce the topic  
[http://www.msal.gob.ar/images/stories/ryc/graficos/0000000652cnt-11-dengador\\_web.pdf](http://www.msal.gob.ar/images/stories/ryc/graficos/0000000652cnt-11-dengador_web.pdf)

*Length of the activity: 3 hours*  
*Interaction: T-Ss / Ss- Ss / Pairs*

Methodology and Assessment 6

**In-class Activities**  
SS describe the symptoms of common diseases, using body parts vocabulary and simple language

SS classify the causes and symptoms of common viral diseases in the context, using pictures  
**Homework**  
Ss write and draw a list of expressions which were studied in this week



**Science target objective 1**

Describe and record (intra and interspecific) relationships that allow people to survive as human beings in an ecosystem

**Language Function 2**

Give and ask for information about symptoms of diseases in their community

**Language Objective 3**

Exchange information about symptoms and ways to prevent health problems in their community

**Performance Indicators 4**

Identifies vocabulary and expressions about the causes and symptoms of common diseases in the community

**Content 5**

**Grammar**

Should / shouldn't  
A / An

**Grammar to review**

Second grade module 4: Simple present tense

**English in practice**

I have a cold  
I think it's zika  
Remember, you should wash your hands  
I'm sick. I have headache and fever

Teachers match images with the names of diseases  
Teachers classify symptoms, causes and solutions in a table  
Students can answer in Spanish. As they do it, write on the board the keywords they mention in English (virus, mosquito, fever, rash, headache, water cans, tires with water, clean, take out the trash, and repellent)  
Teachers monitor the activity with the previous vocabulary and grammar studied  
Teachers provide extra activities to those students who need more

*Length of the activity: 3 hours*

*Interaction: T-Ss / Ss- Ss / Group work*

**Methodology and Assessment 6**

**In-class Activities**

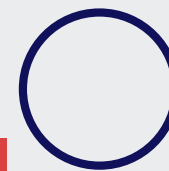
Ss participate in a short conversation about common diseases (Groups 2-3 Ss)  
Ss make a simple list of rules to prevent common diseases and make an illustration of it (Individual)

**Homework**

Ss create 5 sentences (with images) about health problems in the community using the grammar of the week  
E.g.:  
I should wash my hands every 2 hours (image)



e



U



0

# Week 4

## Science target objective 1

Describe and record (intra and interspecific) relationships that allow people to survive as human beings in an ecosystem

## Language Function 2

Describe in simple sentences, the symptoms of common diseases in their community

## Language Objective 3

Identify words and phrases related to common health problems in their community

## Performance Indicators 4

Recognizes words and expressions of the rules to prevent health problems

## Content 5

### Common diseases and symptoms

Zika, dengue, common cold, flu, fever, headache, stomachache, sore throat

### Numbers and percentages

100 - 1000% (per cent)

### Sociolinguistic/ Intercultural

Worrying and showing interest for others

Teachers use flashcards in English with the target vocabulary

Ask students: "What is this? It's a mosquito/It's a can / tin  
Introduce materials on which students can associate images with target vocabulary. For example, include worksheets where students can color the different diseases and symptoms and practice writing them: Zika, fever, rash, headache, flu, etc.

Teacher monitors the activities and gives input (explains the topic-exercises) to students about numbers and percentages

Students monitor their acquisition of vocabulary through In-class Activities and with peers, and the teacher provides extra activities to those students who need more

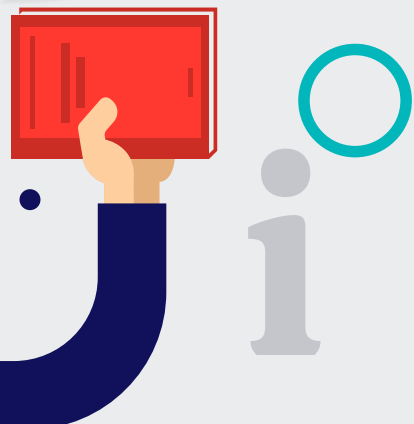
*Length of the activity: 3 hours*

*Interaction: T-Ss / Ss- Ss / Group work*

## Methodology and Assessment 6

**In-class Activities**  
Teacher can add activities where the Ss use numbers and percentages  
For example:  
How many people do you think the flu in your neighborhood?

**Homework**  
Ss find information about the number of people (percentage) who have Zika or dengue in Colombia in 2020





**Science target objective 1**

Describe and record (intra and interspecific) relationships that allow people to survive as human beings in an ecosystem

**Language Function 2**

Give and ask for information about symptoms of diseases in their community

**Language Objective 3**

Exchange information about symptoms and ways to prevent health problems in their community

**Performance Indicators 4**

Classifies the causes and symptoms of common viral diseases in the context, using pictures

**Content 5**

- Grammar**  
Should / shouldn't / A / An
  - Common diseases and symptoms**  
Zika, dengue, common cold, flu, fever, headache, stomachache, sore throat
  - Numbers and percentages**  
100 - 1000% (per cent)
- Teacher makes a review about the topics studied in class  
Also, teacher reviews the vocabulary about common diseases and symptoms in pairs
- Length of the activity: 3 hours*  
*Interaction: T-Ss / Ss- Ss / pair work*

**Methodology and Assessment 6**

- Quiz 1**  
Teacher implements the quiz about the topics studied at this time  
Teacher brings pictures about diseases and symptoms
- Ss match images with the names of diseases  
Ss classify symptoms, causes and solutions in a table
- Teachers assess the quiz and bring some points (stars-happy faces, etc) to grade students



📎 Science target objective **1**

Describe and record (intra and interspecific) relationships that allow people to survive as human beings in an ecosystem

📎 Language Function **2**

Describe in simple sentences, the symptoms of common diseases in their community

📎 Language Objective **3**

Identify words and phrases related to common health problems in their community

📎 Performance Indicators **4**

Recognizes words and expressions of the rules to prevent health problems

📎 Content **5**

📌 Expressions

I have a...  
The symptoms are...  
How do you feel?

📌 English in practice

I have a cold  
I think it's zika  
Remember, you should wash your hands  
I'm sick. I have headache and fever

📌 Common diseases and symptoms

Zika, dengue, common cold, flu, fever, headache, stomachache, sore throat

📌 Numbers and percentages

100 - 1000% (per cent)

Teachers do an activity where students recognize words and expressions of the rules to prevent health problems (This could be made in groups 3-4 Ss)

For example:

S1: Hello, Daniela! How are you?

S2: Fine, Jorge. And you?

S1: I'm sick. I have headache and fever

S2: Maybe you have Zika!

*Length of the activity: 3 hours*

*Interaction: T-Ss / Ss- Ss / Group work*

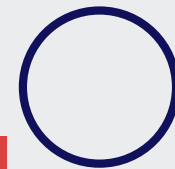
📎 Methodology and Assessment **6**

- Activity in class and Homework  
Ss prepare a poster with regulations for the prevention of these diseases  
They can use phrases like:  
Use repellent  
Empty water cans  
Spray for insects

Teachers monitor the vocabulary and grammar of the posters. They also recommend students some words and useful expressions for diseases and symptoms



e



U



0



**Science target objective 1**

Describe and record (intra and interspecific) relationships that allow people to survive as human beings in an ecosystem

**Language Function 2**

Describe in simple sentences, the symptoms of common diseases in their community

**Language Objective 3**

Identify words and phrases related to common health problems in their community

**Performance Indicators 4**

Promotes actions for the prevention of these diseases at home

**Content 5**

- Grammar**  
Should / shouldn't  
A / An
- English in practice**  
I have a cold  
I think it's zika  
Remember, you should wash your hands  
I'm sick. I have headache and fever
- Sociolinguistic/ Intercultural**  
Worrying and showing interest for others

Students monitor their acquisition of vocabulary through In-class Activities and with peers, and the teacher provides extra activities to those students who need more  
Teacher makes a review about the topics studied in class  
Also, teacher reviews the vocabulary about common diseases and symptoms in groups

*Length of the activity: 3 hours*  
*Interaction: Ss- Ss / Group work /Whole class*

**Methodology and Assessment 6**

- In-class Activities**  
Ss design a short questionnaire in English with the support of the teacher, to ask questions to relatives and neighbors about common diseases in their community

Example:  
a. Do you know (zyka, dengue, chikungunya)?  
b. What are the symptoms?  
c. How can you prevent it? / What are the possible solutions?

Homework  
Ss write some sentences of the English in practice explanation  
Each student creates 3-4 sentences (they can draw a picture of each sentence)







**Science target objective 1**

Describe and record (intra and interspecific) relationships that allow people to survive as human beings in an ecosystem

**Language Function 2**

Give and ask for information about symptoms of diseases in their community

**Language Objective 3**

Exchange information about symptoms and ways to prevent health problems in their community

**Performance Indicators 4**

Classifies the causes and symptoms of common viral diseases in the context, using pictures

**Content 5**

- Grammar**  
Should / shouldn't / A / An
  - Common diseases and symptoms**  
Zika, dengue, common cold, flu, fever, headache, stomachache, sore throat
  - Numbers and percentages**  
100 - 1000% (per cent)  
Teacher makes a review about the topics studied in class  
Also, teacher reviews the vocabulary about common diseases and symptoms in pairs
- Length of the activity: 3 hours*  
*Interaction: T-Ss / Ss- Ss / pair work*

**Methodology and Assessment 6**

- Quiz 2**  
Teacher implements the quiz about the topics studied at this time
  
- Teacher creates a survey about some common diseases and symptoms  
Ss classify symptoms, causes and solutions in a table
  
- Teachers assess the quiz and bring some points (stars-happy faces, etc) to grade the students



**Science target objective 1**

Describe and record (intra and interspecific) relationships that allow people to survive as human beings in an ecosystem

**Language Function 2**

Describe in simple sentences, the symptoms of common diseases in their community

**Language Objective 3**

Identify words and phrases related to common health problems in their community

**Performance Indicators 4**

Recognizes words and expressions of the rules to prevent health problems

**Content 5**

- Common diseases and symptoms**  
Zika, dengue, common cold, flu, fever, headache, stomachache, sore throat
- Numbers and percentages**  
100 - 1000% (per cent)
- Sociolinguistic/ Intercultural**  
Worrying and showing interest for others
- Grammar**  
Should / shouldn't / A / An  
English in practice  
I have a cold  
I think it's zika  
Remember, you should wash your hands  
I'm sick. I have headache and fever  
Ss prepare a poster with regulations for the prevention of these diseases. They can use phrases like:  
Use repellent  
Empty water cans  
Spray for insects  
Students monitor their acquisition of vocabulary through In-class Activities and with peers, and the teacher provides extra activities to those students who need more
- Check final drafts of posters and oral presentation scripts with the rubric
- Self-assessment**  
Teacher asks students:  
What activities did you enjoy the most?  
What did you learn?  
What was the most important learning in this term?

**Methodology and Assessment 6**

- Activity in class  
Presentation of the posters about the symptoms of common diseases in their community
- Each group of Ss (3-4) presents in front of their classmates





## 1<sup>st</sup> Term Evaluation

Teacher can assess:



In-class Activities



Homework



Quizzes

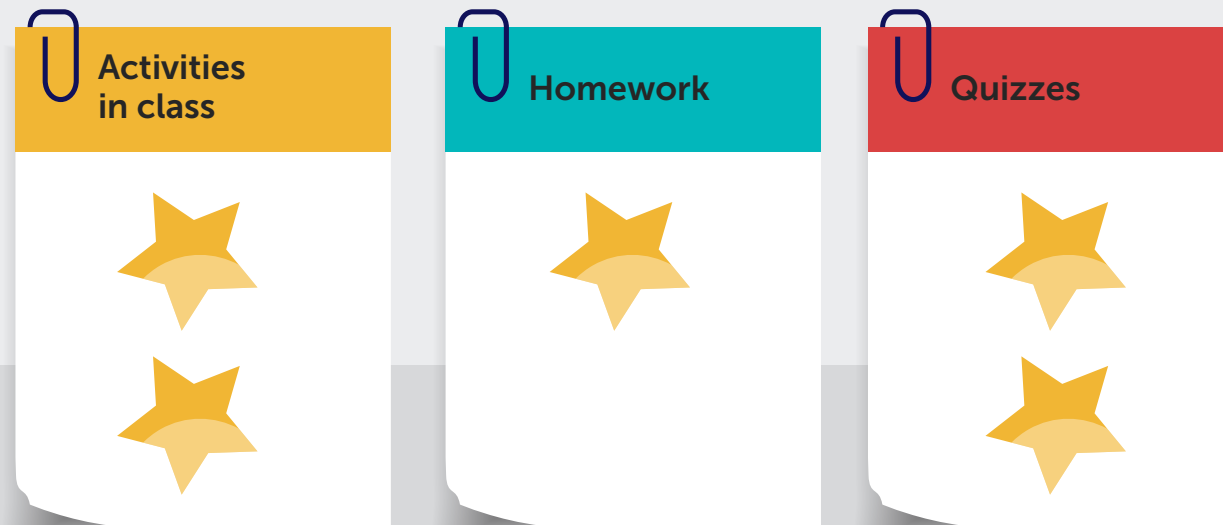


Self-Assessment

In each of the students' books draw the following chart

\*Teacher can add stars, points, or happy faces on each of the columns

Example:



\*At the end, teachers could get the number of points of each of the students to give them a final score



# Term 2 of 4

## Grado 3

### Hours per week:

2-3 hours  
(MEB Type A)

### Total of hours:

18-27 hours  
(MEB Type A)



## Module 2: Peace And Living Together

I do my tasks

## Science Education Basic Learning Rights (Take #6 for instance)

Understands the relationships of living things with other organisms in their environment (intra and interspecific) and explains them as essential for their survival in a determined environment.

### Main Goal

Establish in English their duties as a member of a community using simple language.

## English Language Basic Learning Rights

- Understands and describes details in short, simple texts related to familiar topics, based on images, and known phrases.
- Answers simple questions about descriptive short texts, in written or oral form, related to familiar and classroom topics.

- Exchanges ideas and simple opinions with classmates and teachers, following models or using images.
- Describes things, places, people, and communities, in oral or written form, using simple phrases.



2x5



## CLIL Lesson Planning

- Key points to remember when using this guideline to work on lesson plans:
  - Science Learning Rights and English language learning Basic Learning Rights are combined together.
  - CLIL integrates receptive and productive activities. This is adjusted to the corresponding school grade.
  - Input in CLIL lessons includes reading texts and listening to passages either read by the teacher or when a short video, digital file or CD are played.
- CLIL works a lot on vocabulary retention.
  - A CLIL lesson is staged:  
Firstly, a text is processed. For lower levels use illustrations and figures. For higher levels help students understand headings, subheadings in a text.  
Secondly, help students classify the information, organize hierarchies, use diagrams, etc.  
Thirdly, highlight the type of language you focus on in order to process subject content.  
Fourthly, design production tasks for the students, these are very similar to those used in general English language lesson plans.

CEFR  
Pre - A1

## 21st Century Skills

**Macro skill:** Skills for work and life: including flexibility and adaptability, initiative and self direction, productivity and responsibility.

a

E

I

# Week 1

## Science target objective 1

Describe and record (intra and interspecific) relationships that allow people to survive as human beings in an ecosystem

## Language Function 2

Express with simple phrases their duties at home, school, and community

## Language Objective 3

Identify words and basic expressions related to their duties at home, school, and community

## Performance Indicators 4

Follows and gives basic classroom instructions

## Content

## 5

### Vocabulary to review

Second grade module 2:  
Children's rights  
First grade module 1 and  
Second grade modules 2  
& 4:  
WH questions  
what/where

### Telling the time

o'clock  
7:00 o'clock

### Adjectives

Responsible, careful, nice,  
respectful, honest, loving,  
etc.

The objective of this stage is to motivate students to participate in tasks related to the topic proposed, but also to let them state what they already know about the topic

Pre-listening: Before playing the song, pre-teach some possible vocabulary that the students might need. You can, for example, give the students a guide where they associate images with words

To introduce the topic, show a video. (Being responsible)  
Use the following link:  
[https://www.youtube.com/watch?v=lzEYos5En\\_k](https://www.youtube.com/watch?v=lzEYos5En_k)

If teachers do not have audiovisual resources, they can use a story to introduce the topic

*Length of the activity: 3 hours*

*Interaction: T-Ss / Ss- Ss / Whole Class*

## Methodology and Assessment

## 6

### In-class Activities

Ss create some small posters about classroom instructions (Groups 2-3 Ss)

### Homework

Ss find more vocabulary words at home about responsibilities they have



**Science target objective 1**

Describe and record (intra and interspecific) relationships that allow people to survive as human beings in an ecosystem

**Language Function 2**

Give and ask for simple information about everyday actions related to their responsibilities in the community

**Language Objective 3**

Understand short and simple sentences in written texts, supported by images, related to the duties of students

**Performance Indicators 4**

Follows and gives basic classroom instructions

**Content 5****Expressions / Classroom rules**

Raise your hand  
Do your homework  
Respect the teacher

**English in practice**

What do you do at 7:00 a.m.?

Luisa and Jani meet. They are friends  
They know their rights and responsibilities  
I have the right to have education, but I have the responsibility to do my homework and pay attention to the teacher

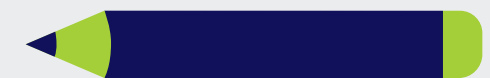
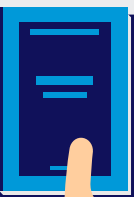
Teachers bring images of student conduct which show students' disrespectful behavior (e.g., no care for the environment, inappropriate class behavior, disrespect for parents and classmates). Ask students to describe (in Spanish) what they see in the pictures  
Then, ask students to talk to their partners about what happens and about alternative attitudes to the ones shown in the pictures  
Teachers monitor the use of English practice and expressions studied during this week

*Length of the activity: 3 hours*  
*Interaction: T-Ss / Ss- Ss / Pairs*

**Methodology and Assessment 6**

**In-class Activities**  
Ss describe their duties, using the studied vocabulary and simple language in class  
Ss classify the duties and rights in the classroom, using pictures

**Homework**  
Ss write and draw a list of duties (using English in practice) which were studied in this week



# Week 3

## Science target objective 1

Describe and record (intra and interspecific) relationships that allow people to survive as human beings in an ecosystem

## Language Function 2

Give simple instructions to take care of their community

## Language Objective 3

Present simple ideas orally about the duties and rights of students

## Performance Indicators 4

Asks and answers questions about their everyday actions

## Content 5

### Grammar

#### Possessives pronouns

our, their

Questions in present: what do you...? Where do you...?

When do you...?

For example:

What do you do at 7:00 a.m.?

Where do you study?

### Expressions / Classroom rules

Raise your hand

Do your homework

Respect the teacher

Teachers match images with the rules of the classroom

Teachers classify classroom rules in a table

Students can answer in Spanish. As they do it, write on the board the keywords they mention in English (raise your hand, do your homework, respect the teacher)

Teachers monitor the activity with the previous vocabulary and grammar studied

Teachers provide extra activities to those students who need more

*Length of the activity: 3 hours*

*Interaction: T-Ss / Ss- Ss / Group work*

## Methodology and Assessment 6

### In-class Activities

Ss participate in a short conversation about classroom rules (Groups 2-3 Ss)

Ss make a simple list of rules to follow in class (Individual)

### Homework

Ss create 5 sentences (with images) about classroom rules using the grammar of the week

E.g.:

What do you do to respect our class? (image)





# Week 4

## Science target objective 1

Describe and record (intra and interspecific) relationships that allow people to survive as human beings in an ecosystem

## Language Function 2

Express with simple phrases their duties at home, school, and community

## Language Objective 3

Understand short and simple sentences in written texts, supported by images, related to the duties of students

## Performance Indicators 4

Recognizes some specific details in written and oral texts related to their duties

## Content

## 5

### Words and expressions related to duties

Responsibilities  
Respect others  
Good school behavior

Protect the environment  
Don't litter  
Tell the truth  
Respect other opinions  
Respect authorities

### Sociolinguistic / Intercultural

Cultivating positive relationships with all people  
Appreciation of different opinions  
Teachers use flashcards in English with the target vocabulary  
Ask students: "Is this a rule of a duty in the class?"  
Ss answer the questions and follow into a conversation  
Introduce materials on which students can associate images with target vocabulary. For example, include worksheets where students can color the rules, duties, and norms in class  
Teacher monitors the activities and gives input (explains the topic-exercises)  
Students monitor their acquisition of vocabulary through In-class Activities and with peers, and the teacher provides extra activities to those students who need more

*Length of the activity: 3 hours*

*Interaction: T-Ss / Ss- Ss / Group work*

## Methodology and Assessment

## 6

**In-class Activities**  
Teacher can add activities where the Ss use words and expressions related to duties

**Homework**  
Ss find information about the importance to respect opinions of others





Science target objective 1

Describe and record (intra and interspecific) relationships that allow people to survive as human beings in an ecosystem

Language Function 2

Give and ask for simple information about everyday actions related to their responsibilities in the community

Language Objective 3

Understand short and simple sentences in written texts, supported by images, related to the duties of students

Performance Indicators 4

Follows and gives basic classroom instructions

Content 5

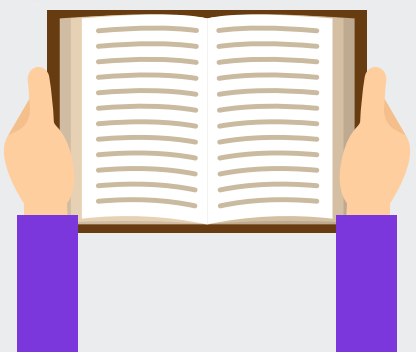
**Grammar**  
Possessives pronouns  
our, their  
Questions in present: what do you...? Where do you...?  
When do you...?  
For example:  
What do you do at 7:00 a.m.?  
Where do you study?

**Words and expressions related to duties**  
Responsibilities  
Respect others  
Good school behavior  
Protect the environment  
Don't litter  
Tell the truth  
Respect other opinions  
Respect authorities  
Teacher makes a review about the topics studied in class  
Also, teacher reviews the vocabulary about responsibilities and rules in the community in pairs

*Length of the activity: 3 hours*  
*Interaction: T-Ss / Ss- Ss / pair work*

Methodology and Assessment 6

**Quiz 1**  
Teacher implements the quiz about the topics which have been studied  
Teacher brings pictures about rules and duties in the community  
Ss match images with the names of the vocabulary words  
Ss classify the words, and bring new ideas on the board  
Teachers assess the quiz and bring some points (stars-happy faces, etc) to grade students



**Science target objective 1**

Describe and record (intra and interspecific) relationships that allow people to survive as human beings in an ecosystem

**Language Function 2**

Express with simple phrases their duties at home, school, and community

**Language Objective 3**

Understand short and simple sentences in written texts, supported by images, related to the duties of students

**Performance Indicators 4**

Recognizes some specific details in written and oral texts related to their duties

**Content 5**

**Words and expressions related to duties**

- Responsibilities
- Respect others
- Good school behavior
- Protect the environment
- Don't litter
- Tell the truth
- Respect other opinions
- Respect authorities

**Sociolinguistic / Intercultural**

Cultivating positive relationships with all people  
Appreciation of different opinions  
Each group can mention one positive attitude (or duty), and you teachers write them on the board in English (respect teachers, respect the environment, don't litter, etc.)  
Bring a list of illustrated students' rights and responsibilities with their English equivalents in labels and ask students to classify them in two columns. This activity can be done in small groups with cut outs

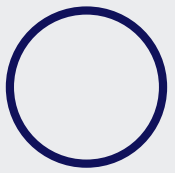
*Length of the activity: 3 hours*

*Interaction: T-Ss / Ss- Ss / Group work*

**Methodology and Assessment 6**

Activity in class and Homework

Ss prepare a poster with duties and rules at home, school, and community  
Teachers monitor the vocabulary and grammar of the posters. They also recommend students some words and useful expressions related to duties



**Science target objective 1**

Describe and record (intra and interspecific) relationships that allow people to survive as human beings in an ecosystem

**Language Function 2**

Give simple instructions to take care of their community

**Language Objective 3**

Present simple ideas orally about the duties and rights of students

**Performance Indicators 4**

Illustrates or represents their duties as citizens in different ways (drawings, drama, etc.)

**Content 5**

**Words and expressions related to duties**  
 Responsibilities  
 Respect others  
 Good school behavior

Protect the environment  
 Don't litter  
 Tell the truth  
 Respect other opinions  
 Respect authorities

---

**English in practice**  
 What do you do at 7:00 a.m.?  
 Luisa and Jani meet. They are friends  
 They know their rights and responsibilities  
 I have the right to have education, but I have the responsibility to do my homework and pay attention to the teacher

Students monitor their acquisition of vocabulary through In-class Activities and with peers, and the teacher provides extra activities to those students who need more  
 Teacher makes a review about the topics studied in class  
 Also, teacher reviews the vocabulary about expressions related to duties

*Length of the activity: 3 hours*  
*Interaction: Ss- Ss / Group work /Whole class*

**Methodology and Assessment 6**

**In-class Activities**  
 Ss design a short questionnaire in English with the support of the teacher, to ask questions to relatives and neighbors about situations related to duties, responsibilities, and school behavior

Homework  
 Ss read a short text on the subject, supported by images. For example (teachers can photocopy the text with the images for each child):  
**Luisa and Jani**  
**Luisa is 7 years old. She's from Colombia.**  
**Jani is 8 years old. She's from Brazil.**  
**(Draw with the flags of Colombia and Brazil)**  
**Luisa and Jani meet. They are friends (Illustrate them smiling as friends)**  
**They know their rights and responsibilities. They have the right to an education (illustrate the right to education). And they are responsible for doing their homework and listening to their teachers**

Ss answer the following questions:  
 Who are the girls?  
 How old are they? What do they do?  
 What are they doing?





Science target objective 1

Describe and record (intra and interspecific) relationships that allow people to survive as human beings in an ecosystem

Language Function 2

Give and ask for simple information about everyday actions related to their responsibilities in the community

Language Objective 3

Understand short and simple sentences in written texts, supported by images related to the duties of students

Performance Indicators 4

Follows and gives basic classroom instructions

Content 5

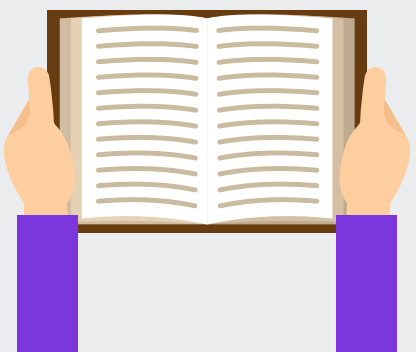
**Grammar**  
**Possessives pronouns**  
our, their  
Questions in present: what do you...? Where do you...?  
When do you...?  
For example:  
What do you do at 7:00 a.m.?  
Where do you study?

**Words and expressions related to duties**  
Responsibilities  
Respect others  
good school behavior  
Protect the environment  
Don't litter  
Tell the truth  
Respect other opinions  
Respect authorities  
Teacher makes a review about the topics studied in class  
Also, teacher reviews the vocabulary about expressions related to duties in pairs

*Length of the activity: 3 hours*  
*Interaction: T-Ss / Ss- Ss / pair work*

Methodology and Assessment 6

**Quiz 2**  
Teacher implements the quiz about the topics studied at this time  
Teacher creates a survey about expressions related to duties  
Teachers assess the quiz and bring some points (stars-happy faces, etc.) to grade the students



**Science target objective 1**

Describe and record (intra and interspecific) relationships that allow people to survive as human beings in an ecosystem

**Language Function 2**

Express with simple phrases their duties at home, school, and community

**Language Objective 3**

Understand short and simple sentences in written texts, supported by images, related to the duties of students

**Performance Indicators 4**

Recognizes some specific details in written and oral texts related to duties

**Content**

**5**

**English in practice**

What do you do at 7:00 a.m?  
Luisa and Jani meet. They are friends  
They know their rights and responsibilities  
I have the right to have education, but I have the responsibility to do my homework and pay attention to the teacher

**Grammar**

**Possessives pronouns**

our, their  
Questions in present: what do you...? Where do you...? When do you...?

**Words and expressions related to duties**

Responsibilities  
Respect others  
Good school behavior  
Tell the truth  
Respect other opinions  
Respect authorities  
Ss prepare a poster with different rules and duties in the school and community.  
Students monitor their acquisition of vocabulary through In-class Activities and with peers, and the teacher

provides extra activities to those students who need more  
Teachers check final drafts of posters and oral presentation scripts with the rubric

**Self-assessment**

Teacher asks students:  
What activities did you enjoy the most?  
What did you learn?  
What was the most important learning in this term?

**Methodology and Assessment 6**


Activity in class  
Presentation of the posters about the duties at home, school, and community  
Each group of Ss (3-4) presents in front of their classmates







## 2<sup>nd</sup> Term Evaluation

Teacher can assess:

 **In-class Activities**

 **Homework**


 **Quizzes**

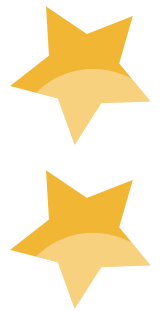
 **Self-Assessment**


In each of the students' books draw the following chart


\*Teacher can add stars, points, or happy faces on each of the columns

Example:

 **Activities in class**



 **Homework**



 **Quizzes**



\*At the end, teachers could get the number of points of each of the students to give them a final score



# Term 3 of 4

## Grado 3

### Hours per week:

2-3 hours  
(MEB Type A)

### Total of hours:

18-27 hours  
(MEB Type A)



## Module 3: Environment And Society

I take care of my city



## Science Education Basic Learning Rights (Take #6 for instance)

Understands the relationships of living things with other organisms in their environment (intra and interspecific) and explains them as essential for their survival in a determined environment.

### Main Goal

Identify and express the effects of their actions on their local environment (neighborhood, district, city, town) using simple phrases in English.

## English Language Basic Learning Rights

- Understands and describes details in short, simple texts related to familiar topics, based on images, and known phrases.
- Answers simple questions about descriptive short texts, in written or oral form, related to familiar and classroom topics.

- Exchanges ideas and simple opinions with classmates and teachers, following models or using images.
- Describes things, places, people, and communities, in oral or written form, using simple phrases.



# 2x5



### CLIL Lesson Planning

- Key points to remember when using this guideline to work on lesson plans:
- Science Learning Rights and English language learning Basic Learning Rights are combined together.
- CLIL integrates receptive and productive activities. This is adjusted to the corresponding school grade.
- Input in CLIL lessons includes reading texts and listening to passages either read by the teacher or when a short video, digital file or CD are played.
- CLIL works a lot on vocabulary retention.
- A CLIL lesson is staged:
  - Firstly, a text is processed. For lower levels use illustrations and figures. For higher levels help students understand headings, subheadings in a text.
  - Secondly, help students classify the information, organize hierarchies, use diagrams, etc.
  - Thirdly, highlight the type of language you focus on in order to process subject content.
  - Fourthly, design production tasks for the students, these are very similar to those used in general English language lesson plans.

**CEFR**  
**Pre - A1**

### 21st Century Skills

Macro skill: Skills for work and life: including flexibility and adaptability, initiative and self direction, productivity and responsibility.

a

E

I

# Week 1

**Science target objective 1**

Describe and record (intra and interspecific) relationships that allow people to survive as human beings in an ecosystem

**Language Function 2**

Mention the causes and consequences of a given situation with the support of images

**Language Objective 3**

Identify causes and consequences about the environment in short, simple oral and written texts

**Performance Indicators 4**

Identifies simple vocabulary related to elements of the environment in local contexts

**Content 5**

**Vocabulary to review** Second grade module 3: Animals and their habitats  
First grade module 4: Collaboration habits

**Environmental elements**  
Tree, park, animals, river, ocean

The objective of this stage is to motivate students to participate in tasks related to the topic proposed, but also to let them state what they already know about the topic

Ask students questions about the environmental elements that they can see in their school or neighborhood. Write some on the board: trees, animals, creeks, parks, rocks, plants, flowers

Teachers can ask students to bring a drawing with these elements and their names in English. This will help them prepare for the activities in the module and allow them to answer questions more easily

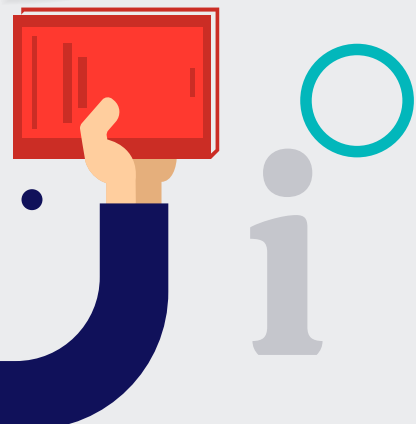
To introduce the topic, show a video: Human effect on the environment  
Use the following link:  
<https://www.youtube.com/watch?v=pZ9jsQadfoU>

If teachers do not have audiovisual resources, they can use a story to introduce the topic

*Length of the activity: 3 hours*  
*Interaction: T-Ss / Ss- Ss / Whole Class*

**Methodology and Assessment 6**

**In-class Activities**  
Ss create some small posters about the environment in their context (Groups 2-3 Ss)  
**Homework**  
Ss find more vocabulary words at home about effects on the environment



**Science target objective 1**

Describe and record (intra and interspecific) relationships that allow people to survive as human beings in an ecosystem

**Language Objective 3**

Exchange information about the effects of humans on the environment through previously rehearsed phrases

**Language Function 2**

Describe everyday actions related to the environment

**Performance Indicators 4**

Recognizes expressions related to human actions against the environment

**Content 5**

<b>Human actions Negative</b> Logging / deforestation Littering / Polluting Using plastic Destroying animal habitats Mining	<b>Positive</b> Recycling Reusing Cleaning oceans Reforestation
--	---

**English in practice**  
People litter  
Save water / Save electricity  
Recycle, reduce, reuse  
Don't waste paper  
This stage is centered on the activities for the student. Here are some possible tasks that students can do:  
Make a collage with recycled material: glass, plastic, cloth, bottle caps, etc., which contains a message in English about environmental care

Teachers monitor the use of English practice and expressions studied during this week

*Length of the activity: 3 hours*  
*Interaction: T-Ss / Ss- Ss / Pairs*

**Methodology and Assessment 6**

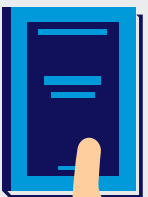
**In-class Activities**  
SS describe human actions against the environment, using the studied vocabulary and simple language in class

**Homework**  
Ss write and draw a list of human actions against the environment (using English in practice) which were studied in this week



E

i



0



**Science target objective 1**

Describe and record (intra and interspecific) relationships that allow people to survive as human beings in an ecosystem

**Language Function 2**

Give simple warnings, previously rehearsed, about the environment

**Language Objective 3**

Produce simple sentences about causes and consequences of human actions on the environment

**Performance Indicators 4**

Identifies phrases and expressions to talk about causes and effects

**Content 5**

**Grammar to review**

Third grade module 1: should in simple sentences / Present simple tense  
Second grade module 4: Present simple tense

**Gramática**

Presente simple  
People litter

**Imperatives for warning:**

Advertencias: Don't use plastic

**Modals for expressing obligation**

Have to / must  
Teachers match images with the consequences of human actions on the environment  
Students can answer in Spanish. As they do it, write on the board the keywords they mention in English (save water, save energy)  
Teachers monitor the activity with the previous vocabulary and grammar studied  
Teachers provide extra activities to those students who need more

*Length of the activity: 3 hours*

*Interaction: T-Ss / Ss- Ss / Group work*

**Methodology and Assessment 6**

**In-class Activities**  
Ss participate in a short conversation about consequences of human actions on the environment (Groups 2-3 Ss)  
Ss make a simple list of consequences of human actions on the environment to follow in class (Individual)

**Homework**  
Ss create 5 sentences (with images) about consequences of human actions on the environment using the grammar of the week  
E.g.:  
I must save water at home and in my school (image)



# Week 4

## Science target objective 1

Describe and record (intra and interspecific) relationships that allow people to survive as human beings in an ecosystem

## Language Function 2

Mention the causes and consequences of a given situation with the support of images

## Language Objective 3

Identify causes and consequences about the environment in short, simple oral and written texts

## Performance Indicators 4

Identifies simple vocabulary related to elements of the environment in their context

## Content

## 5

### Expressions for cause-consequence

Logging causes

habitat destruction  
Animals die because they eat plastic

### Sociolinguistic / Intercultural

Values of respect for the environment

Effective group work

Take students around the school to identify nature elements. You can ask them to bring their notebooks and draw them. Then, in the classroom, they can write the names in English

Introduce materials where students can associate images with the topic vocabulary in English. Some examples can be worksheets where students can:

**A** Color and practice the spelling of the elements of nature and human actions: logging, littering, polluting, mining, using plastic and

**B** Associate the image with the name of the element of nature or the human action in English

**C** Classify elements of nature as living and nonliving things

**D** Classify causes and effects in a table, using images

Teacher monitors the activities and gives input (explains the topic-exercises)

Students monitor their acquisition of vocabulary through In-class Activities and with peers, and the teacher provides extra activities to those students who need more

*Length of the activity: 3 hours*

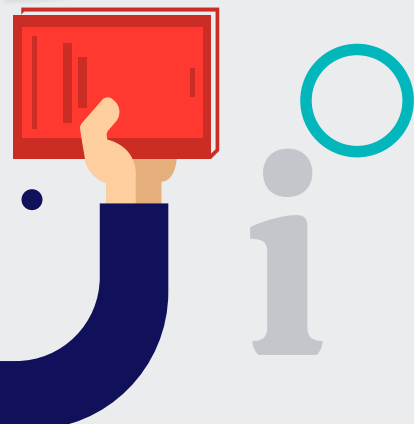
*Interaction: T-Ss / Ss- Ss / Group work*

## Methodology and Assessment

## 6

**In-class Activities**  
Teacher can add activities where the Ss use words and expressions related to the environment

**Homework**  
Ss find information about the importance to care the environment in their context



**Science target objective 1**

Describe and record (intra and interspecific) relationships that allow people to survive as human beings in an ecosystem

**Language Function 2**

Describe everyday actions related to the environment

**Language Objective 3**

Exchange information about the effects of humans on the environment through previously rehearsed phrases

**Performance Indicators 4**

Recognizes expressions related to human actions against the environment

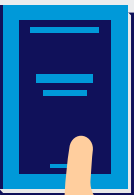
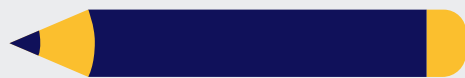
**Content 5**

- Expressions for cause-consequence**  
Logging causes habitat destruction  
Animals die because they eat plastic
- Gramática**  
Presente simple  
People litter
- Imperatives for warning**  
Advertencias: Don't use plastic
- Modals for expressing obligation**  
Have to / must  
Teacher makes a review about the topics studied in class  
Also, teacher reviews the vocabulary about the importance to care the environment in their context

*Length of the activity: 3 hours*  
*Interaction: T-Ss / Ss- Ss / pair work*

**Methodology and Assessment 6**

- Quiz 1**  
Teacher implements the quiz about the topics which have been studied  
Teacher brings pictures about the importance to care for the environment in their context  
Ss match images with the names of the vocabulary words  
Ss classify the words, and bring new ideas on the board  
Teachers assess the quiz and bring some points (stars-happy faces, etc.) to grade students



**Science target objective 1**

Describe and record (intra and interspecific) relationships that allow people to survive as human beings in an ecosystem

**Language Function 2**

Give simple warnings, previously rehearsed, about the environment

**Language Objective 3**

Produce simple sentences about causes and consequences of human actions on the environment

**Performance Indicators 4**

Identifies phrases and expressions to talk about causes and effects

**Content 5**

<b>Human actions Negative</b> Logging / deforestation Littering / Polluting Using plastic Destroying animal habitats Mining	<b>Positive</b> Recycling Reusing Cleaning oceans Reforestation
--	---

**English in practice**  
People litter  
Save water / Save electricity  
Recycle, reduce, reuse  
Don't waste paper  
Each group of Ss (3-4) can mention one positive human action, and teachers can write them on the board in English  
Bring a list of illustrated positive human actions in labels and ask students to classify them in two columns. This activity can be done in small groups with cut outs

*Length of the activity: 3 hours*  
*Interaction: T-Ss / Ss- Ss / Group work*

**Methodology and Assessment 6**

Activity in class and Homework

Ss prepare a poster about positive human actions to care for the environment

Teachers monitor the vocabulary and grammar of the posters. They also recommend students some words and useful expressions related to positive human action to care for the environment





**Science target objective 1**

Describe and record (intra and interspecific) relationships that allow people to survive as human beings in an ecosystem

**Language Function 2**

Mention the causes and consequences of a given situation with the support of images

**Language Objective 3**

Identify causes and consequences about the environment in short, simple oral and written texts

**Performance Indicators 4**

Identifies simple vocabulary related to elements of the environment in local contexts

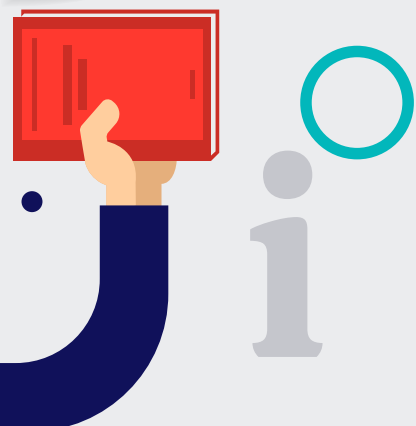
**Content 5**

- Expressions for cause-consequence**  
**Logging causes habitat destruction**  
Animals die because they eat plastic
- Gramática**  
Presente simple  
People litter
- Imperatives for warning:**  
Advertencias: Don't use plastic
- Modals for expressing obligation**  
Have to / must  
Students monitor their acquisition of vocabulary through In-class Activities and with peers, and the teacher provides extra activities to those students who need more  
Teacher makes a review about the topics studied in class  
Also, teacher reviews the vocabulary about expressions related to elements of the environment in their context

*Length of the activity: 3 hours*  
*Interaction: Ss- Ss / Group work /Whole class*

**Methodology and Assessment 6**

- In-class Activities**  
Ss make a list of actions they can take to help reduce human impact on the environment. For example, save water, recycle, save electricity, do not waste paper
- Homework**  
Ss read a short text on the subject, supported by images  
The text could be about the importance to care for the environment. They highlight the main idea of it and bring into the class





**Science target objective 1**

Describe and record (intra and interspecific) relationships that allow people to survive as human beings in an ecosystem

**Language Objective 3**

Exchange information about the effects of humans on the environment through previously rehearsed phrases

**Language Function 2**

Describe everyday actions related to the environment

**Performance Indicators 4**

Recognizes expressions related to human actions against the environment

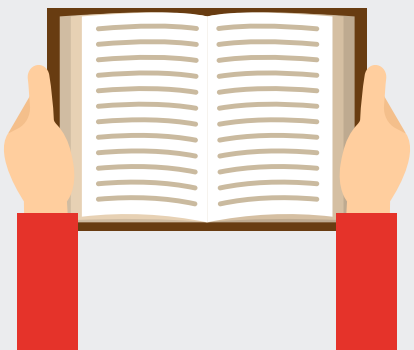
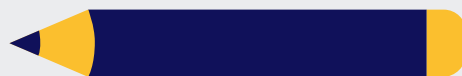
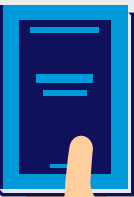
**Content 5**

- Expressions for cause-consequence**  
Logging causes habitat destruction  
Animals die because they eat plastic
- Gramática**  
Presente simple  
People litter
- Imperatives for warning:**  
Advertencias: Don't use plastic
- Modals for expressing obligation**  
Have to / must  
Teacher makes a review about the topics studied in class  
Also, teacher reviews the vocabulary about expressions related to care the environment in pairs

*Length of the activity: 3 hours*  
*Interaction: T-Ss / Ss- Ss / pair work*

**Methodology and Assessment 6**

- Quiz 2**  
Teacher implements the quiz about the topics studied at this time
- Teacher creates a survey about expressions related to human actions against the environment
- Teachers assess the quiz and bring some points (stars-happy faces, etc.) to grade the students



**Science target objective 1**

Describe and record (intra and interspecific) relationships that allow people to survive as human beings in an ecosystem

**Language Function 2**

Mention the causes and consequences of a given situation with the support of images

**Language Objective 3**

Identify causes and consequences about the environment in short, simple oral and written texts

**Performance Indicators 4**

Identifies simple vocabulary related to elements of the environment in local contexts

**Content 5**

**Human actions Negative**  
 Logging / deforestation  
 Littering / Polluting  
 Using plastic  
 Destroying animal habitats  
 Mining

**Positive**  
 Recycling  
 Reusing  
 Cleaning oceans  
 Reforestation

**English in practice**  
 People litter  
 Save water / Save electricity  
 Recycle, reduce, reuse  
 Don't waste paper

**Sociolinguistic / Intercultural**  
 Values of respect for the environment.  
 Effective group work

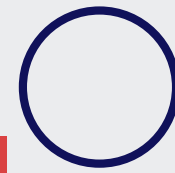
Ss prepare a poster with different human actions related to elements of the environment in their context in the school and community  
 Students monitor their acquisition of vocabulary through In-class Activities and with peers, and the teacher provides extra activities to those students who need more  
 Teachers check final drafts of posters and oral presentation scripts with the rubric

**Self-assessment**  
 Teacher asks students:  
 What activities did you enjoy the most?  
 What did you learn?  
 What was the most important learning in this term?

**Methodology and Assessment 6**

Activity in class  
 Presentation of the posters about different human actions related to elements of the environment in their context, in the school and in the community


Each group of Ss (3-4) presents in front of their classmates







## 3<sup>rd</sup> Term Evaluation

Teacher can assess:

 **In-class Activities**

 **Homework**


 **Quizzes**

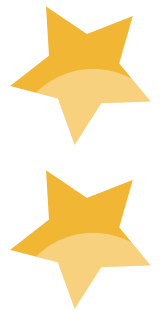
 **Self-Assessment**


In each of the students' books draw the following chart


\*Teacher can add stars, points, or happy faces on each of the columns


Example:

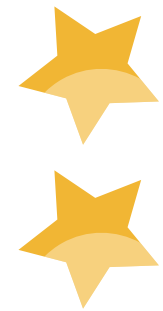
 **Activities in class**



 **Homework**



 **Quizzes**



\*At the end, teachers could get the number of points of each of the students to give them a final score



# Term 4 of 4

## Grado 3

### Hours per week:

2-3 hours  
(MEB Type A)

### Total of hours:

18-27 hours  
(MEB Type A)



## Module 4: A Global Village

I use technology appropriately

### Science Education Basic Learning Rights (Take #6 for instance)

Understands the relationships of living things with other organisms in their environment (intra and interspecific) and explains them as essential for their survival in a determined environment.

#### Main Goal

Recognize and present in English good practices for the responsible use of technology.

### English Language Basic Learning Rights

- Understands and describes details in short, simple texts related to familiar topics, based on images, and known phrases.
- Answers simple questions about descriptive short texts, in written or oral form, related to familiar and classroom topics.

- Exchanges ideas and simple opinions with classmates and teachers, following models or using images.
- Describes things, places, people, and communities, in oral or written form, using simple phrases.



2x5



### CLIL Lesson Planning

- Key points to remember when using this guideline to work on lesson plans:
- Science Learning Rights and English language learning Basic Learning Rights are combined together.
- CLIL integrates receptive and productive activities. This is adjusted to the corresponding school grade.
- Input in CLIL lessons includes reading texts and listening to passages either read by the teacher or when a short video, digital file or CD are played.
- CLIL works a lot on vocabulary retention.
- A CLIL lesson is staged:  
Firstly, a text is processed. For lower levels use illustrations and figures. For higher levels help students understand headings, subheadings in a text.  
Secondly, help students classify the information, organize hierarchies, use diagrams, etc.  
Thirdly, highlight the type of language you focus on in order to process subject content.  
Fourthly, design production tasks for the students, these are very similar to those used in general English language lesson plans.

CEFR  
Pre - A1

### 21st Century Skills

Macro skill: Skills for work and life: including flexibility and adaptability, initiative and self direction, productivity and responsibility.

a

E

I

# Week 1

## Science target objective 1

Describe and record (intra and interspecific) relationships that allow people to survive as human beings in an ecosystem

## Language Function 2

Give and ask for simple information about the use of technology

## Language Objective 3

Understand phrases in written and oral descriptive texts, about technological objects and their function

## Performance Indicators 4

Identifies vocabulary and expressions related to technology

## Content

## 5

### Vocabulary to review

First grade module 4: Parts of the house and Objects in the house

### Technological devices

TV, computer, mp3 player, earphones, videogame, tablet, phone / cell phone

The objective of this stage is to motivate students to participate in tasks related to the topic proposed, but also to let them state what they already know about the topic

Ask questions about the types of technology they have access to. Write some on the board in English, next to their images: TV, telephone, cell phone, mp3 player, computer, etc

To introduce the topic, show a video. (Adventure into digital age)

Use the following link:

<https://www.youtube.com/watch?v=MT3uY2Jkg4M>

If teachers do not have audiovisual resources, they can use a story to introduce the topic

*Length of the activity: 3 hours*

*Interaction: T-Ss / Ss- Ss / Whole Class*

## Methodology and Assessment

## 6

### In-class Activities

Ss create some small posters about expressions related to technology (Groups 2-3 Ss)

### Homework

Ss find more vocabulary words at home about expressions related to technology



**Science target objective 1**

Describe and record (intra and interspecific) relationships that allow people to survive as human beings in an ecosystem

**Language Function 2**

Describe routines related to the use of technology

**Language Objective 3**

Exchange information about the use of technology, through previously rehearsed phrases

**Performance Indicators 4**

Asks and answers questions about habits related to the use of technology

**Content 5**

**Activities related to technology**

- Do homework
- Watch tv
- Listen to music
- Play
- Search for information
- Do research

**Time expressions**

- Twice a day
- one/two/three hours every day
- Every day
- Two days a week

This stage is centered on the activities for the student. Here are some possible tasks that students can do  
To introduce the topic, use images that show a child that spends all day using technology and how this causes him or her to have health problems or isolates from his/her friends

Teachers monitor the use of English practice and expressions studied during this week

*Length of the activity: 3 hours*  
*Interaction: T-Ss / Ss- Ss / Pairs*

**Methodology and Assessment 6**

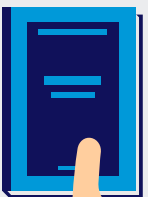
**In-class Activities**  
SS describe activities related to technology, using the studied vocabulary and simple language

**Homework**  
Ss write and draw a list of activities related to technology (using English in practice) which were studied in this week



i

E



# Week 3

## Science target objective 1

Describe and record (intra and interspecific) relationships that allow people to survive as human beings in an ecosystem

## Language Function 2

Name elements of technology and their use

## Language Objective 3

Present simple ideas, orally about good practices of the use of technology

## Performance Indicators 4

Describes technological elements regularly used

## Content 5

### Grammar to review

Second grade module 3: Can/can't  
Grammar  
To + infinitive  
I use a computer to do my homework.

### Can (for possibility)

Computers can be bad for you

### Simple comparisons

I use a computer every day, but Juan uses a computer once a week.  
I use a computer more than Juan.

### Frequency adverbs

never, often, sometimes, always  
Teachers match images with the technological elements they regularly use  
Students can answer in Spanish. As they do it, write on the board the keywords they mention in English (TV, computer, mp3 player, earphones, videogame, tablet, phone / cell phone)  
Teachers monitor the activity with the previous vocabulary and grammar studied  
Teachers provide extra activities to those students who need more

*Length of the activity: 3 hours*

*Interaction: T-Ss / Ss- Ss / Group work*

## Methodology and Assessment 6

### In-class Activities

Ss participate in a short conversation about technological elements they regularly use (Groups 2-3 Ss)  
Ss make a simple list of technological elements (Individual)

### Homework

Ss create 5 sentences (with images) about technological elements they regularly use and study the grammar of the week





# Week 4

## Science target objective 1

Describe and record (intra and interspecific) relationships that allow people to survive as human beings in an ecosystem

## Language Function 2

Give and ask for simple information about the use of technology

## Language Objective 3

Understand phrases in written and oral descriptive texts, about technological objects and their function

## Performance Indicators 4

Recognizes and respects similarities and differences among people regarding their age and the use of technology

## Content

## 5

### English in practice How often do you use a computer?

I use a computer three hours a day  
She never plays with her friends  
My sister sometimes listens to music in the bedroom  
I use an mp3 player to listen to music  
I use a computer more than Juan

### Sociolinguistic / Intercultural

Respect for the technological limitations of older adults  
Differences between communities to access and use technology

Teachers can use a comic, to introduce the topic, using images that show a child that spends all day using technology and how this causes him or her to have health problems or isolates him/her from his/her friends. Ask students to describe the situation in Spanish, and give them some simple sentences to practice in English:

**A** The boy/girl uses too much technology

**B** He / she doesn't have time to play

**C** He / She never plays with his/her friends

**D** He/she is always tired

**E** He/she sometimes has a headache

Teacher monitors the activities and gives input (explains the topic-exercises)

Students monitor their acquisition of vocabulary through In-class Activities and with peers, and the teacher provides extra activities to those students who need more

*Length of the activity: 3 hours*

*Interaction: T-Ss / Ss- Ss / Group work*

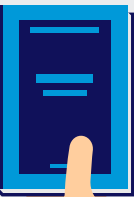
## Methodology and Assessment

## 6

**In-class Activities**  
Teacher can add activities where the Ss use words and expressions related to duties

**Homework**  
Ss find information about the importance to respect opinions of others





**Science target objective 1**

Describe and record (intra and interspecific) relationships that allow people to survive as human beings in an ecosystem

**Language Function 2**

Describe routines related to the use of technology

**Language Objective 3**

Exchange information about the use of technology, through previously rehearsed phrases

**Performance Indicators 4**

Identifies some possible risks of using technology

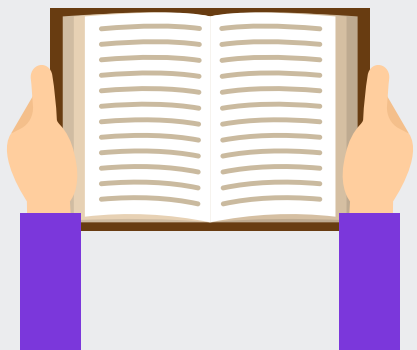
**Content 5**

- Expressions**  
Questions about the frequency of an action  
How often do you... (use a computer)?  
I use a computer three hours a day
- Can (for possibility)**  
Computers can be bad for you
- Simple comparisons:**  
I use a computer every day, but Juan uses a computer once a week  
I use a computer more than Juan
- Frequency adverbs**  
never, often, sometimes, always  
Teacher makes a review about the topics studied in class  
Also, teacher reviews the vocabulary about the use of technology in their context

*Length of the activity: 3 hours*  
*Interaction: T-Ss / Ss- Ss / pair work*

**Methodology and Assessment 6**

- Quiz 1**  
Teacher implements the quiz about the topics which have been studied  
Teacher brings pictures about the use of technology in their context  
Ss match images with the names of the vocabulary words  
  
Ss classify the words, and bring new ideas on the board  
  
Teachers assess the quiz and bring some points (stars-happy faces, etc.) to grade students



# Week 6

## Science target objective 1

Describe and record (intra and interspecific) relationships that allow people to survive as human beings in an ecosystem

## Language Function 2

Give and ask for simple information about the use of technology

## Language Objective 3

Understand short and simple sentences in written texts, supported by images, related to the duties of students

## Performance Indicators 4

Identifies vocabulary and expressions related to technology

## Content 5

### Activities related to technology

Do homework  
Watch tv  
Listen to music  
Play  
Search for information  
Do research

### Time expressions

Twice a day  
one/two/three hours every day  
Every day  
Two days a week  
Each group of Ss (3-4) can mention expressions related to technology, and Teachers can write them on the board in English  
Bring a list of expressions related to technology in labels and ask students to classify them in two columns. This activity can be done in small groups with cut outs

*Length of the activity: 3 hours*

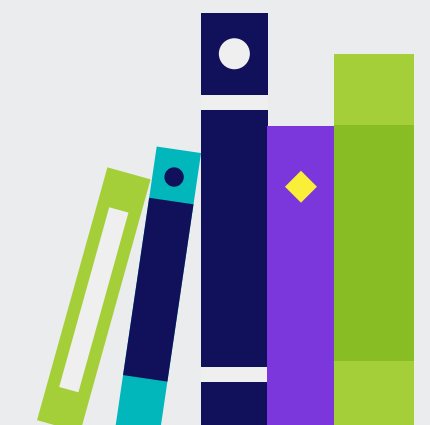
*Interaction: T-Ss / Ss- Ss / Group work*

## Methodology and Assessment 6

Activity in class and Homework

Ss prepare a poster with expressions related to technology

Teachers monitor the vocabulary and grammar of the posters. They also recommend students some words and useful expressions related to technological objects and their function



# Week 7

**Science target objective 1**

Describe and record (intra and interspecific) relationships that allow people to survive as human beings in an ecosystem

**Language Function 2**

Describe routines related to the use of technology

**Language Objective 3**

Exchange information about the use of technology, through previously rehearsed phrases

**Performance Indicators 4**

Asks and answers questions about habits related to the use of technology

**Content 5**

- Expressions**  
Questions about the frequency of an action  
How often do you... (use a computer)?  
I use a computer three hours a day
- Can (for possibility)**  
Computers can be bad for you
- Simple comparisons**  
I use a computer every day, but Juan uses a computer once a week.  
I use a computer more than Juan.
- Frequency adverbs**  
never, often, sometimes, always  
Students monitor their acquisition of vocabulary through In-class Activities and with peers, and the teacher provides extra activities to those students who need more  
Teacher makes a review about the topics studied in class  
Also, teacher reviews the vocabulary about expressions related to the use of technology

*Length of the activity: 3 hours*  
*Interaction: Ss- Ss / Group work /Whole class*

**Methodology and Assessment 6**

- In-class Activities**  
Ss make a list of actions they can take to help the use of technology. For example, use computers twice a week, I use to turn on my TV once a day

**Homework**  
Ss read a short text on the subject, supported by images  
The text could be about the importance of the use of technology. They highlight the main idea of it and bring into the class





Science target objective 1

Describe and record (intra and interspecific) relationships that allow people to survive as human beings in an ecosystem

Language Function 2

Name elements of technology and their use

Language Objective 3

Present simple ideas, orally about good practices of the use of technology

Performance Indicators 4

Describes technological elements regularly used

Content 5

English in practice

How often do you use a computer?

I use a computer three hours a day  
She never plays with her friends  
My sister sometimes listens to music in the bedroom  
I use an mp3 player to listen to music  
I use a computer more than Juan

Sociolinguistic / Intercultural

Respect for the technological limitations of older adults  
Teacher makes a review about the topics studied in class

Also, teacher reviews the vocabulary about good practices of the use of technology

*Length of the activity: 3 hours*  
*Interaction: T-Ss / Ss- Ss / pair work*

Methodology and Assessment 6

Quiz 2

Teacher implements the quiz about the topics studied at this time

Teacher creates a survey about good practices of the use of technology

Teachers assess the quiz and bring some points (stars-happy faces, etc.) to grade the students



**Science target objective 1**

Describe and record (intra and interspecific) relationships that allow people to survive as human beings in an ecosystem

**Language Function 2**

Name elements of technology and their use

**Language Objective 3**

Present simple ideas, orally about good practices of the use of technology

**Performance Indicators 4**

Describes technological elements regularly used

**Content 5**

**Activities related to technology**  
Do homework  
Watch tv  
Listen to music  
Play  
Search for information  
Do research

**Time expressions**  
Twice a day  
one/two/three hours every day  
Every day  
Two days a week

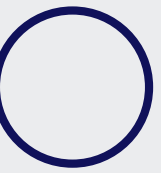
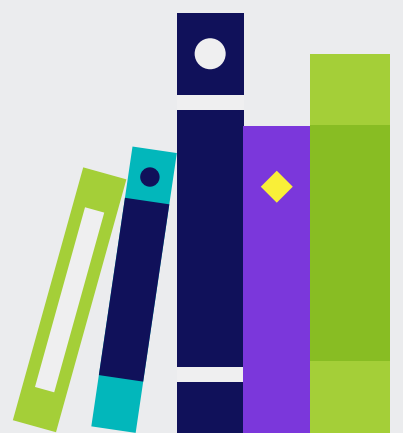
**Sociolinguistic / Intercultural**  
Respect for the technological limitations of older adults  
Ss prepare a poster with different human actions related to technological elements they regularly use in their context in the school and community  
Students monitor their acquisition of vocabulary through and with peers, and the teacher provides extra activities to those students who need more  
Teachers check final drafts of posters and oral presentation scripts with the rubric

Self-assessment  
Teacher asks students:  
What activities did you enjoy the most?  
  
What did you learn?  
What was the most important learning in this term?

**Methodology and Assessment 6**

Activity in class  
Presentation of the posters about different human actions related to technological elements they regularly use in their context in the school and community

Each group of Ss (3-4) presents in front of their classmates





# 4<sup>th</sup> Term Evaluation

Teacher can assess:



In-class Activities



Homework



Quizzes



Self-Assessment

In each of the students' books draw the following chart

\*Teacher can add stars, points, or happy faces on each of the columns

Example:

Activities in class

Homework

Quizzes

\*At the end, teachers could get the number of points of each of the students to give them a final score

