

# Ejemplo de Malla Curricular

para 7° de las Instituciones  
Educativas del Distrito

Enfoque CLIL (STEM)



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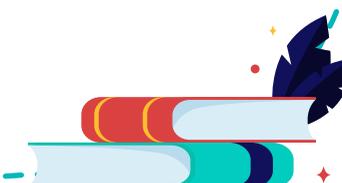
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“

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

Enseñar una lengua extranjera 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 lengua extranjera.

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 del Distrito 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.

”

Dear English teachers: to explore the **Teacher's Toolkit** with recommendations, resources and pedagogical strategies, please go to the last page of this guide.

## General recommendations

For the use of this Scope and Sequence we invite you to consider the following recommendations:

### When choosing the language level:

- Perform the alignment of English levels based on the diagnosis <https://eco.colombiaaprende.edu.co/evaluation-tools/> or the Common European Framework level identified in the group.
- Then, take into account alignment with the DBA, standards, and objectives of the Suggested English Curriculum for that level. This may not always match the grade and level suggested by national standards.

### In carrying out the evaluation process:

- Convert the learning objectives into a checklist for the evaluation and self-evaluation process.

### Exploration of Additional Resources:

- Explore additional resources to complement the activities proposed in this Scope and Sequence. You can access ECO Web <https://eco.colombiaaprende.edu.co/> and the Portal Red Académica <https://tinyurl.com/yv7tn6p8>

### When choosing the DBA:

- Selecting DBA according to students' language proficiency level rather than based on grade level, with the goal of tailoring the curriculum.
- Choose the most appropriate DBA according to the topic, period or week.
- Include the DBA of the content subject in case of working on cross-cutting projects or having a MEB curriculum.
- It is not necessary to consider all DBA at the same time; they can be redistributed according to planning and availability of hours.

# Term 1 of 4

## Grade 7

### Hours per week:

5-15 hours  
(MEB STEM)

### Total of hours:

54-90 hours  
(MEB STEM)



## Module 1: Democracy and Peace

### What can we do to improve?

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 are a reference that integrates pedagogical inputs from the:

#### Suggested English Curriculum

<https://tinyurl.com/2adwsdt4>

#### And the Basic Learning Rights

<https://tinyurl.com/tbuy859j>

Therefore, this scope and sequence only work 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.



Go to the last page of this Scope and Sequence to explore the *Teacher's Toolkit* with recommendations, resources, and pedagogical strategies.

## English Language Basic Learning Rights

- Orally describe people, activities, events and personal experiences in order to make agreements for a healthy classroom environment.
- Recognise specific information related to objects, people and actions in the context of a school environment.

Integration with **Physical Education** objectives.

**Natural Science DBA:** Understands the forms and transformations of energy in a mechanical system and how, in real cases, the energy is dissipated in the medium (heat, sound).

### Main Goal

By the end of the term, I will be able to describe the necessary steps taken to create effective classroom agreements.

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### 21st Century Skills

**Literacy skills:** information literacy, media literacy, and technology literacy.

## Problem-Based Lesson Planning

Key points to remember when using this guideline to work on Problem-Based Lesson plans:

- PBLs offer multiple examples of simple and practical ways to incorporate problem-based learning. Stimulates the students' creativity, and encourages research to solve problems through self-guided learning.
- It is not necessary to know a lot about the subject since it is written in a simple and clear way. Centered on the students' interests and capacities, they have to develop critical thinking.
- PBLs offer learning opportunities from a variety of perspectives. PBLs use assessment not only to verify the students' learning but also as an instrument of improvement.



# Week 1

**Proposed Methodological Insights 1**

Welcome and introduction. A week to share with students your preferred classroom procedures, get to know them and explain the wide range of learning experiences that they will encounter this year. (Task-Based Learning).

**Language Function 2**

Give and ask for personal information and information about activities.

**Language Objective 3**

By the end of the week, I will be able to describe personal preferences, motivation for learning, talents and hobbies using present tense.

**Performance Indicators 4**

I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.

**Content 5**

- Present tense: questions, affirmative and negative sentences**  
<https://tinyurl.com/2okdfjep>  
 I like Italian food.  
 The bus leaves at six.  
 I love this programme.
- Requests**  
 Can you give me that book, please?  
 Can you open the window?  
 Can I help you?
- "Wh" question words**  
 Where do you go to play football?  
 How do you do that?  
 When is the class?
- Auxiliary verbs: do/does in questions**  
 Does he go to the park with you?  
 Do you like to play basketball?

**Methodology and Assessment 6**

Teacher gathers information on attitude towards learning, motivation for learning, educational background, ability levels, and personal characteristics such as talents, hobbies or experience with technology to leverage course customization.  
 Needs analysis, prior knowledge assessment (pre-test) - Pruebas Saber Results from last year.

Teams of 3 or 4 students select their favourite song in English and rehearse a presentation for a Lip sync battle.

- Formative Assessments**  
 Individually, design an "All about me" poster to share information related personal preferences, motivation for learning English, talents, skills, and hobbies.





# Week 2

## Proposed Methodological Insights

1

An overview on tasks, projects and performance indicators for the entire module are presented to assist in understanding what is expected and how it will be assessed. (Task-Based Learning)

## Language Function

2

Express tastes, hobbies and interests.

## Language Objective

3

By the end of the week, I will be able to produce short paragraphs describing values and qualities of peers.

## Performance Indicators

4

I can recognise specific information related to objects, people and actions in the school environment.

## Content

5

### Describing habits and routines

On Mondays, we play baseball during recess.  
I visit my grandparents at the weekend.  
The director comes to our office every Tuesday.

### Possessives pronouns and the use of contractions ('s)

The umbrella is outside Mary's classroom.  
The children's clothes are all colourful.  
That's not our ball, it's theirs.  
It always wags its tail when it's happy.

### Adverbs of frequency

He often visits his family.  
She usually stays here with us.  
He always carries a bag.

## Methodology and Assessment

6

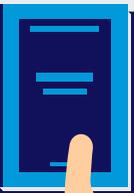
The purpose of this week is to hone descriptive texts by transferring last week's practice in first person, into third person paragraphs this week. While having an opportunity to work on phonemic awareness in preparation for the lip sync battle.

### Formative Assessment

Upon completing the lip sync battle last week, each student will create imagery using painting or drawing techniques to present their team/band including a short paragraph about each member.



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# Week 3

## Proposed Methodological Insights 1

To raise interest in the topic of the lesson, begin by asking the class "What do you value?." It will be highly relevant to discuss the worth of things and values. (Problem Based Learning)

## Language Function 2

Describe obligations and necessity.

## Language Objective 3

By the end of the week, I will be able to collectively construct the basic rules for maintain a healthy learning environment in the classroom.

## Performance Indicators 4

I can describe people, activities, events and personal experiences in order to make agreements for a healthy classroom environment.

## Content 5

- Periphrastic future**  
She's going to compete in a tournament next year.  
He isn't going to have an operation in October.  
Are we going to play drums today?
- Present continuous**  
I am talking to Hilary at the moment.  
What is he wearing?  
She isn't going to the party.
- Obligations and necessity (Have to, must)**  
We have to get home. Grandad is waiting for us.  
We must hurry. We are late.
- Describing people**  
Those children over there are very smart.  
Mary has long black hair.  
Pedro is a quiet and serious boy.  
She is tall, brunette and wears a nice uniform.

## Methodology and Assessment 6

- Classroom agreements are an important tool for fostering participation, inclusivity, and habits of explicit consent and accountability in the classroom. Highlights on how to successfully implement the process, can be found here.  
<https://tinyurl.com/y4twtyts>
- Formative Assessment**  
working along with a classmate, design classroom routines and agreements needed to foster connections and build relationships for a better educational environment.





# Week 4

**Proposed Methodological Insights 1**

Do you know what humans do when they struggle to solve a problem? Students answer this question by watching the video on Biomimicry. (Task-Based Learning)

**Language Function 2**

Skim to identify relevant information or sections of texts.

**Language Objective 3**

By the end of the week, I will be able to classify, describe and give factual information about a topic of interest using simple sentences.

**Performance Indicators 4**

I can read very short, simple texts to find information related to the scientific method steps.

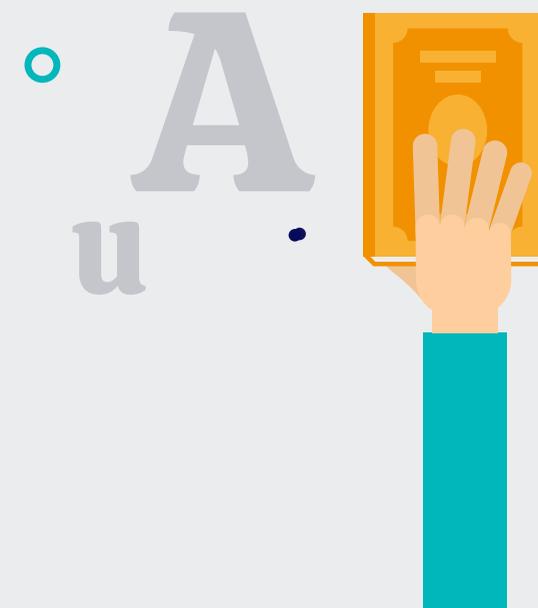
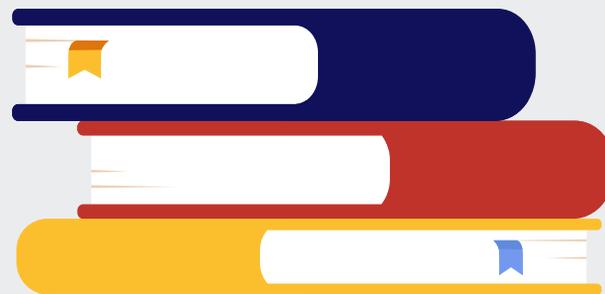
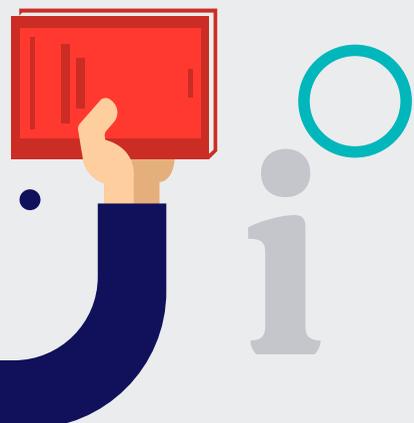
**Content 5**

- Verb + to + infinitive**  
She wants to go home now.  
We need to lock the door.  
They hope to arrive at 9 o'clock.
- Biomimicry**  
<https://tinyurl.com/yosezqjx>
- Introduction to the Scientific method and its application.**  
<https://tinyurl.com/yomqtcr1>
- Possible sentence frames**  
---- refers to ...  
---- encompasses A), B), and C).  
---- has come to be used to refer to ...

**Methodology and Assessment 6**

The scientific method link provided in the content section offers a detailed lesson plan with excellent resources.

- Summative assessment**  
Individual checkpoint to identify gaps in student learning in the context of descriptions in present tense.
- Formative Assessments**  
Working in teams of 3 or 4, students make a poster, video or slides to summarize what they have learned about natural selection and evolution. They also reflect on how they used the scientific method for exploring a question and making new discoveries.



# Week 5

## Proposed Methodological Insights 1

How do scientists make discoveries? Let's find out and create a short descriptive text about the values and qualities of a Colombian scientist. (Task-Based Learning)

## Language Function 2

Describing people in terms of personal information, achievements, qualities and values.

## Language Objective 3

By the end of the week, I will be able to produce a short descriptive text about the characteristics of well-known Colombian scientists.

## Performance Indicators 4

I can use a series of phrases and sentences to describe people in simple terms.

## Content 5

**Imperatives (+/-)**  
 Somebody stop him!  
 Push the bar.  
 Please don't smoke in here.  
 Break the glass in an emergency.

Personal Information, fields of study, values, qualities, and achievements.  
 Rodolfo Llinás, <https://tinyurl.com/ynuj4zle>  
 Blanca Huertas, <https://tinyurl.com/yt7x6fhn>  
 Juan Manuel Renjifo, <https://tinyurl.com/ytohxdex>

**Possible sentence frames:**  
 The case reported here illustrates the ...  
 Overall, these cases support the view that ...  
 This case study confirms the importance of ...

## Methodology and Assessment 6

In teams of 3 or 4, students have the opportunity to choose a Colombian scientist and share their findings in class.

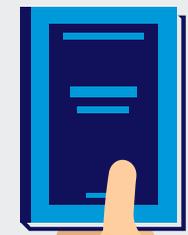
**Formative Assessment**  
 Working along with a classmate, use a poster, video or slides, to present the upper section of a Qualified Scientist form <https://tinyurl.com/ynckgthc> filled out along with a brief description of a chosen Colombian Scientist.



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# Week 6

## Proposed Methodological Insights 1

What can we do to improve? Let's select and reproduce an experimental design to evaluate if scientific method can be used to explore a question and make new discoveries in everyday life. (Project-Based Learning)

## Language Function 2

Express future plans.

## Language Objective 3

By the end of the week, I will be able to describe an organised series of steps /instructions in a logical manner, to reproduce an experimental design.

## Performance Indicators 4

I can present information about an experiment, and state preferences and opinions using a mixture of simple practiced or memorized sentences, through written language.

## Content 5

### Zero and first conditional

If I stay in the sun, I get a headache.  
If I eat eggs, I feel sick.  
If I fail my exams, my father will be angry.  
I'll stay in if it rains this afternoon.

### Top 10 Egg tricks and science experiments

<https://tinyurl.com/jtp7urz>

*Egg Drop project ideas* - Potential and Kinetic Energy

<https://tinyurl.com/ob2lsjw>

### Possible sentence frames:

This case demonstrates the need ...  
As this case very clearly demonstrates, it is important that ...  
This case reveals the need for further investigation of ...

## Methodology and Assessment 6

Students select an experiment to be replicated at least 3 times altering a variable. Students perform simulations using concrete material and manual calculations with the support of tables to record the evolution of variables.

### Formative Assessment

Working in teams of 3 or 4, draft of a poster, video or slides, to present the experiment, data, analysis and conclusions.

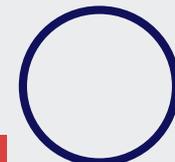
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# Week 7

## Proposed Methodological Insights 1

Let's take a moment to evaluate last week's experimental design. How did the scientific method help in terms of exploring a question and making new discoveries?

## Language Function 2

Choose a suitable style and register to present findings upon completing an experiment.

## Language Objective 3

By the end of the week, I will be able to make a presentation including expanded learnt phrases through simple recombinations of their elements.

## Performance Indicators 4

I can present information about an experiment, and state preferences and opinions using a mixture of simple practiced or memorized sentences, through spoken language.

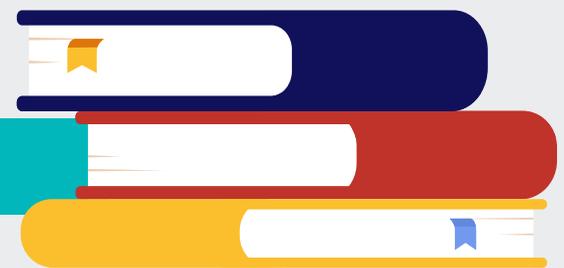
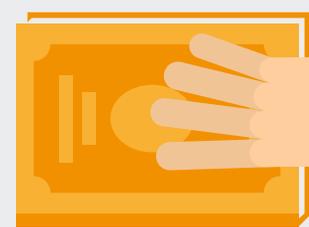
## Content 5

- Basic intensifiers (very, really, quite, so, a bit)**  
She was left very unhappy.  
I am really sorry for losing your book.  
The water is quite cold.  
I am so happy with my new experiment.  
It is getting a bit cold now. I want to go home.
- Application of Scientific method to improve an egg experiment and draw conclusions**
- Possible sentence frames**  
This is evident in the case of ...  
This is certainly true in the case of ...  
---- is a good illustration of ...

## Methodology and Assessment 5

During the presentations, students are expected to use in written or spoken form the possible sentence frames previously studied.

**Formative Assessments**  
Individual checkpoint to identify gaps in the context of making a group presentation of an experiment, data, analysis and conclusions. Ss receive analytical feedback.



# Week 8

A

## Proposed Methodological Insights 1

It's time to reflect on the practical use of learning about scientists, biomimicry, kinetic and potential energy. And, how the techniques learnt can be applied to everyday life. Previous classroom agreement designed on week 3 is revisited from the perspective of the scientific method.

## Language Function 2

Discuss steps taken to complete a task.

## Language Objective 3

By the end of the week, I will be able to explain my point of view in short contributions using present tense, present continuous and periphrastic future.

## Performance Indicators 4

I can explain the steps taken to create effective classroom agreements.

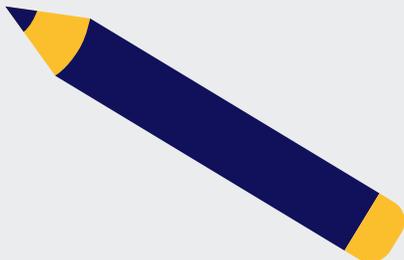
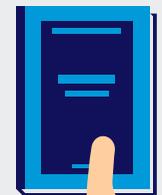
## Content 5

Present tense, requests, "Wh" question words, auxiliary verbs.  
Describing habits and routines, possessives, adverbs of frequency.  
Pheriphrastic future, present continuos, describing people, obligations and necessity.  
Verb + to + infinitive, Imperative, intensifiers, zero and first conditional  
Biomimicry  
The Scientific method and its application.  
Fields of study, values, qualities, and achievements.

## Methodology and Assessment 6

Time to evaluate whether the expected learning outcomes have been achieved on previously stated module objectives.  
**Summative assessments**  
Individual checkpoint to identify gaps in student learning outcomes for current module.  
Individual demonstration of how to apply the Scientific method without prompt or guidance using last weeks presentation. Remedial exercise practice is offered to students.

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# Week 9



## Proposed Methodological Insights

1

Let's use language functions, expressed in "can do" statements to guide self and peer-evaluation processes in order to promote deep learning.



## Language Function

2

Small group discussion  
- consensus task



## Language Objective

3

By the end of the week, I will be able to make oneself understood in short contributions using present tense and periphrastic future.



## Performance Indicators

4

Performance indicators for the entire module listed in the Content section below are assessed.



## Content

5

### Sentence frames

---- refers to ...  
 ---- encompasses A), B), and C).  
 ---- has come to be used to refer to ...  
 The case reported here illustrates the ...  
 Overall, these cases support the view that ...  
 This case study confirms the importance of ...  
 This case demonstrates the need ...  
 As this case very clearly demonstrates, it is important that ...  
 This case reveals the need for further investigation of ...  
 This is evident in the case of ...  
 This is certainly true in the case of ...  
 ---- is a good illustration of ...



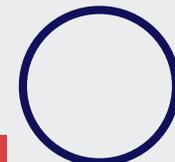
## Methodology and Assessment

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### Peer-evaluation, self-evaluation and oral questioning to check for progression of competency in content, skills and module objectives.

As a differentiation strategy, students convert information learned in one format into another format (e.g. verbal or visuospatial) integrating CALP sentence frames to the appropriate extend.

1. I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.
2. I can recognise specific information related to objects, people and actions in the school environment.
3. I can describe people, activities, events and personal experiences in order to make agreements for a healthy classroom environment.
4. I can read very short, simple texts to find information related to the scientific method steps.
5. I can use a series of phrases and sentences to describe people in simple terms.
6. I can present information about an experiment, and state preferences and opinions using a mixture of simple practiced or memorized sentences, through spoken or written language.
7. I can explain how classroom agreements can be curated using the steps of the scientific method.





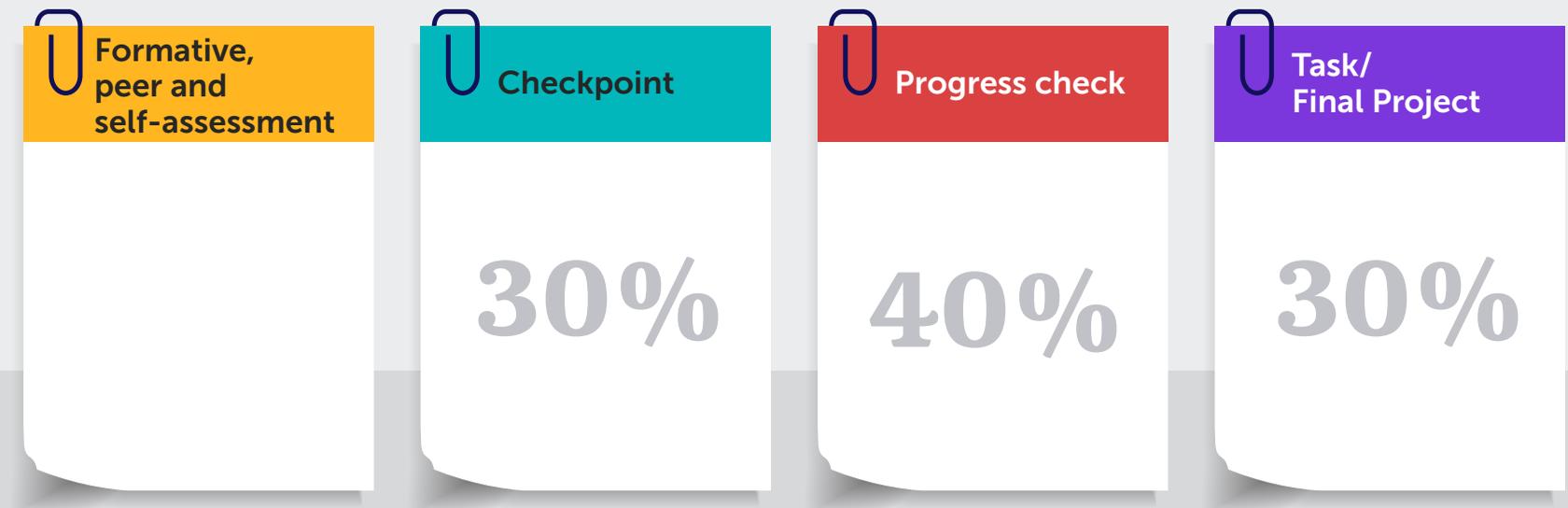
# 1<sup>st</sup> Term Evaluation

End of the period



\*In each of the students' books, draw the following chart.

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



### Example:

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

\*Use Oral and Writing rubrics. Use portfolios as a cumulative assessment tool, where students compile their work from different activities, including written assignments, drawings, and reflections.

Go to the last page of this Scope and Sequence to explore the **Teacher's Toolkit** with recommendations, resources, and pedagogical strategies.



# Term 2 of 4

## Grade 7

### Hours per week:

5-17 hours  
(MEB STEM)

### Total of hours:

54-90 hours  
(MEB STEM)



## Module 2: Health

Mistakes help us to learn



Go to the last page of this Scope and Sequence to explore the *Teacher's Toolkit* with recommendations, resources, and pedagogical strategies.

### English Language Basic Learning Rights

- Write short simple texts about recurrent actions, experiences and plans in the context of daily routine.
- Participate in short conversations in which I provide information about myself, people, places and events.

Integration with **Art** objectives.

**Natural Science DBA:** Explains how substances are formed from the interaction of the elements and that they are grouped together in a periodic system.

### Main Goal

By the end of the term, I will be able to differentiate activities for integral personal care at the physical (body), intellectual (mind), emotional (psychological), and spiritual (beliefs) level that involve chemical reactions.

CEFR  
A2.1

### 21st Century Skills

**Life skills:** flexibility, leadership, initiative, productivity, and social skills.

### Problem-Based Lesson Planning

Key points to remember when using this guideline to work on Problem-Based Lesson plans:

- PBLs offer multiple examples of simple and practical ways to incorporate problem-based learning. Stimulates the students' creativity, and encourages research to solve problems through self-guided learning.
- It is not necessary to know a lot about the subject since it is written in a simple and clear way. Centered on the students' interests and capacities, they have to develop critical thinking.
- PBLs offer learning opportunities from a variety of perspectives. PBLs use assessment not only to verify the students' learning but also as an instrument of improvement.





# Week 1



## Proposed Methodological Insights

1

Miguel loves to play football. However, he may not be able to play anymore because his marks at school denote a low performance. Help Miguel to better manage the available resources to stay in the football team. Let's help him out. (Task-Based Learning)



## Language Function

2

Describe eating, physical activity and personal care habits and routines.



## Language Objective

3

By the end of the week, I will be able to exchange information about daily activities in the immediate environment through questions and answers.



## Performance Indicators

4

I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information).



## Content

5

### Modals: Can/could

Could I use your computer?  
Yes. Of course you can.  
I can't go outside at the moment.  
You can go ahead.

### Gerunds

Walking is the best exercise.  
He goes jogging every morning.  
I love playing tennis.  
I enjoy dancing.

### Prepositions (on, at, in)

We can have the checkpoint on Tuesday.  
We are going to read the book during the holidays.  
The bus arrives at 17:15.



## Methodology and Assessment

6

### Formative Assessment

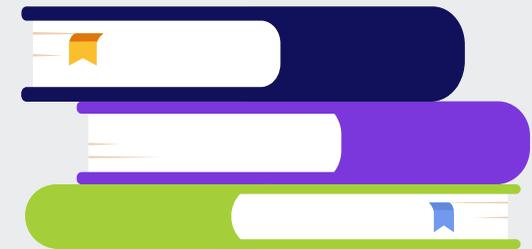
Individually, design the optimal 7th grader routine to maximize school performance, extracurricular activities, and spending time with family and friends.

Teams of 3 or 4 students prepare a short presentation on why is *physical activity* important  
<https://tinyurl.com/2xdht8ov>  
and adapt 2 games for 3 levels of difficulty related to  
<https://tinyurl.com/yqrjvnmd>

Aim and accuracy  
Balance and control  
Rhythm and timing  
Coordination and fluency  
Speed and agility  
Jumping power  
Stamina and endurance  
Flexibility  
Focus and concentration  
Problem solving and creativity  
Teamwork and communication



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# Week 2

## Proposed Methodological Insights 1

After creating an interesting set of games and physical challenges last week, it is time to try them out. This week we'll transform our class in an obstacle course and performance data from each student will be collected. (Task-Based Learning)

## Language Function 2

Describe ongoing habits and experiences.

## Language Objective 3

By the end of the week, I will be able to write a short narration about daily activities in the classroom and the immediate environment.

## Performance Indicators 4

I can write short simple texts about my daily routine, experiences and plans.

## Content 5

- Describing things**  
It's green and it's made of plastic.  
It's small, round and made of rubber.
- Adjectives - comparative - use of than**  
This book is more interesting than these ones.  
My sister is much older than me.
- Adjectives - superlative - use of definite article**  
The fastest mammal in the world is the cheetah.  
Art is the most difficult subject for me.
- Determiners (any, some, a lot of)**  
I don't have any paper.  
She spends a lot of time in her garden.  
Can I have some water, please?

## Methodology and Assessment 6

The games designed last week get voted by the class to create a fitness circuit course. The class is divided in thirds. One third remains organized in teams, each team sets up a station with everything needed to perform their game. Another third of the class are students who rotate through the stations in short periods of time (usually one or two minutes). And the last third are "coaches" who record their assigned student times as they complete 3 full rotations of the circuit.

Fitness circuit courses are best in open spaces such as the gym or playground. Data from all three rotations is collected during the first session. "Coaches" analyse their data to advise.

**Formative Assessment**  
Create a Venn diagram to compare and contrast *Natalie's daily routine* habits for a healthier life with typical seventh grader at your school.  
<https://tinyurl.com/ylao6ujj>



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# Week 3

## Proposed Methodological Insights

1

To raise interest in the topic of the lesson, pose the question "What can we do to improve?" based on the performance results from last week. A great opportunity to show students how to analyse data in order to choose the best course of action. (Problem Based Learning)

## Language Function

2

Express physical and mental ability.

Describe states of health.

## Language Objective

3

By the end of the week, I will be able to exchange information on everyday topics using simple questions and answers in the present tense.

## Performance Indicators

4

I can participate in short conversations in which I provide information about myself, people, places and events.

## Content

5

### Present continuous for the future (arrangements)

Vanessa's playing basketball tonight.  
I'm seeing him this morning at 11:30.

### Future time (will & going to)

I'm going to see John on Saturday (... already decided)  
I'll tell him about the party (... you are deciding as you speak)  
A: I am going to lose my match.  
B: No you won't. I'll help you.

### Linkers: sequential (First, then, after that, finally)

First, he comes home from school. Then, he does his homework and walks his dogs. After that, he eats dinner with his family. Finally, he brushes his teeth and goes to sleep.

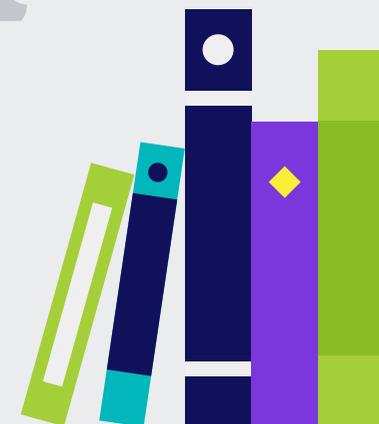
## Methodology and Assessment

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### Formative Assessment

Working along with a classmate, exchange information on everyday topics through questions and answers.

Data on physical test is collected during the last session in order to establish variations and areas of performance improvement compare to previous performance.



# Week 4

**Proposed Methodological Insights 1**

To solve problems efficiently, one must assess an evolving situation from multiple perspectives, to shift thinking and viewpoint, and to choose the best response. Let's organise and group content in meaningful ways to provide explanations after demonstrations. (Problem Based Learning)

**Language Function 2**

Organise descriptions about daily life in a logical manner.

**Language Objective 3**

By the end of the week, I will be able to write a short message to friends to give them personal news or to ask them a question.

**Performance Indicators 4**

I can write short, simple notes and messages relating to coping mechanisms for dealing with stress.

**Content 5**

**Advice**  
You should ask the teacher.  
You could try the Internet.

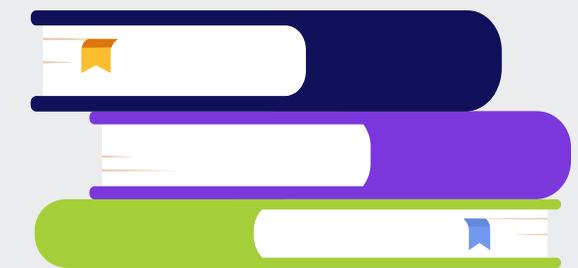
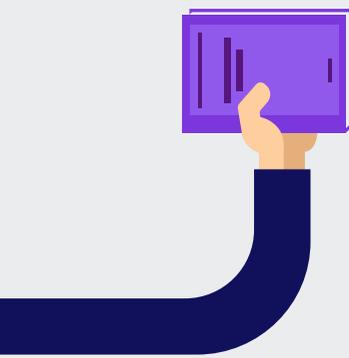
Learn *coping mechanisms* for dealing with stress  
<https://tinyurl.com/23uryc6b>

**Possible sentence frames**  
A well-known example of this is ...  
Another example of what is meant by X is ...  
This is exemplified in the work undertaken by ...

**Methodology and Assessment 6**

**Summative assessment**  
Individual checkpoint to identify gaps in student learning in the context of describing a daily routine in present tense with adverbs of frequency.

**Formative Assessment**  
Working in teams of 3 or 4, Ss create a play/ song in which Ss share how they adapt their daily routine in order to suit changing conditions or environments (for a healthier life).




**Week 5**

**Proposed  
Methodological  
Insights**
**1**

Did you know that cooking is basically bringing chemical changes to food? This week, we'll learn to analyse and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred. (Task-Based Learning)


**Language  
Function**
**2**

To select suitable style and register to exchange basic information about each steps of a process.


**Language  
Objective**
**3**

By the end of the week, I will be able to produce a short descriptive text/ illustration/ diagram on how to determine if a chemical reaction has occurred.


**Performance  
Indicators**
**4**

I can use a series of phrases and sentences to describe how chemical reactions become evident.


**Content**
**5**

**Obligations and necessity**

We have to get home. Grandad is waiting for us.  
We must hurry. We are late.

*Chemical reactions make new chemicals.*

<https://tinyurl.com/t4trvjj>

*Ballon experiment.*

<https://tinyurl.com/hcb6quh>


**Possible sentence frames**

- can lead to ...
- can result in ...
- can give rise to ...


**Methodology  
and Assessment**
**6**

**Formative Assessment**

Working along with a classmate, use a poster, video or slides, to illustrate how chemical reactions become evident, which may include large temperature change, bubbles, or a colour change.



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# Week 6

## Proposed Methodological Insights 1

Mistakes help us to learn. Let's conduct an investigation to document chemical reactions that take place when food is exposed to an iodine solution. (Project-Based Learning)

## Language Function 2

Establish comparisons and contrasts.

Express points of view.

## Language Objective 3

By the end of the week, I will be able to classify, describe and provide factual information about an experiment in a logical manner.

## Performance Indicators 4

I can present information about my experiment, and state preferences and opinions using simple sentences through written language.

## Content 5

### Phrasal verbs, common

He got up at 6 o'clock.  
Put your coat on, it's raining.  
The plane takes off in few minutes.

Test my food for starch  
<https://tinyurl.com/ypft98hq>

### Possible sentence frames

The term '\_\_\_\_' is used here to refer to ...  
In this presentation, \_\_\_\_ is defined as ...  
The term '\_\_\_\_' will be used solely when referring to ...

## Methodology and Assessment 6

### Formative Assessment

Working in teams of 3 or 4, draft of a poster, video or slides, to present an experiment, data, analysis and conclusions gathered from the test my food for starch experiment. Which food has less starch content? Is that good or bad?



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# Week 7



## Proposed Methodological Insights 1

Evaluate the results of the experimental design and decide how the experiment can be used for exploring a question and making new discoveries in everyday life (cooking, cleaning, personal hygiene).



## Language Function 2

Choose suitable style and register to present findings upon completing an experiment.



## Language Objective 3

By the end of the week, I will be able to produce a short descriptive report with illustration/diagram on the results of the experimental design of testing my food for starch.



## Performance Indicators 4

I can present information about my experiment, and state preferences and opinions using simple sentences through spoken language.



## Content 5

**Possibly, probably, perhaps**  
I'll probably see you later.  
Lionel Messi is probably Argentina's most famous footballer.  
Perhaps she's late.

Chemical reactions make new chemicals (cooking, cleaning, personal hygiene)

**Possible sentence frames**  
---- is a key factor in ...  
---- is a major influence on ...  
---- has a positive effect on ...



## Methodology and Assessment 6

During the presentations, students are expected to use in written or spoken form the possible sentence frames previously studied.

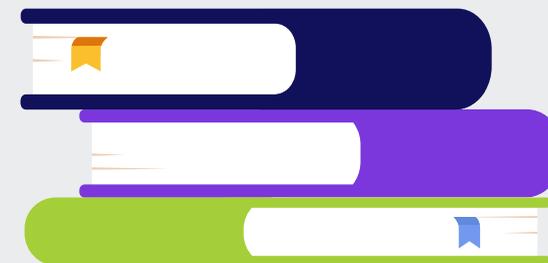
**Formative Assessment**  
Individual checkpoint to identify gaps in the context of making a group presentation of an experiment stating data, analysis, conclusions, preferences and opinions. Ss receive analytical feedback.



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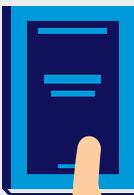


# Week 8

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## Proposed Methodological Insights 1

It's time to reflect on which activities for integral personal care at the physical (body), intellectual (mind), emotional (psychological), and spiritual (beliefs) level involve chemical reactions.



## Language Function 2

Managing interactions.



## Language Objective 3

By the end of the week, I will be able to socialise simply but effectively using the simplest common expressions and following basic routines.



## Performance Indicators 4

I can explain how some activities for integral personal care at the physical (body), intellectual (mind), emotional (psychological), and spiritual (beliefs) level involve chemical reactions.



## Content 5

Modals (can/ could), gerunds, prepositions (in, on, at).

Describing things, adjectives, determiners.

Present continuous, future time, linkers

Advise, phrasal verbs, expressing probability, obligation and necessity.

Describe states of health.

Learn coping mechanisms for dealing with stress.

Chemical reactions make new chemicals.



## Methodology and Assessment 6

Time to evaluate whether the expected learning outcomes have been achieved on previously stated module objectives

### Summative assessments

Individual checkpoint to identify gaps in student learning outcomes for current module.

Individual demonstration of how to experiment with chemical reactions without prompt or guidance using last week's presentation. Remedial exercise practice is offered to students.



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# Week 9

## Proposed Methodological Insights 1

Let's use language functions, expressed in "can do" statements to guide self and peer-evaluation processes in order to promote deep learning.

## Language Function 2

Small group discussion - consensus task.

## Language Objective 3

By the end of the week, I will be able to socialise simply but effectively using the simplest common expressions and following basic routines.

## Performance Indicators 4

Performance indicators for the entire module listed in the Content section below are assessed.

## Content 5

### Sentence frames

A well-known example of this is ...

Another example of what is meant by X is ...

This is exemplified in the work undertaken by ...

---- can lead to ...

---- can result in ...

---- can give rise to ...

The term '----' is used here to refer to ...

In this presentation, ---- is defined as ...

The term '----' will be used solely when referring to ...

---- is a key factor in ...

---- is a major influence on ...

---- has a positive effect on ...

## Methodology and Assessment 6

Peer-evaluation, self-evaluation and oral questioning to check for progression of competency in content and skills and module objectives.

As a differentiation strategy, students convert information learned in one format into another format (e.g. verbal or visuospatial) integrating CALP sentence frames to the appropriate extend.

1. I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance.
2. I can write short simple texts about my daily routine, experiences and plans.
3. I can participate in short conversations in which I provide information about myself, people, places and events.
4. I can write short, simple notes and messages relating to coping mechanisms for dealing with stress.
5. I can use a series of phrases and sentences to describe how chemical reactions become evident.
6. I can present information about my experiment, and state preferences and opinions using simple sentences through written and spoken language.
7. I can explain how some activities for integral personal care at the physical (body), intellectual (mind), emotional (psychological), and spiritual (beliefs) level involve chemical reactions.

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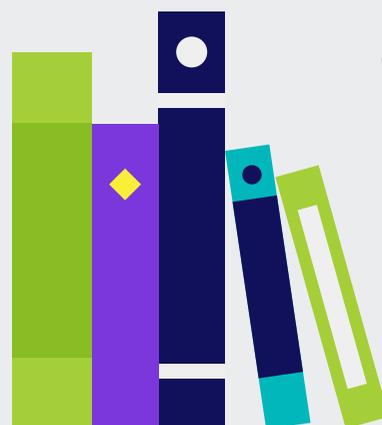


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## 2<sup>st</sup> Term Evaluation

Teacher can assess:



Self-Assessment



Checkpoint (Quiz)



Formative



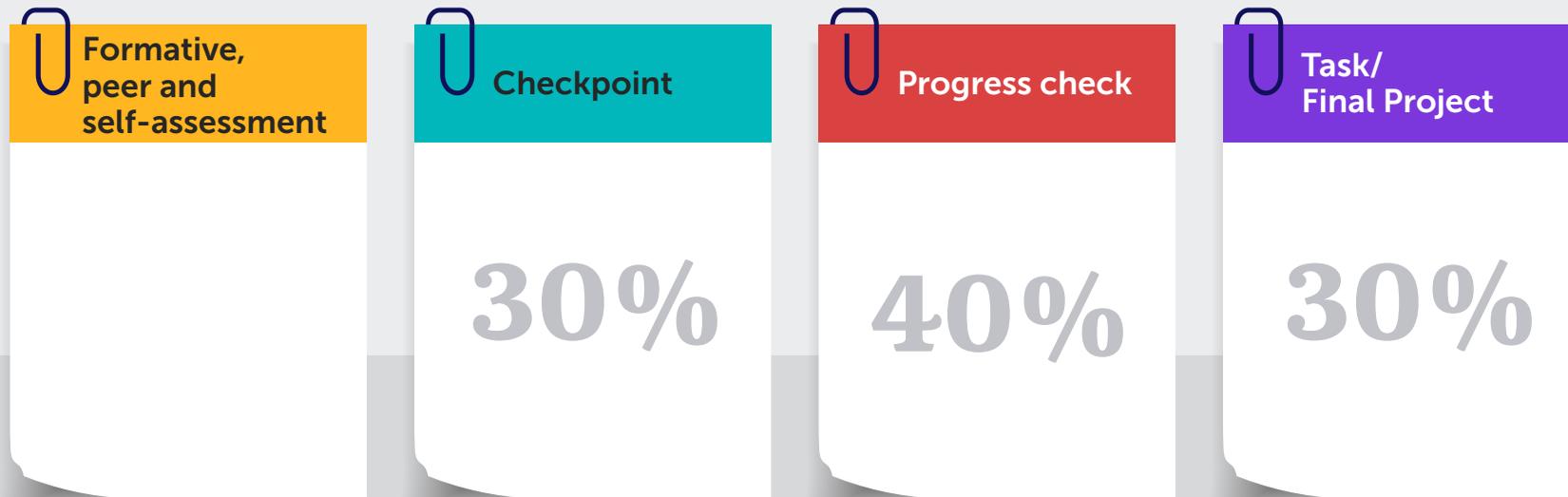
Progress check (Final exam)



Task/Final project

\*In each of the students' books, draw the following chart.

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



**Example:**

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

\*Use Oral and Writing rubrics. Use portfolios as a cumulative assessment tool, where students compile their work from different activities, including written assignments, drawings, and reflections.



Go to the last page of this Scope and Sequence to explore the Teacher's Toolkit with recommendations, resources, and pedagogical strategies.

# Term 3 of 4

## Grade 7

### Hours per week:

5-15 hours  
(MEB STEM)

### Total of hours:

54-90 hours  
(MEB STEM)



## Module 3: Globalization

There is always plan B.



Go to the last page of this Scope and Sequence to explore the *Teacher's Toolkit* with recommendations, resources, and pedagogical strategies.

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### English Language Basic Learning Rights

- Recognise specific information related to objects, people and actions.
- Understand the main idea and some details related to activities, places and people in a short descriptive text.
- Social Studies - 6th grade DBA:** Analyse how early cities emerged in ancient societies and the role of agriculture and trade in their expansion.
- Social Studies - 6th grade DBA:** Analyse how early cities emerged in ancient societies and the role of agriculture and trade in their expansion.

- Social Studies - 6th grade DBA:** Understands that the Earth is a constantly changing planet whose changes influence landforms and the lives of the communities that inhabit it.
- Natural Science DBA:** Understands that in food chains, food webs and trophic webs, there are flows of matter and energy, and relates them to processes of nutrition, photosynthesis and cellular respiration.

### Main Goal

By the end of the term, I will be able to create a living model of a dream destination, including hydrosphere, geosphere, atmosphere and biosphere to study natural phenomena.

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### 21st Century Skills

**Learning skills:** critical thinking, creativity, collaboration, and communication.

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### Problem-Based Lesson Planning

Key points to remember when using this guideline to work on Problem-Based Lesson plans:

- PBLs offer multiple examples of simple and practical ways to incorporate problem-based learning. Stimulates the students' creativity, and encourages research to solve problems through self-guided learning.
- It is not necessary to know a lot about the subject since it is written in a simple and clear way. Centered on the students' interests and capacities, they have to develop critical thinking.
- PBLs offer learning opportunities from a variety of perspectives. PBLs use assessment not only to verify the students' learning but also as an instrument of improvement.



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# Week 1

## Proposed Methodological Insights 1

In this module we are going to explore places. So, if time and money were of no issue, where would you like to travel? Why? But first, let's think about the origin, how did it all start? (Problem Based Learning)

## Language Function 2

Give and request information.  
Describe habits, people and places.

## Language Objective 3

By the end of the week, I will be able to produce a short descriptive text about the characteristics of people and places orally and in writing.

## Performance Indicators 4

I can make and respond to invitations, suggestions, apologies, etc.

## Content 5

- Describing places**  
Barranquilla is the capital city of Atlántico. It has lots of old and modern buildings. It is famous for its monuments and its architecture. Every year before lent it holds its carnival which brings performers and visitors from around the world.
- Countable and uncountable (much and many)**  
She has thirty chairs in her classroom.  
How much furniture does he have?  
I need some help/advice.  
I need as much information as possible.
- Simple adverbs of place, manner and time**  
There are flowers everywhere.  
He quickly opened the door.  
I am going to Tunja tomorrow.

## Methodology and Assessment 6

- Upon reading three short texts about the origin of the universe: from the Bible, Genesis (1:1-10); from Carl Sagan's The Story Never Told, Big Bang theory; and the myth of Chiminigagua (Muisca myth), complete a 3-set Venn diagram.
- Formative Assessment**  
Individually, draft of a poster, video or slides, to present "my dream destination" describing characteristics of people and places.

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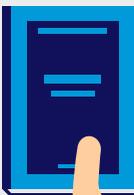


# Week 2

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## Proposed Methodological Insights 1

If you could travel by timemachine, where would you go and why? Regardless of the year, we'll find many cities built alongside large bodies of water, but why? Are you ready to solve the mystery? (Problem Based Learning)



## Language Function 2

Establish comparisons and contrasts.  
Express points of view.




## Language Objective 3

By the end of the week, I will be able to compare and contrast the role of rivers in the building of early cities including "my dream destination."



## Performance Indicators 4

I can recognise specific information related to objects, people and actions.



## Content 5

- 
**Past simple**  
 She lived in Cali 3 years.  
 We didn't argue this morning.  
 Did he clean her room yesterday?
- 
**Adjectives ending in '-ed' and '-ing'**  
 The film was really boring.  
 Her story was really amusing.  
 The journey was really exciting.  
 The crowd was already excited.
- 
**Suggestions**  
 Shall we go home now?  
 Let's go to the cinema?  
 Why don't we phone Jim?




## Methodology and Assessment 6

- 
 In teams of 3 or 4, explain the role of rivers in the building of early cities and the origin of ancient civilizations and locate them on a present-day map. If time allows, students can contrast these cities with a "then and now" reflection.
- 
**Formative Assessment**  
 Create a presentation with a Venn diagram to compare and contrast facts about your ideal destination country and one of the cities analysed in the previous task.

# Week 3

**Proposed Methodological Insights 1**

Biodiversity is essential for the processes that support all life on Earth, including humans. Which countries have the highest bioersivity in the world? (Project-Based Learning)

**Language Function 2**

Give and receive *recommendations* and suggestions.  
<https://tinyurl.com/yyar6ppw>

**Language Objective 3**

By the end of the week, I will be able to express agreement and disagreement while politely offering suggestions.

**Performance Indicators 4**

I can understand the main idea and some details related to activities, places and people in a short descriptive text.

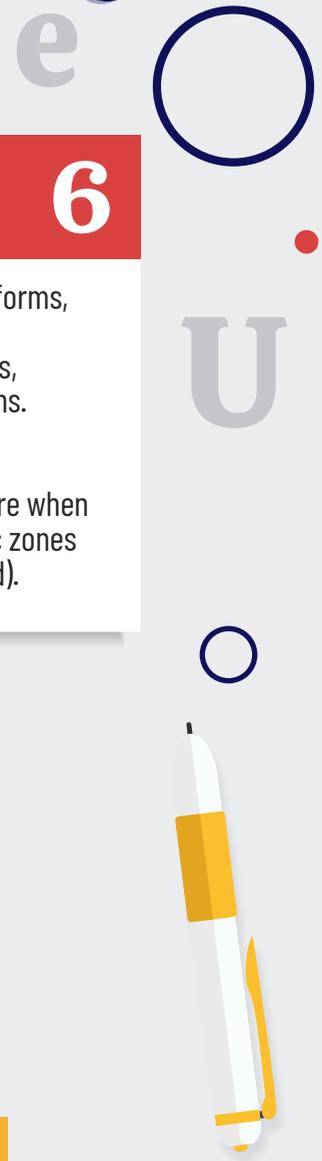
**Content 5**

- Past simple irregular verbs**  
 He gave me a nice present.  
 She bought some flowers for her mother.  
 I began to play chess when I was 5.
- Prepositional phrases (place, time and movement)**  
 He went inside the building.  
 We walked along the beach.  
 They arrived at the station in the middle of the night.
- Adverbial phrases of time, place and frequency including word order**  
 He went home yesterday.  
 They were here today.

**Methodology and Assessment 6**

- Formative Assessment**  
 Working in pairs, advise on how to prepare when traveling to each one of the 5 bioclimatic zones in Colombia (daily routines, clothing, food).

\*Describe the interactions between landforms, climate, bioclimatic zones (changes in temperature, tides, winds, ocean currents, clouds, solar radiation) and human actions.



# Week 4

## Proposed Methodological Insights 1

After millions and millions of years, our planet Earth has designed some extremely efficient systems to preserve the natural world. Let's try to describe them by making observations in nature. Perhaps, it will inspire us to use different algorithms in a meaningful way to solve problems. (Task-Based Learning)

## Language Function 2

Organise a series of steps (instructions) in a logical manner.

## Language Objective 3

By the end of the week, I will be able to summarize the main points in short, simple news items and descriptions about Earth systems.

## Performance Indicators 4

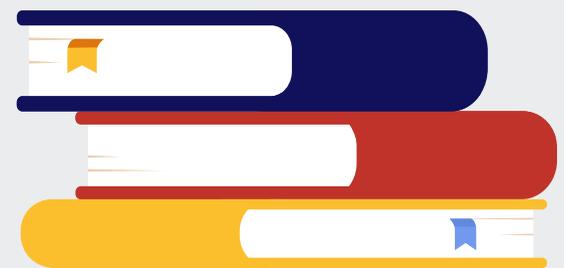
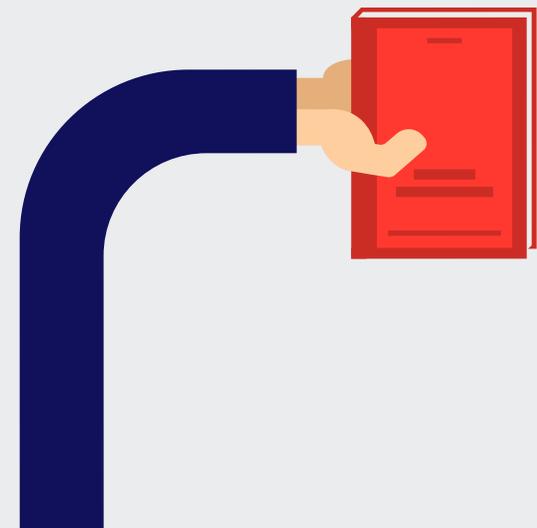
I can identify the topic, main idea, and related information from simple sentences in short informational texts and conversations that are spoken or written.

## Content 5

- Modals: Possibility (Might, May)**  
She might come. I don't know.  
John may know the answer to your question.  
  
Parts of the Earth system:  
<https://tinyurl.com/ynt6rton> hydrosphere, geosphere, atmosphere and biosphere.
- Possible sentence frames**  
The previous section has shown that ...  
To conclude this section, the literature identifies ...  
This section has reviewed the four key aspects of ...

## Methodology and Assessment 6

- Summative assessment**  
Individual checkpoint to identify gaps in student learning in the context of comparing and contrasting people and places in present and past tenses (before and now).
- Formative Assessment**  
Working in teams of 3 or 4 using a poster, video or slides, Ss summarize what they have learned about systems in the natural world.



# Week 5

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## Proposed Methodological Insights 1

There is always plan B! Let's create a living model of the Earth system of their dream destination, including hydrosphere, geosphere, atmosphere and biosphere. (Project-Based Learning)

## Language Function 2

Identify and explain cause and effect relationships.

## Language Objective 3

By the end of the week, I will be able to write simple connected texts on a topic within ones field of interest, to express personal views and opinions.

## Performance Indicators 4

I can use a series of phrases and sentences to describe cause and effect relationships in natural phenomena.

## Content 5

**Wider range of determiners**  
 (e.g. all, none, not (any), enough, (a) few)  
 I am going to have a party for a few friends.  
 We don't have enough eggs to make our cake.  
 None of my friends are going to the club.

*Microenvironments* to study natural phenomena.  
<https://tinyurl.com/ypue44vl>

**Possible sentence frames**  
 \_\_\_\_ can broadly be defined as ...  
 \_\_\_\_ can be loosely described as ...  
 \_\_\_\_ can be defined as ... It encompasses ...

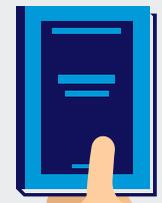
## Methodology and Assessment 6

**Formative Assessment**  
Working along with a classmate, create experimental conditions in terrariums to study what plants need to live. Use tables to record the evolution of variables in two terrariums.



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# Week 6

## Proposed Methodological Insights 1

Conduct an investigation to document the processes that take place everyday in both terrariums.  
(Project-Based Learning)

## Language Function 2

Establish comparisons and contrasts.  
Express points of view.

## Language Objective 3

By the end of the week, I will be able to produce a short descriptive text about characteristics and evolution of the terrariums in oral and written form.

## Performance Indicators 4

I can present information about Earth systems, and state preferences and opinions using simple sentences, through written or spoken language.

## Content 5

### To + infinitive (express purpose)

I go jogging to get fit.  
They are going to Villa de Leyva to see dinosaurs.  
I went to the post office to buy stamps.

Earth systems

### Possible sentence frames

\_\_\_\_\_ appears to be linked to ...  
The use of \_\_\_\_\_ may be linked to ...  
In many cases, \_\_\_\_\_ may be associated with ...

## Methodology and Assessment 6

### Formative Assessment

Working in teams of 3 or 4, create a play/ song/ story to show what they have learned about Earth's systems to be presented to elementary school students.



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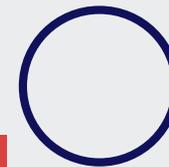


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# Week 7



## Proposed Methodological Insights 1

Let's take a moment to evaluate last week's experimental design. How did the scientific method help in terms of exploring a question and making new discoveries?



## Language Function 2

Tell a story or describe something in a simple list of points.



## Language Objective 3

By the end of the week, I will be able to make a presentation of a short descriptive text about characteristics and evolution of the terrariums in oral and written form.



## Performance Indicators 4

I can present information about my experiment, and state preferences and opinions using a mixture of simple practiced or memorized sentences, through spoken language.



## Content 5

Application of Scientific method to study natural phenomena in microenvironments.

### Possible sentence frames

A consequence of \_\_\_\_ is ...  
 \_\_\_\_ is a \_\_\_\_ caused by ...  
 \_\_\_\_ is a \_\_\_\_ resulting from ...

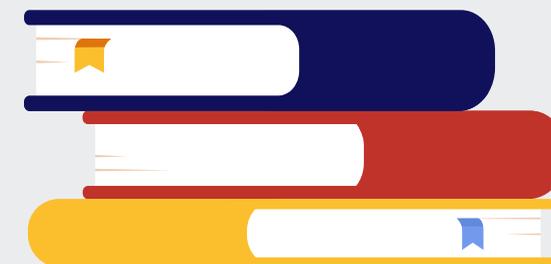


## Methodology and Assessment 6

During the presentations, students are expected to use in written or spoken form the possible sentence frames previously studied.

### Formative Assessment

Individual checkpoint to identify gaps in the context of making a group presentation of an experiment stating data, analysis, conclusions, preferences and opinions. Ss receive analytical feedback.





# Week 8

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## Proposed Methodological Insights

1

It's time to reflect on how creating a microenvironment, including hydrosphere, geosphere, atmosphere and biosphere can help in studying natural phenomena.



## Language Function

2

Managing interactions.



## Language Objective

3

By the end of the week, I will be able to perform and respond to information exchange and requests, and express opinions and attitudes in a simple way.



## Performance Indicators

4

I can explain how creating a microenvironment, including hydrosphere, geosphere, atmosphere and biosphere can help study natural phenomena.



## Content

5

Describing places, adverbs, countable and uncountable.

Past simple, adjectives and suggestions.

Past simple irregular verbs, prepositional phrases, adverbial phrases.

Modals of possibility (might /may), determiners, to + infinitive (express purpose)

Parts of the Earth system: hydrosphere, geosphere, atmosphere and biosphere.

Microenvironments to study natural phenomena.



## Methodology and Assessment

6

Time to evaluate whether the expected learning outcomes have been achieved on previously stated module objectives.

### Summative assessments

Individual checkpoint to identify gaps in student learning outcomes for current module.

Individual demonstration of how to experiment with microenvironments to explore natural phenomena without prompt or guidance using last weeks presentation. Remedial exercise practice is offered to students.



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# Week 9



## Proposed Methodological Insights 1

Let's use language functions, expressed in "can do" statements to guide self and peer-evaluation processes in order to promote deep learning.



## Language Function 2

Small group discussion  
- consensus task



## Language Objective 3

By the end of the week, I will be able to perform and respond to information exchange and requests, and express opinions and attitudes in a simple way.



## Performance Indicators 4

Performance indicators for the entire module listed in the Content section below are assessed.



## Content 5

### Sentence frames

The previous section has shown that ...  
To conclude this section, the literature identifies ...

This section has reviewed the four key aspects of ...

\_\_\_\_\_ can broadly be defined as ...

\_\_\_\_\_ can be loosely described as ...

\_\_\_\_\_ can be defined as ... It

encompasses ...

\_\_\_\_\_ appears to be linked to ...

The use of \_\_\_\_\_ may be linked to ...

In many cases, \_\_\_\_\_ may be associated with ...

A consequence of \_\_\_\_\_ is ...

\_\_\_\_\_ is a \_\_\_\_\_ caused by ...

\_\_\_\_\_ is a \_\_\_\_\_ resulting from ...



## Methodology and Assessment 6

Peer-evaluation, self-evaluation and oral questioning to check for progression of competency in content and skills and module objectives.

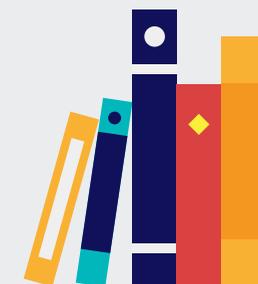
As a differentiation strategy, students convert information learned in one format into another format (e.g. verbal or visuospatial) integrating CALP sentence frames to the appropriate extend.

1. I can make and respond to invitations, suggestions, apologies, etc.
2. I can recognise specific information related to objects, people and actions.
3. I can understand the main idea and some details related to activities, places and people in a short descriptive text.
4. I can identify the topic, main idea, and related information from simple sentences in short informational texts and conversations that are spoken or written.
5. I can use a series of phrases and sentences to describe cause and effect relationships in natural phenomena.
6. I can present information about Earth systems, and state preferences and opinions using simple sentences, through written or spoken language.
7. I can explain how creating a microenvironment, including hydrosphere, geosphere, atmosphere and biosphere can help study natural phenomena.

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

Teacher can assess:



Self-Assessment



Checkpoint (Quiz)



Formative



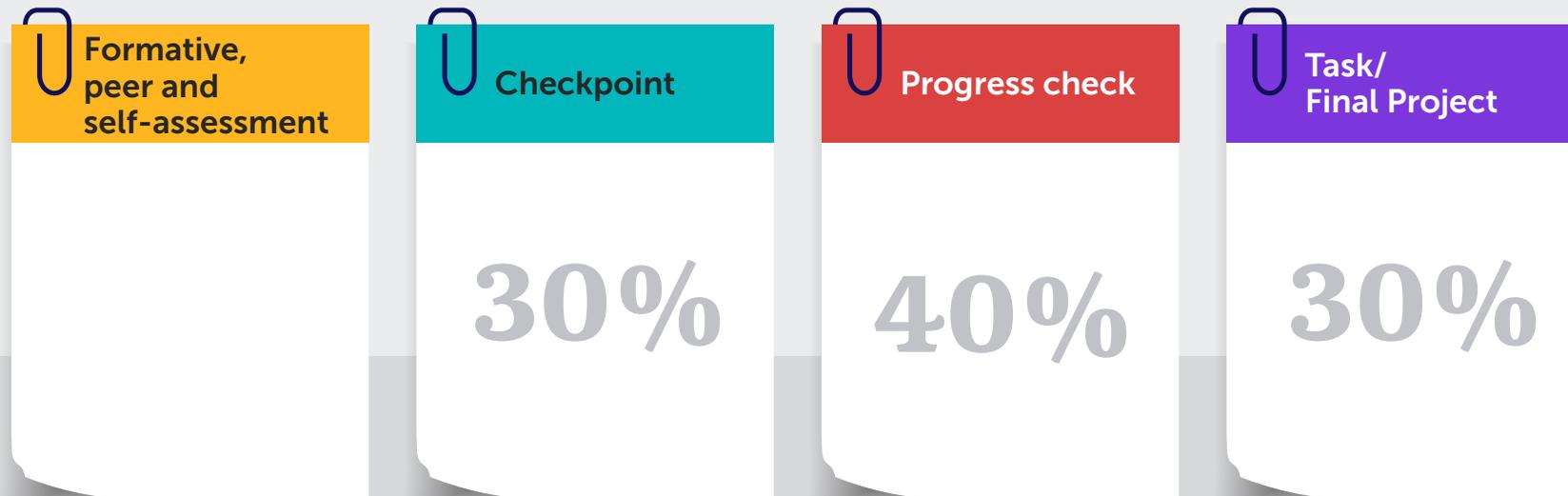
Progress check (Final exam)



Task/Final project

\*In each of the students' books, draw the following chart.

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



**Example:**

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

\*Use Oral and Writing rubrics. Use portfolios as a cumulative assessment tool, where students compile their work from different activities, including written assignments, drawings, and reflections.



Go to the last page of this Scope and Sequence to explore the **Teacher's Toolkit** with recommendations, resources, and pedagogical strategies.

# Term 4 of 4

## Grade 7

### Hours per week:

5-15 hours  
(MEB STEM)

### Total of hours:

54-90 hours  
(MEB STEM)



## Module 4: Sustainability

What are we missing?



Go to the last page of this Scope and Sequence to explore the *Teacher's Toolkit* with recommendations, resources, and pedagogical strategies.

## English Language Basic Learning Rights

- Give and receive instructions, recommendations and suggestions.
- Describe actions related to recycling in my school environment.
- Social Studies - 6th grade DBA:** Analyses the legacies left by pre-Hispanic American societies in various fields.
- Social Studies DBA:** Analyses the Middle Ages as a historical period that gave rise to social, economic and political institutions in relation to the same period in pre-Colombian societies.

**Social Studies - 6th grade DBA:** Analyses how interests from different social, political and economic sectors come into play in the democratic political scenario, which must be decided by the citizens.

**Natural Science DBA:** Understands the relationship between the carbon, nitrogen and water cycles, explaining carbon, nitrogen and water cycles, explaining their their importance in the maintenance of ecosystems.

## Main Goal

By the end of the term, I will be able to design and prototype a waste management system for my school.

CEFR  
A2.1

## 21st Century Skills

**Learning skills:** critical thinking, creativity, collaboration, and communication.

## Problem-Based Lesson Planning

Key points to remember when using this guideline to work on Problem-Based Lesson plans:

- PBLs offer multiple examples of simple and practical ways to incorporate problem-based learning. Stimulates the students' creativity, and encourages research to solve problems through self-guided learning.
- It is not necessary to know a lot about the subject since it is written in a simple and clear way. Centered on the students' interests and capacities, they have to develop critical thinking.
- PBLs offer learning opportunities from a variety of perspectives. PBLs use assessment not only to verify the students' learning but also as an instrument of improvement.



# Week 1

## Proposed Methodological Insights 1

Can you name the contributions of pre-Hispanic societies in the fields of astronomy, engineering, math, public health and herbal medicine?

## Language Function 2

Give and request information.  
Describe habits, people and places.

## Language Objective 3

By the end of the week, I will be able to produce a short descriptive text citing technological and cultural contributions of pre-Hispanic societies.

## Performance Indicators 4

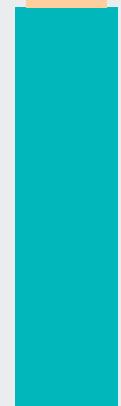
I can use a series of phrases and sentences to describe a sequence of past events and milestones.

## Content 5

**Present perfect**  
He has lost his wallet.  
Have you got your results yet?  
Have you ever been to Santander?  
They've gone to Cartagena on holiday.  
Have they come back from recess?  
She hasn't been to school this week.  
I've known him for 5 years/since 2018.

## Methodology and Assessment 6

Describe the technological and cultural contributions of pre-Hispanic societies such as the Mayan calendar, architecture, religious aspects, astronomy, and farming techniques.  
**Formative Assessment**  
Individually, draft of a poster, video or slides, to show what makes your school an awesome place to learn.





# Week 2

## Proposed Methodological Insights 1

Albert Einstein once said that "Failure and deprivation are the best educators and purifiers." This week, we'll put his words to the test by comparing a timeline of two different cities or even civilizations. What happened after they went through failure or deprivation? (Problem Based Learning)

## Language Function 2

Describe experiences and events.

## Language Objective 3

By the end of the week, I will be able to compose a simple description of an anecdote orally and in writing.

## Performance Indicators 4

I can give and receive instructions, recommendations and suggestions.

## Content

## 5

### Describing past experiences and storytelling

Last year, my family and I went to Neiva for a walking holiday. Sometimes, we stayed in local mountain hostels and sometimes we slept in my tent. One evening, we were far from any village, so we camped at the edge of a forest beside a small river. I ate some food and watched the sun go down. I heard a small noise at the edge of the forest. I turned and saw two pairs of eyes. Bears!

### Note:

Based on class progress, Teacher can include any topic requiring additional practice.

## Methodology and Assessment

## 6

In teams of 3 or 4, illustrate in a timeline that compares different societies in the world such as: Paris (Europe), Teotihuacán and Tikal (Central America), Cusco (South America) Damascus (Asia) or Cairo (Africa).

### Formative Assessment

Create a timeline to illustrate 5 important events in my life and my top 3 accomplishments so far (won an award, learnt to ride a bike, to play an instrument, to play a sport or a any other skill) including any anecdotes that may have happened in the midst of those events.

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# Week 3



## Proposed Methodological Insights

1

We are taking last week's exploration one step further by comparing and contrasting findings with other classmates. What do we have in common?  
(Project-Based Learning)



## Language Function

2

Describe situations and events.

Establish comparisons and contrasts.



## Language Objective

3

By the end of the week, I will be able to initiate, maintain and close simple, face-to-face conversations to establish commonalities between different experiences and life events.



## Performance Indicators

4

I can request and provide information with some details to preferences, feelings, or opinions by creating simple sentences and asking appropriate follow-up questions in conversations.



## Content

5

### Past continuous

I was living in Tunja when I met her.  
It was raining, so we decided to get a taxi.

### Note:

Based on class progress, Teacher can include any topic requiring additional practice.



## Methodology and Assessment

6

In teams of 3 or 4, create a timeline to explain key moments and milestones in the implementation of the classroom agreement evaluating the importance of active participation in decision-making for the collective well-being in society, in the context of a democracy.

### Formative Assessment

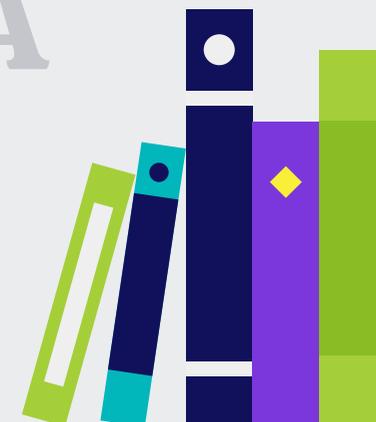
Working in teams of 3, create a presentation with a 3-set Venn diagram to compare and contrast your timelines. Report back to the class.



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# Week 4



## Proposed Methodological Insights 1

Harmful contaminants can negatively alter our surroundings and the environment. However, we can do something about it.

Let's use what we have learnt throughout this year, to pose questions for further understanding of specific problems. (Problem Based Learning)



## Language Function 2

Explain relationships of cause and effect.



## Language Objective 3

By the end of the week, I will be able to make a presentation to give reasons for a point of view about recycling to persuade others.



## Performance Indicators 4

I can identify the topic, main idea, and related information from simple sentences in short informational texts and conversations.



## Content 5

How to recycle in Bogota.  
How recycling works.

Possible sentence frames  
 \_\_\_\_ helps distinguish ...  
 \_\_\_\_ has been broadened to include ...  
 \_\_\_\_ was developed for the purpose of ...

**Note:**  
Based on class progress, Teacher can include any topic requiring additional practice.



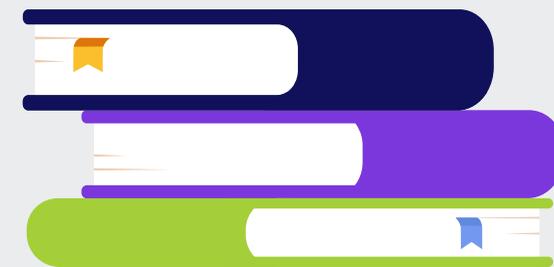
## Methodology and Assessment 6

### Summative assessment

Individual checkpoint to identify gaps in student learning in the context of appropriately using preterite and preterite perfect tense to describe a sequence of events from the past.

### Formative Assessment

Working in teams of 3 or 4 using a poster, video or slides, Ss illustrate how to properly follow the current recycling protocol in Bogota.



# Week 5

## Proposed Methodological Insights 1

What are we missing? Let's conduct an investigation to design and implement a system for waste management in my school.

## Language Function 2

Identify and explain cause and effect relationships.

## Language Objective 3

By the end of the week, I will be able to write simple connected texts on the cause and effects relationship identified in current waste management system at school, to express personal views and opinions.

## Performance Indicators 4

I can use a series of connected phrases and sentences to describe cause and effect relationships identified in the current school waste management system.

## Content 5

**Life cycle**

Propose improvement actions.  
<https://tinyurl.com/ybk9nn52>

**Possible sentence frames**

---- has contributed to the decline in ...  
It is now understood that X plays an important role in ...  
A number of factors play a role in determining the effects of ...

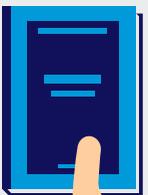
## Methodology and Assessment 6

**Formative Assessment**

Working along with a classmate, use a poster, video or slides, to summarize the cause and effect relationships identified in the current school waste management system. Solve problems by breaking them down into smaller parts and defining functions that provide solutions to the smallest problems, and then linking the functions together.

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# Week 6



## Proposed Methodological Insights

1

With all the information collected this year, let's design, write and debug a waste management system, including a prototype or simulation of the physical systems. (Project-Based Learning)



## Language Function

2

Explain relationships of cause and effect.

Give and receive recommendations and suggestions.



## Language Objective

3

By the end of the week, I will be able to perform a simulation using concrete material and manual calculations with the support of tables, to record the evolution of variables in the waste management system.



## Performance Indicators

4

I can present information about my project, state and make attempts to support preferences and opinions on waste management topics, by creating and using simple sentences.



## Content

5

### Reduce, reuse and recycle

#### Possible sentence frames

- may be an important factor in ...
- may contribute to the increase in ...
- may play a vital role in bringing about ...

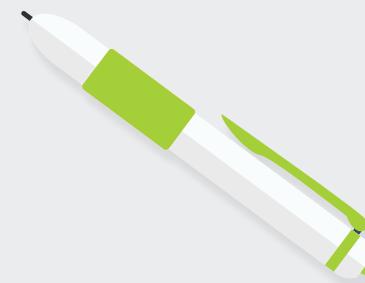
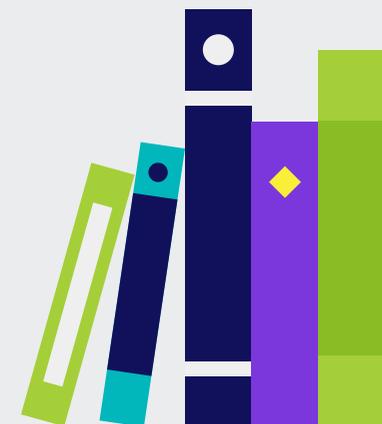


## Methodology and Assessment

6

### Formative Assessment

Working in teams of 3 or 4, draft of a poster, video or slides, to present results of the design and implementation of a waste management system, include description, data, analysis and conclusions gather from the experiment conducted.



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# Week 7



## Proposed Methodological Insights 1

Let's take a moment to evaluate last week's experimental design. How did the scientific method help in terms of exploring a question and making new discoveries?



## Language Function 2

Tell a story or describe something in a simple list of points.



## Language Objective 3

By the end of the week, I will be able to make a presentation of the design and implementation of a waste management system; include description, data, analysis and conclusions gathered from the experiment conducted.



## Performance Indicators 4

I can present information about my project, state and make attempts to support preferences and opinions on waste management topics, by creating and using simple sentences, through spoken language.



## Content 5

Application of scientific method to design a waste management system for my school.

### Possible sentence frames

- \_\_\_\_ has a significant impact on ...
- \_\_\_\_ is an important determinant of ...
- \_\_\_\_ and \_\_\_\_ are important driving factors of \_\_\_\_.



## Methodology and Assessment 6

During the presentations, students are expected to use in written or spoken form the possible sentence frames previously studied.

### Formative Assessment

Individual checkpoint to identify gaps in the context of making a group presentation of an experiment stating data, analysis, conclusions, and attempting to support preferences and opinions. Ss receive analytical feedback.



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# Week 8

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## Proposed Methodological Insights 1

It's time to reflect on the process of designing and prototyping a waste management system for our school.



## Language Function 2

Managing interactions.



## Language Objective 3

By the end of the week, I will be able to perform and respond to information exchange and requests, and express opinions and attitudes in a simple way.



## Performance Indicators 4

I can explain how to design and prototype a waste management system for my school.



## Content 5

Present Perfect.

Describing past experiences and storytelling.

Past continuous.

Ocean circulation patterns.

Life cycle.

Reduce, reuse and recycle.

Waste management.



## Methodology and Assessment 6

Time to evaluate whether the expected learning outcomes have been achieved on previously stated module objectives.

### Summative assessments

Individual checkpoint to identify gaps in student learning outcomes for current module.

Individual demonstration of how to apply the scientific method to design a waste management system without prompt or guidance using last weeks presentation. Remedial exercise practice is offered to students.



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# Week 9



## Proposed Methodological Insights

1

Let's use language functions, expressed in "can do" statements to guide self and peer-evaluation processes in order to promote deep learning.



## Language Function

2

Small group discussion  
- consensus task



## Language Objective

3

By the end of the week, I will be able to perform and respond to information exchange and requests, and express opinions and attitudes in a simple way.



## Performance Indicators

4

Performance indicators for the entire module listed in the Content section below are assessed.



## Content

5

### Sentence frames

- helps distinguish ....
- has been broadened to include ...
- was developed for the purpose of ...
- has contributed to the decline in ...
- It is now understood that X plays an important role in ...
- A number of factors play a role in determining the effects of ...
- may be an important factor in ...
- may contribute to the increase in ...
- may play a vital role in bringing about ...
- has a significant impact on ...
- is an important determinant of ...
- and ---- are important driving factors of ----.



## Methodology and Assessment

6

Peer-evaluation, self-evaluation and oral questioning to check for progression of competency in content and skills and module objectives.

As a differentiation strategy, students convert information learned in one format into another format (e.g. verbal or visuospatial) integrating CALP sentence frames to the appropriate extend.

1. I can give and receive instructions, recommendations and suggestions.
2. I can use a series of phrases and sentences to describe a sequence of past events and milestones.
3. I can request and provide information with some details to preferences, feelings, or opinions by creating simple sentences and asking appropriate follow-up questions in conversations.
4. I can identify the topic, main idea, and related information from simple sentences in short informational texts and conversations.
5. I can use a series of connected phrases and sentences to describe cause and effect relationships identified in the current school waste management system.
6. I can present information about my project, state and make attempts to support preferences and opinions on waste management topics, by creating and using simple sentences.
7. I can explain how to design and prototype a waste management system for my school.





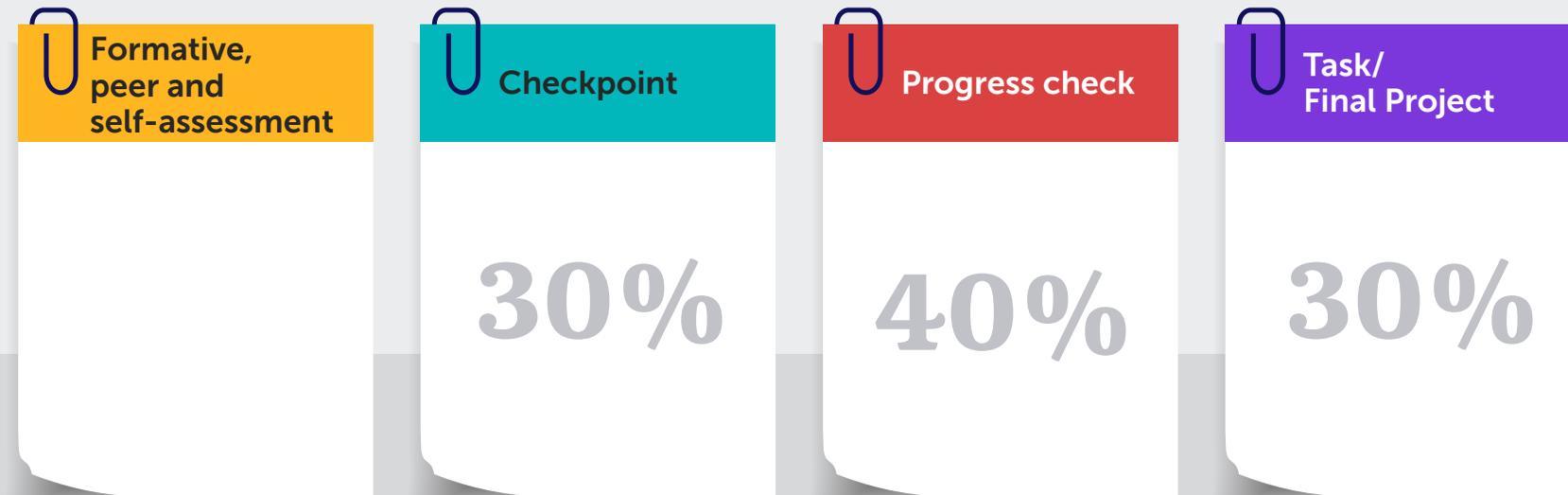
## 4<sup>st</sup> Term Evaluation

Teacher can assess:



\*In each of the students' books, draw the following chart.

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



**Example:**

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

\*Use Oral and Writing rubrics. Use portfolios as a cumulative assessment tool, where students compile their work from different activities, including written assignments, drawings, and reflections.



Go to the last page of this Scope and Sequence to explore the **Teacher's Toolkit** with recommendations, resources, and pedagogical strategies.



## My Teacher Toolkit

On this page, you will find recommendations, resources and pages of interest with pedagogical and assessment strategies.

### Templates

<p><b>Primary School Quiz (with model)</b></p> <ul style="list-style-type: none"> <li>Primary quiz example <a href="https://n9.cl/uqqj4">https://n9.cl/uqqj4</a></li> <li>Primary quiz <a href="https://n9.cl/udtcu">https://n9.cl/udtcu</a></li> </ul>	<p><b>High School Quiz (with model)</b></p> <ul style="list-style-type: none"> <li>Link PDF <a href="https://n9.cl/k78rf">https://n9.cl/k78rf</a></li> </ul>	<p><b>Writing Rubric (Primary School)</b></p> <ul style="list-style-type: none"> <li>Rubric example <a href="https://n9.cl/pvj2s5">https://n9.cl/pvj2s5</a></li> </ul>	<p><b>Speaking Rubric (Primary School)</b></p> <ul style="list-style-type: none"> <li>Rubric example <a href="https://n9.cl/9xytf">https://n9.cl/9xytf</a></li> </ul>	<p><b>Writing Rubric (High School)</b></p> <ul style="list-style-type: none"> <li>Rubric example <a href="https://n9.cl/qt4k5">https://n9.cl/qt4k5</a></li> </ul>	<p><b>Speaking Rubric (High School)</b></p> <ul style="list-style-type: none"> <li>Rubric example <a href="https://n9.cl/hpdmn">https://n9.cl/hpdmn</a></li> </ul>
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### Resources of interest

<p><b>Principles for designing and implementing a quiz</b></p> <ul style="list-style-type: none"> <li>Link. <a href="https://tinyurl.com/26493trh">https://tinyurl.com/26493trh</a></li> </ul>	<p><b>Implementation of productive skills rubrics</b></p> <ul style="list-style-type: none"> <li>Link 1. <a href="https://n9.cl/muivn">https://n9.cl/muivn</a></li> <li>Link 2. <a href="https://n9.cl/06alf">https://n9.cl/06alf</a></li> </ul>	<p><b>Principles or best practices for the evaluation process</b></p> <ul style="list-style-type: none"> <li>Module 1. <a href="https://n9.cl/t2aru">https://n9.cl/t2aru</a></li> <li>Module 2. <a href="https://n9.cl/8mmk0">https://n9.cl/8mmk0</a></li> <li>Module 3. <a href="https://n9.cl/neodqs">https://n9.cl/neodqs</a></li> <li>Module 4. <a href="https://n9.cl/3295r">https://n9.cl/3295r</a></li> </ul>	<p><b>Principles or best practices for summative and formative evaluation</b></p> <ul style="list-style-type: none"> <li>Link 1. <a href="https://n9.cl/t5amyj">https://n9.cl/t5amyj</a></li> <li>Link 2. <a href="https://n9.cl/cxw0z">https://n9.cl/cxw0z</a></li> <li>Link 3. <a href="https://n9.cl/6gnu6">https://n9.cl/6gnu6</a></li> </ul>
<p><b>Principles or best practices regarding the use of technology in the classroom</b></p> <ul style="list-style-type: none"> <li>Link 1. <a href="https://n9.cl/tq5o8">https://n9.cl/tq5o8</a></li> <li>Link 2. <a href="https://n9.cl/phzim">https://n9.cl/phzim</a></li> </ul>	<p><b>How to teach with 21st Century Skills</b></p> <ul style="list-style-type: none"> <li>21st Century Skills <a href="https://n9.cl/gpruf">https://n9.cl/gpruf</a></li> </ul>	<p><b>Know Now 2.0</b></p> <ul style="list-style-type: none"> <li>Achieving Skills, Preparing for Life <a href="https://tinyurl.com/5n7e39ku">https://tinyurl.com/5n7e39ku</a></li> <li>Keys to your Future <a href="https://tinyurl.com/yvz9vkmh">https://tinyurl.com/yvz9vkmh</a></li> </ul>	<p><b>Task-, project- and problem-based learning</b></p> <ul style="list-style-type: none"> <li>Suggested English Curriculum Methodological Principles <a href="https://n9.cl/hulcd">https://n9.cl/hulcd</a></li> <li>Suggested English Curriculum Principles of Assessment <a href="https://n9.cl/6f0dp">https://n9.cl/6f0dp</a></li> </ul>



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