Plan Distrital de Bilingüismo

MEB

Ejemplo de Malla Curricular

para 2° de las Instituciones Educativas del Distrito

Enfoque CLIL (STEM)



BRITISH COUNCIL

ALCALDÍA MAYOR DE BOGOTÁ D.C.

SECRETARÍA DE EDUCACIÓN

BOGOTÁ

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
Ulia Nadezhda Yemail Cortés

ENLACE PLAN DISTRITAL DE BILINGÜISMO
Jeimmy Herrera Riveros

COORDINADOR ACADÉMICO PLAN DISTRITAL DE BILINGÜISMO
Jaime Andrés Galindo Ochoa

PROFESIONAL PEDAGÓGICO PLAN DISTRITAL DE BILINGÜISMO
Dajana Liney García Jotty
Sandra Milena Rico Páez
Edison Javier Rivera Rubiano
Janeth Milena Emayusa Rodríguez

EQUIPO DE DISEÑO SED
Juliana Echeverri Gómez

BRITISH COUNCIL EN COLOMBIA

DIRECTOR BRITISH COUNCIL EN COLOMBIA
Felipe Villar Stein

DIRECTORA DE PROGRAMAS DE EDUCACIÓN, INGLÉS Y ARTE
Laura Patricia Barragán Montaña

JEFE DE PROGRAMAS DE INGLÉS
Carolina Cruz Corzo

GERENTE DE PROYECTOS
David Vallejo Acuña

LÍDER TÉCNICO
Tatiana Gómez-Ramírez

CONSULTOR EXPERTO ELT
María Fernanda Hoyos Rondón
Alejandra Marín Casallas
Fabián Amaya Torres
Sandra Huertas Malagón
Linda Basto Langford

DISEÑADORAS
Pahola Ramos Barbour
María Fernanda Ayala

AGRADECIMIENTOS PROCESO DE EVALUACIÓN Y VALIDACIÓN CURRICULAR

DOCENTES DE LA SECRETARÍA DE EDUCACIÓN DEL DISTRITO
Randy Howard Cuéllar Melo
Ronald Castro Quintero
Rosa Elvira Romero de Castañeda
Catalina Montel Cárdenas
Juan Carlos Gutiérrez Vélez
Claudia Carmenza García Vega
Ángela Lozada
Astrid Viviana Fuquene
Patricia Velandia Pérez
Camilo Andrés Ramos Pineda
Marino Bogotá

CONSULTORES EXPERTOS BRITISH COUNCIL
Sanyi Lorena Rojas León
Javier Armando Sierra Gordillo

© Secretaría de Educación del Distrito
Av. El Dorado No 66-63, Bogotá D.C., Colombia
www.educacionbogota.edu.co
Teléfono: (57+1) 324 10 00 / Fax: 315 34 48 / Información: línea 195

@Educacion_bogota @Educacionbogota

contactenos@educacionbogota.edu.co

© British Council Colombia
Carrera 11a No. 93-35 Piso 6, Bogotá D.C., Colombia
https://www.britishcouncil.co
(57+1) 325 90 90

@britishcouncilco
cobritish
BritishCouncilColombia
BritishCouncilColombia

servicioalcliente@britishcouncil.org

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.

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.

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**

Term 1 of 4

Grade 2

Hours per week:
2-3 hours
(MEB STEM/CLIL)

Total of hours:
18-27 hours
(MEB STEM/CLIL)



Module 1: Health

Discovering Delicious and Healthy Eating Together!

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

- Express simple ideas about studied topics, using words and phrases.
- Understand the sequence of a short and simple story about healthy food and daily routines, and retell it based on illustrations and familiar words.

- Science DBA: Understand the relationship between the physical characteristics of plants and food (nutrients).
- Maths DBA: Classifiy and organize data, represent it using frequency tables and non-scale pictograms, and communicate the obtained results to answer simple questions.

Main Goal

By the end of the term, I will be able to recommend a healthy meal plan to family members or classmates.





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. It 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.

CERF Pre A1.3

21st Century Skills

Critical thinking, collaboration, communication, self-management and problem solving

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

Week 1

1 Proposed Methodological Insights

Let's explore the variety of food we have. An overview of the categorization of food vocabulary. (Task-Based Learning).

2 Language Function

Describe food and food categories.

3 Language Objective

By the end of the week, I will be able to describe and categorize food into groups.

4 Performance Indicators

I can describe and organize food in groups.

5 Content

- **Vocabulary:**
  Fruit:
  https://tinyurl.com/ypcadsav
  Apple / pear / grapes / mango / plum / guava /banana / passion fruit / blackberry
- **Vegetables:**
  Tomato / onion / pepper / beans / cucumber / beet / lettuce / cabbage
- **Drinks:**
  Juice / water
- **Food:**
  French fries / chicken soup
- **Taste:**
  Sweet / salty / spicy / fresh
- **Color:**
  Yellow / green / red / brown / white / orange.
- **Type of food:**
  Fruit / vegetable / drink / food
- **Present simple:**
  An apple is a fruit. It is red and sweet. I eat apple everyday. I drink water.

  Sentence stem examples:
  ...is a... (fruit, vegetable, drink, food).
  It is... (color/taste/type).
  I eat...
  I drink...

6 Methodology and Assessment

Students individually draw different types of food from each group: fruit, vegetable, drink, food. Then students describe the food **https://tinyurl.com/2hw7rmvs**

The teacher presents the sentence stems students can use to talk about different food using the target grammar. In small groups, students sort their individual food items into the different groups (fruit, vegetable, drink, food) and prepare a short presentation.

- **Formative Assessment:**
  Each group presents their food groups and describes the food using the sentence stems and vocbaulary. *Use a Rubric* **https://tinyurl.com/yn5l7goy** for Oral Presentations.

Week 2

1 Proposed Methodological Insights

In this task, we will discover how balanced meals help us grow strong. Join us as we explore the power of nutritious food together! (Task-Based Learning).

2 Language Function

Describe food information using simple English.

3 Language Objective

By the end of the week, I will describe and explain a healthy balanced diet.

4 Performance Indicators

I can describe healthy food and explain a balanced diet.

5 Content

- **Present simple:**
  We **eat** healthy food.
  We **eat** fruits and vegetables.
  I like bananas and mangoes.
  I don't like lettuce.
- **I drink** passion fruit juice.
  I eat chicken soup.
- **Vocabulary:**
  Apple / pear / grapes / mango / plum, guava / banana / passion fruit / blackberry, etc.
- **Vegetables:**
  Tomato / onion / pepper / beans / cucumber / beet / lettuce / cabbage
- **Drinks:**
  Juice / water.
- **Food:**
  French fries / chicken soup
- **Adjectives for food:**
  Healthy / tasty / yummy / calories, serving size / fat / sugar / fiber / protein / carbohydrates / vitamins / minerals.
- **Review Food Vocabulary:**
  https://tinyurl.com/juspaar

6 Methodology and Assessment

Teacher presents The Food Pyramid. *Worksheet* https://tinyurl.com/yqv6zlk7 and emphasizes on numbers, measurements and reading graphs. In small groups, students create their own food pyramid, incorporating STEM elements by designing visually appealing representations of balanced diets. *Adapt this Worksheet:* https://tinyurl.com/y8o2kron
They will present their models of the pyramids or posters in English, explaining the importance of each food group's contribution using the target grammar. (They can reuse the food items they brought in Week 1 or bring new ones or just draw them, also they can bring magazine pictures).

- **Formative Assessment:**
  One student from each group should present, the other students should walk around and take notes on the similarities and differences with the other groups' food pyramids. *Sample organizer*
  https://tinyurl.com/ys84fmb9





Week 3

1 Proposed Methodological Insights

Welcome to our adventure task in staying healthy! Let's learn why moving our bodies is important for feeling great. (Task-Based Learning).

2 Language Function

Exchange healthy habits and routines using simple English.

3 Language Objective

By the end of the week, I will be able to explain why exercise is important for my health.

4 Performance Indicators

I can roleplay exercise, healthy habits and routines.

5 Content

- **Expressions:**
  We **need** to practice...
  We **have to** eat...
  Do you practice any sport?
  What is your favorite sport?
  Do you like... (walking, jogging, etc.)?
  Do you like ... (to walk, to jog, etc.)?
- **Vocabulary:**
  Exercise and its benefits. Healthy and unhealthy habits:
  https://tinyurl.com/ymbeu875
- **Sports:**
  Soccer / swim / basketball / volleyball / cycling / athletics, etc.
- **Outdoor activities:**
  Jogging / walking / working out, etc.

6 Methodology and Assessment

The teacher asks different questions using present simple structures about sports they like and don't like. Be sure to prepare images, flashcards or a PowerPoint to support learning. Students work in pairs to choose one sport and integrate STEM elements by including visuals, diagrams, or charts demonstrating how it is performed *(Example Worksheets: Football,* **https://tinyurl.com/ysytzbmk** *Swimming,* **https://tinyurl.com/yudhun2e** *Judo,* **https://tinyurl.com/ysl4d9ac** *Boxing,* **https://tinyurl.com/ymyshfpl** Students then prepare a short roleplay about different types of exercises and healthy routines required for their sport. *(Example: I drink water everyday. We need to go to the gym.)*

- **Formative Assessment:**
  Short roleplays about different types of exercises and healthy routines in sports.





Week 4

1 Proposed Methodological Insights

Get ready to explore how our hearts beat! In this task, we'll learn why measuring our heart rate is important for staying fit! (Task-Based Learning).

2 Language Function

Calculate your heart rate.

3 Language Objective

By the end of the week, I will be able to explain how to measure heart rate and why it's important for us.

4 Performance Indicators

I can measure my heart rate, and explain the results in English.

5 Content

- **Review:**
  Exercise / healthy daily routines
- **Sports:**
  Soccer / swim / basketball, volleyball / cycling / athletics, etc.
- **Outdoor activities:**
  Jogging / working out / sitting / slow breathing / walking / jumping / sprinting
- **Introduction to the concept of measuring heart rate:** Heartbeat Video
  https://tinyurl.com/sf3sntx
  By feeling their pulse (e.g., on their wrist or neck). Guidance on how to count heartbeats for a specific duration (e.g., 15 seconds) and then multiplying to find the beats per minute.
- **Questions about heart rate:**
  How many beats do you hear in 10 seconds? How many times does your heart beat in one minute?
- **Basic vocabulary related to interpreting data:**
  (e.g., increase, decrease, change, percent).
- **Basic English words and phrases related to the experiment:**
  (e.g. heart rate, before, after, fast, slow, more, less).

6 Methodology and Assessment

- **Heart Rate Experiment:**
  Follow along with the presentation and students complete the activity by measuring their heart rate while doing different activities like sitting, slow breathing, walking, jogging, jumping and sprinting *Download worksheets and PowerPoint* **https://tinyurl.com/ymvzna3m** They can record their findings in the worksheets and should explain the results by using the target language.
- **Checkpoint:**
  Assess vocabulary and topics from week 1 to 4 retention and usage, using tools like Kahoot or Quizlet or *this quiz template* **https://tinyurl.com/yrskrz8y**





Week 5

1 Proposed Methodological Insights

Get ready to explore the magic of sleep! We'll learn why getting good rest is important for feeling great. (Task-Based Learning).

2 Language Function

Explain why sleep is important for feeling good.

3 Language Objective

By the end of the week, I will be able to explain why sleep is important.

4 Performance Indicators

I can explain results in English about my week's sleep and feelings.

5 Content

- **Expressions:**
  We **have to** eat healthy food.
  We **need to** sleep well.
  I **like to** sleep. I **feel** energetic.
  I **don't like** to take naps.
  I **feel** happy **when** I sleep.
  I **like** playing soccer.
  I **don't like** to take breaks.
- **Vocabulary:**
  Numbers Review: 1-100
- **Specific Vocabulary:**
  Sleep-Related Vocabulary:
  Sleep / duration / hours / night / bedtime / wake up / rest
- **Feelings and Well-being Vocabulary:**
  Happy / sad / tired / excited / calm, healthy / unwell

6 Methodology and Assessment

Students *read about healthy sleeping habits* **https://tinyurl.com/yplv5a5w** Students will engage in a STEM-based task where they write their sleep duration and daily feelings of well-being over a week. *Worksheet 1-Sleep log* **https://tinyurl.com/2xyq4scp** or *Sleep Diary on Page 33* **https://tinyurl.com/yplv5a5w**

They will organize and present the data and their findings in English to at least two more students. Then, they can use pictograms (e.g. moons, stars, etc.) to present the information and write a short paragraph describing the relationship between sleep and well-being of their sleep diary and their classmates' sleep diary. *(E.g. I sleep 8 hours on Mondays and I feel happy. He sleeps 6 hours on Mondays and he feels tired.)*

- **Formative Assessment**
  Continuously observe students during activities to check their participation, teamwork, and language use.
- **Checklists:**
  Use checklists of vocabulary or expressions during group and pair activities to assess students' ability to collaborate, share ideas, and use English for communication.
  Encourage students to provide feedback to their peers, promoting self and peer evaluation in collaborative tasks.



Week 6

1 Proposed Methodological Insights

Welcome to our basic and easy exploration of data collection and analysis techniques! Let's learn how to compare different ways of studying information. (Task-Based Learning).

2 Language Function

Collect data in health-related scenarios.

3 Language Objective

By the end of the week, I will be able to present data in health scenarios.

4 Performance Indicators

I can count and present some data related to health or exercise.

5 Content

- **There is/there are:**
  There's a banana on the plate.
  There are five fruits in the fridge.
  Is there a supermarket near here?
  How many fruits are there? There are 10 bananas.

- **Vocabulary:**
  Numbers Review: 1-70 - 71-100
  On the plate / in the fridge / in the supermarket / on the table / in the kitchen.

- **Review: Exercise and its benefits:**
  Sports:
  Soccer / swim / basketball / volleyball, cycling / athletics, etc.
  Fruits:
  Apple / pear / grapes / mango / plum / guava / banana / passion fruit / blackberry, etc.
  Vegetables:
  Tomato / onion / pepper / beans / cucumber / beet / lettuce / cabbage, etc.
  Drinks:
  Juice / water.
  Food:
  French fries / chicken soup.
  Outdoor activities:
  Jogging / walking / working out, etc.

6 Methodology and Assessment

Data Collection and Analysis *Video*
https://tinyurl.com/yrnhs6az - Give students a scenario or picture related to health or exercise (Healthy or unhealthy food, outdoor activities or sports, etc.). They will work in small groups to collect simple data and present their findings in English, incorporating STEM graphs or charts as seen in the video. They can also create a short paragraph concluding their findings as a report. They should use the target grammar and language.

- **Formative assessment with Checklists:**
  Use checklists during this group activity to assess students' ability to collaborate, share ideas, and use of English for communication in their final tasks.
  Use the Writing Rubric to assess students' writing skills and understanding of topics through written assignments, such as short texts or reflections on their activities.





Week 7

1 Proposed Methodological Insights

A team project, part 1. In teams, we'll create a healthy menu plan. We'll learn about portions and nutrients to make yummy balanced meals! (Project-Based Learning)

2 Language Function

Describe a healthy menu focusing on portion sizes and nutrition.

3 Language Objective

By the end of the week, I will be able to design and explain a healthy menu, using portions and sizes.

4 Performance Indicators

I can create a healthy menu with my partner and explain why it's important.

5 Content

- **Simple present.**
- **There is/there are:**
  There's a banana on the plate.
  There are a lot of fruits in the fridge.
  Is there a supermarket near here?
- **Expressions:**
  We **have to** eat healthy food.
  We **need to** sleep well.
  I **like** to sleep.
  I **don't like** to take naps.
  I **feel** happy when I sleep.
- **Vocabulary:**
  Food groups (e.g., fruits / vegetables / grains / proteins / dairy) *Worksheet*
  https://tinyurl.com/ykhfhtdz
- **Review Food Vocabulary:**
  (Weeks 1, 2, 6).

6 Methodology and Assessment

- **Project Part 1:**
  In teams, make a meal plan for a day using foods from different food groups. Share in English and explain why you chose them to the group. Continuously observe students during activities to check their participation, teamwork, and language use.

Peer Assessment:
Promote peer assessment by having students provide feedback to their classmates using predetermined criteria or checklists. Possible reflection time.

Formative Assessment: *Rubric for projects - Page 284*
https://tinyurl.com/yu2j25at





Week 8

1 Proposed Methodological Insights

A team project, part 2. In teams, we'll create a healthy menu plan. We'll learn about portions and nutrients to make yummy balanced meals! (Project-Based Learning).

2 Language Function

Describe a healthy menu focusing on portion sizes and nutrition.

3 Language Objective

By the end of the week, I will be able to design and explain a healthy menu, using portions and sizes.

4 Performance Indicators

I can create a healthy menu with my partner and explain why it's important.

5 Content

Expressions:
There is... / there are...
There's a banana on the plate.
There are a lot of fruits in the fridge.
Is there a supermarket near here?
We have to eat healthy food.
I like to sleep.
I don't like to take naps.
I feel happy when I sleep.
We need to eat fruits and vegetables. / I like bananas and mangoes. / I don't like lettuce. / I drink passion fruit juice. / I eat chicken soup.
I want... / Ilike... / I prefer... / My favorite...

Review food:
Worksheet **https://tinyurl.com/yrz7u3cx**

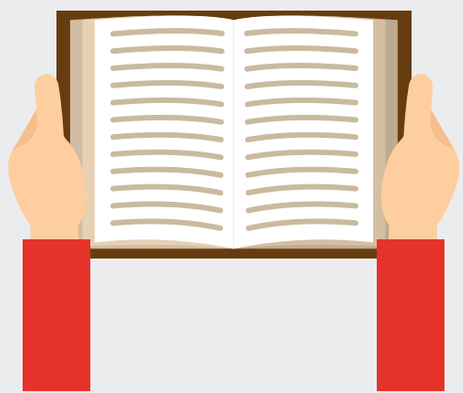
Vocabulary:
Healthy / tasty / yummy / calories / serving size / fat / sugar / fiber / protein, carbohydrates / vitamins / minerals

6 Methodology and Assessment

Project Part 2:
Students recognize the basic information about food and nutrition. *Worksheet 1* **https://tinyurl.com/ykqelcqa**, *Worksheet 2* **https://tinyurl.com/ysa7v2d6**, *Worksheet 3* **https://tinyurl.com/yu85k6cg** Students will choose the food items for their meal plan and design a simple label that includes some nutrition information. They will create a visual representation of this information using STEM tools, such as bar graphs or pie charts, and present their labels in English, discussing the importance of reading nutrition labels.

Review:
Video 1 **https://tinyurl.com/juspaar**

Formative Assessment
Continuously observe students during activities to check their participation, teamwork, and language use. Encourage students to provide feedback to their peers, promoting self and peer evaluation in collaborative tasks. Possible reflection time. *Formative Assessment. Rubric for projects - Page 284* **https://tinyurl.com/yu2j25at**





Week 9

1 Proposed Methodological Insights

A team project, part 3. In teams, we'll create a healthy menu plan. We'll learn about portions and nutrients to make yummy balanced meals! (Project-Based Learning)

2 Language Function

Describe a healthy menu focusing on portion sizes and nutrition.

3 Language Objective

By the end of the week, I will be able to design and explain a healthy menu, using portions and sizes.

4 Performance Indicators

I can create a healthy menu with my partner and explain why it's important.

5 Content

Review food vocabulary and expressions.

Expressions:
We have to eat healthy food. / We need to eat fruits and vegetables. / I like bananas and mangoes. / I don't like lettuce. / I drink passion fruit juice. / I eat chicken soup.
I want... / Ilike... / I prefer... / My favorite... / We have to eat ... / We need to practice...

Adjectives for food:
Healthy / Tasty / Yummy / Calories / Serving size / Fat / Sugar / Fiber / Protein / Vitamins / Minerals

6 Methodology and Assessment

Project Part 3:
Students finish the design of a healthy menu that takes into account nutrition values, portion sizes, and variety of types of food and food groups. Students showcase their menus and offer brief presentations explaining why their menu is healthy and how it helps them stay healthy. Use this *Worksheet* **https://tinyurl.com/yrf53oad** to help students organize their ideas and ensure they use the target grammar and vocabulary from this period.

Continuously observe students during activities to check their participation, teamwork, and language use. Encourage students to provide feedback to their peers, promoting self and peer evaluation in collaborative tasks.

Here you can invite your students to relate the theme of the period to their personal experiences, share anecdotes, situations, or connections with their daily lives.

Formative Assessment:
Rubric for projects - Page 284
https://tinyurl.com/yu2j25at

Achievement Progress check
Final Summative evaluation
https://tinyurl.com/yrskrz8y







1st Term Evaluation

End of the period

- Self-Assessment
- Checkpoint (Quiz)
- Formative
- Progress check (Final exam)
- Task/Final project

*In each of the students' books, draw the following chart.
*Teacher can add stars, points, or happy faces on each of the columns.

Formative, peer and self-assessment	Checkpoint	Progress check	Task/ final project
★	★ ★	★ ★	★

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.

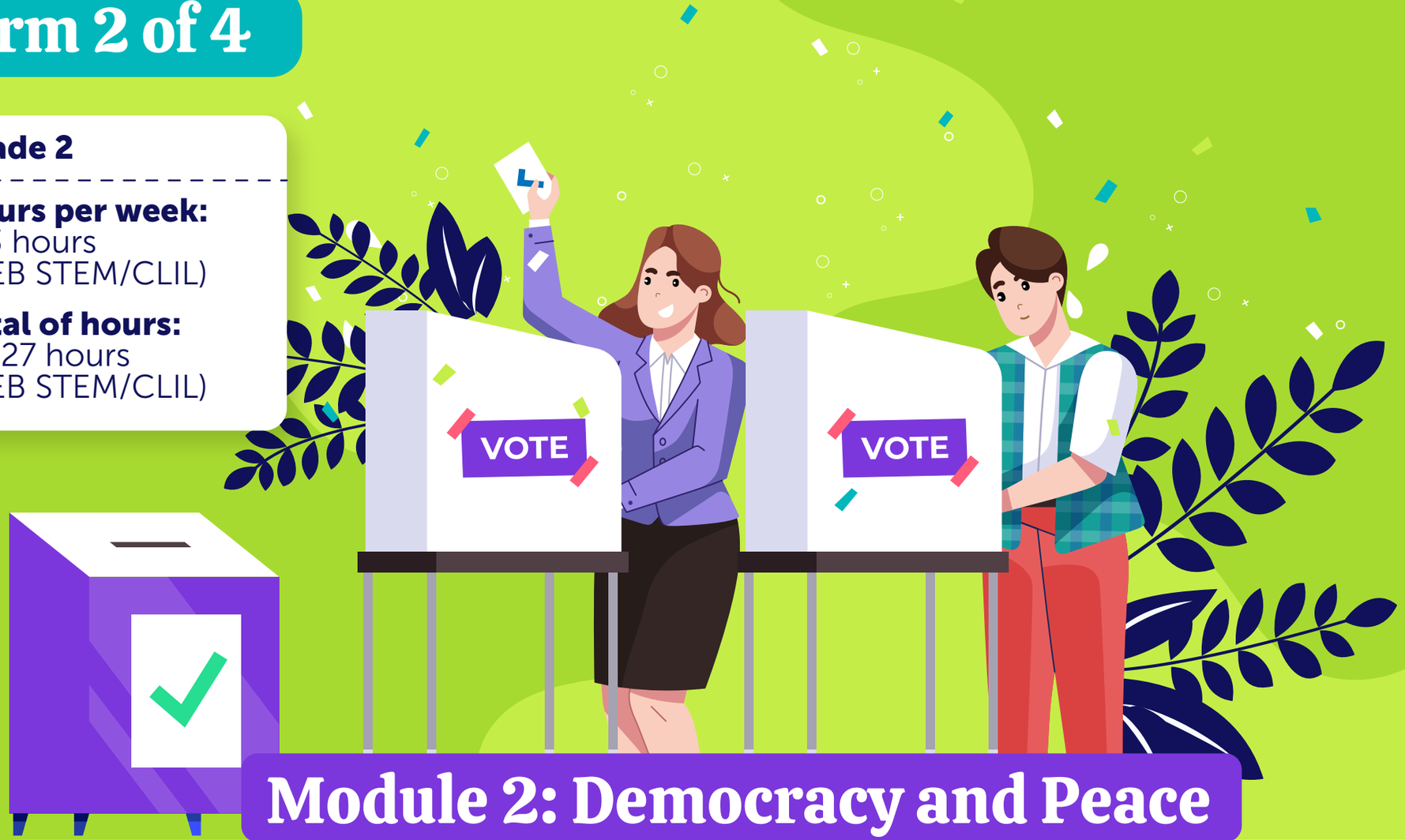
Go to the last page of this Scope and Sequence to explore the ***Teacher's Toolkit*** with recommendations, resources, and pedagogical strategies.

Term 2 of 4

Grade 2

Hours per week:
2-3 hours
(MEB STEM/CLIL)

Total of hours:
18-27 hours
(MEB STEM/CLIL)



Module 2: Democracy and Peace

Exploring Democracy and Peace for Young Minds

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

- Understand the sequence of a short and simple story about historical events, and retell it based on illustrations and familiar words.
- Exchange personal information such as their name, age, and origin with peers and teachers, using simple sentences following models provided by the teacher.

- Social Science DBA: Recognize and reject situations of exclusion or discrimination within their family, among their friends, and among classmates in the classroom.

Main Goal

By the end of the term, I will be able to comprehend and communicate basic rights for children and strategies to foster peace.





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. It 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 on the capacities, they have to develop critical thought.
- 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.

CERF Pre A1.3

21st Century Skills

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

Learning and innovation: including critical thinking and problem solving, communication and cooperation, as well as creativity and innovation.

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

Week 1

1 Proposed Methodological Insights

Join our class adventure! Learn about fairness, teamwork, and speaking up together. See how we make our class a great place! (Task-Based Learning).

2 Language Function

Explain class rules based on students' rights and responsibilities.

3 Language Objective

By the end of the week, I will be able to explain class rules using democratic principles.

4 Performance Indicators

I can describe class rules in English.

5 Content

- **Present Simple / Modals**
  Can/can't (ability)
  I can't yell.
  He can speak English in class.
  She can't play games in class.

  Can (functional)
  Can I use my phone?
  Can I eat?
  Can I help a classmate?

- **Vocabulary:**
  School / classmates / teachers / principal, study / do homework / rights / rules / responsibilities

6 Methodology and Assessment

- Students collaborate to create flashcards with class rules using children's basic rights and responsibilities. *Worksheet 1* **https://tinyurl.com/ylfkozuy,** *Worksheet 2* **https://tinyurl.com/yvjg8rsx** They will record a video or audio mentioning their rules in English and telling why each rule is important for the class. The teacher *can use a rubric* **https://tinyurl.com/yn5l7goy** to evaluate the videos and rules. The class should vote for the rules for the classroom based on the videos or audios. The teacher discusses the chosen class rules at the end.

Formative Assessment:
Observe student participation and engagement during the activities. Offer feedback on language use and democratic knowledge about rights and responsibilities.





Week 2

1 Proposed Methodological Insights

This week, we'll learn about different types of rules and norms in our life. (Task-Based Learning).

2 Language Function

Describe rules and norms in my family, my school and the world.

3 Language Objective

By the end of the week, I will be able to present my ideas and feelings towards some established rules.

4 Performance Indicators

I can present my ideas and feelings towards the established rules in the family, in the classroom, and other social spaces.

5 Content

- **Can/ can't:**
  I can share my opinions.
  I can choose my favorite book to read.
  I can't throw garbage on the floor.
- **Simple WH- questions:**
  Grammar Review: Simple Present, Verb to be
- **Expressions:**
  I have the right to...
  ...have education.
  ...have protection.
  ...receive love.
- **Vocabulary:**
  Video: **https://tinyurl.com/y3bxcesy**
  Rights / laws / moral / ethics / children's rights / respect / protection / receive love / have education

6 Methodology and Assessment

Ask students to think of their daily lives with their families, in school and in the world. They should choose the rules they think are the most important, imagine and design their own country. Start by thinking about the country. Students can answer questions like: *What kind of country is it? What values do you feel are important in your country? What kind of rules would be the most important?*

Then individually or in small groups design the rights and rules this new country would have. Students draw and write down their ideas.

At the end students present their new countries. They should use English to explain the rules and rights in these countries. They have to be creative, and describe as much as they can.

- **Formative Assessment:**
  The teacher can create a quiz to assess vocabulary from week one using Kahoot or Quizlet.







Week 3

1 Proposed Methodological Insights

This week, we'll learn about conflicts. We'll explore how to work together to solve problems and find solutions. (Problem-Based Learning).

2 Language Function

Collaborate to explore and act out different situations where there are problems and find ways to solve them.

3 Language Objective

By the end of the week, I will be able to act out conflict situations and solve problems with a partner.

4 Performance Indicators

I can propose solutions, showing understanding of conflicts and problem-solving skills in simple phrases in English.

5 Content

- **Present Simple:**
  Describing habits and routines.
- **Vocabulary:**
  Children's rights / respect / protection / receive love / have education / classmates / teachers / principa / study / do homework / conflict resolution, etc.
- **Expressions:**
  I like/ I don't like
  Can/ can't
  I have the right to...
  ...have education.
  ...have protection.
  ...receive love.

  Simple WH- questions:
  What/who/where
- *Conflict Resolution Strategies Video*
  https://tinyurl.com/ynsozq37

6 Methodology and Assessment

Divide students into pairs and assign them a conflict situation to think about. Students take a moment to understand their scenario. They'll create short plays or skits in English acting out the conflict and potential solutions. This scenario is like a little story with a problem that needs solving. They should think about questions like: What is the problem or conflict in your story? How will you show the conflict? How can it be solved?
They can draw pictures, write down their ideas, or mimic. They have to use English to act out the conflict and its potential solution. They can use props or act it out with their bodies. They need to practice a few times before presenting. After each performance, the group discusses what they saw. Ask the following questions:
What was the problem? How did it get solved? Did you like the solution? What did you learn from each roleplay?

- **Formative Assessment Rubric**
  https://tinyurl.com/yn5l7goy
- **Peer Assessment:**
  Encourage students to provide feedback to their peers, promoting self and peer evaluation in collaborative tasks. Possible reflection time.

Week 4

1 Proposed Methodological Insights

In this task students will design 'Superheroes for Peace,' discussing their powers and strategies for harmony. Use drawings and short descriptions in English. (Task-Based Learning).

2 Language Function

Describe 'Superheroes for Peace,' highlighting their strategies.

3 Language Objective

By the end of the week, I will be able to present my 'Superhero for Peace' character in English, including their costume, powers, and strategies for promoting peace.

4 Performance Indicators

I can describe people 'My Superhero for Peace'.

5 Content

- **Describing people:**
  Marco has blue eyes.
  Ekaterina is tall and slim.
  Mary has long blond hair.
- **Describing abilities (powers):**
  He/She is generous. He/She can help people.
  He/She is intelligent. He/She can solve conflict situations.
- **Can/ can't**
- **Simple WH- questions:**
  Is she from our planet?
  Does she/he like dancing?
  What is his/her name?
- **Vocabulary - Adjectives:**
  Tall / short / blond / black / curly / straight / brunette, etc.

6 Methodology and Assessment

Each student will create a "Superhero for Peace" character, designing their costume, power/s, and a strategy/ies for promoting peace. They'll present their superhero in English (the day of the presentation, they can come to the session dressed up in a costume). They can use the same problem solution strategies from the previous week to create the superhero.

- **Formative evaluation using a rubric for writing:**
  https://tinyurl.com/2x8lqxjm
- **Checkpoint:**
  Assess vocabulary and topics from week 1 to 4 retention and usage, using tools like Kahoot or Quizlet or this quiz template.
  https://tinyurl.com/yrskrz8y





Week 5

1 Proposed Methodological Insights

In this task, students will create posters answering the question "What is Peace?". (Task-Based Learning).

2 Language Function

Present information about peace.

3 Language Objective

By the end of the week, I will be able to create posters in English about peace.

4 Performance Indicators

I can design posters about Peace.

5 Content

- **Present Simple & Simple WH-questions:**
  What is peace?
  Why is peace important to us?
  What does peace mean to you?

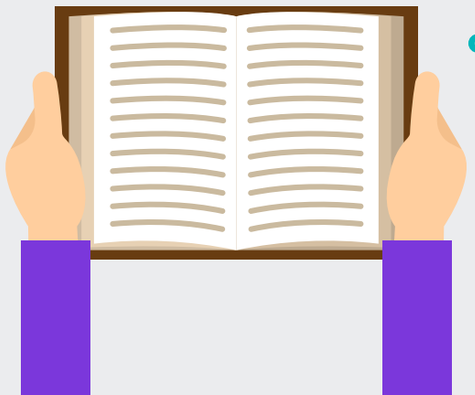
  Peace is when...
  ...everyone is happy.
  ...people aren't fighting.

6 Methodology and Assessment

Students answer the question "What is peace?". Teacher can check this *Link* **https://tinyurl.com/yvq29nmg** with easy and specific information about Peace and important peace champions. The teacher can summarize important information for students or have them research for the second class of the week. Students create posters in English using this information to answer the question. Students should include important information about peace and name at least two peace champions. Display these posters in a classroom exhibition, and choose a few to display around the school.

- **Self Evaluation:**
  Students should self-evaluate during the session using different expressions. Teacher can provide a checklist with phrases like:
  I tried my best. I did well. I followed instructions. I stayed focused on my task. I asked for help when I needed it. I finished my work on time. I stayed organized. I listened to others when they were talking. I learnt something new today.
  They can also use emojis for each criteria.

- **Formative Assessment Rubric:**
  https://tinyurl.com/2x8lqxjm





Week 6

1 Proposed Methodological Insights

Let's learn about historical peace champions and their impact. Dress up as peace heroes and mention their contributions and impact in our "Time Travelers' Talk Show" in English (Task-Based Learning).

2 Language Function

Identify historical peace heroes and their impact.

3 Language Objective

By the end of the week, I will be able to identify peace heroes and their contributions and impact.

4 Performance Indicators

I can identify historical peace heroes, discussing their work in English.

5 Content

- **Present Simple**
  Personal information :
  She's married and has three children.
  I am 26 years old, single and I work in the UN.
  He's an engineer.
- **Describing people:**
  Marco has blue eyes.
  Marco is intelligent / clever.
  Ekaterina is tall and slim.
  Ekaterina is friendly /generous
  Mary has long blond hair.
  Mary is respectful.
- **Children's rights Vocabulary**:
  Respect / protection / receive love / have education
  I like/ I don't like
  Can/ can't
  Simple WH- questions

6 Methodology and Assessment

Organize a "Time Travelers' Talk Show." Students dress up as historical figures. *Website for reference* **https://tinyurl.com/yqwlc9tx** from peace movements and, in character, discuss who they are and their contributions and impact in English. Students use present simple and first person sentences. (Teacher should assign each character from the previous week, make sure that there are women and men figures.)

- **Formative Assessment:**
  Continuously observe students during activities to check their participation, teamwork, and language use.
- **Checklists:**
  Use checklists during presentations to assess students' ability to collaborate, share ideas, and use English for communication. Use the same checklist for self-assessment.
  Encourage students to provide feedback to their peers, promoting self and peer evaluation in collaborative tasks. (Students can use happy faces or emojis.) Possible reflection time.





Week 7

1 Proposed Methodological Insights

During this project, students will engage in a mock democratic process, learning about decision-making and cooperation in a classroom setting. (Project-Based Learning).

2 Language Function

Write ideas on how the classroom can be improved.

3 Language Objective

By the end of the week, I will be able to write some proposals to improve the classroom environment.

4 Performance Indicators

I can give solutions to improve my classroom.

5 Content

- **Expression to review:**
  I have the right to...
  ...have education
  ...have protection
  ...receive love.

  We **need** to listen to the teacher.
  The classroom **needs** more posters.
  Students **need** to study more.
  Student **needs** to pay attention.

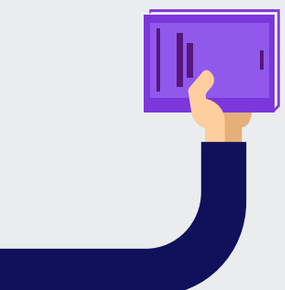
- **Simple WH- questions:**
  What are our classroom problems?
  What solutions do you have?
  What can we do to have a great classroom/school?

6 Methodology and Assessment

- **Project Part 1:**
  Form a "Kids' Council" where students propose and give ideas to improve the classroom or school. Have students brainstorm topics and problems they currently have in the classroom. Assign each small group a topic or problem. They'll use English for discussions and decision-making, fostering a sense of responsibility. They can write simple ideas in bullet points with the conclusions from the brainstorming of solutions for their topic or problem. They will contribute ideas and record key points from the lesson, demonstrating their ability to engage in a mock democratic process. One member from each group presents the ideas to the whole group. Then they can vote for the most interesting ideas. (Teacher and students should collect all the ideas from the council because they will be the proposals for candidates in the next stages).

- **Formative Assessment:**
  Continuously observe students during activities to check their participation, teamwork, and language use.
  Formative Assessment: *Rubric for projects - Page 284*
  https://tinyurl.com/yu2j25at

- **Peer Assessment:**
  Promote peer assessment by having students provide feedback to their classmates using predetermined criteria or checklists. Possible reflection time.





Week 8

1 Proposed Methodological Insights

During this project, students will engage in a mock democratic process, learning about decision-making and cooperation in a classroom setting. (Project-Based Learning).

2 Language Function

Create campaigns to highlight technology's role in democracy.

3 Language Objective

By the end of the week, I will be able to create a campaign with ideas to improve my classroom.

4 Performance Indicators

I can present a campaign that illustrates the role of technology in democracy using images, text, or voiceovers.

5 Content

Expression to review:
I have the right to...
...have education.
...have protection.
...receive love.

We need to listen to the teacher.
The classroom needs more posters.
Students need to study more.
Students need to pay attention.
These are our proposals...

Vocabulary:
Candidates / campaign / digital campaigns / proposals / final election / democratic processes

Simple WH- questions:
What are our classroom problems?
What solutions do you have?
What can we do to have a great classroom/school?

6 Methodology and Assessment

Project Part 2:
Teacher and students should select some candidates and his/her teams for the campaign, then guide students to create digital campaigns using images, text, and voiceovers with their proposals to foster peace and improve the classroom for the final election. Their campaigns should illustrate how technology can enhance democratic processes.

Review topics from the term:
Formative Assessment:
Rubric for writing **https://tinyurl.com/2x8lqxjm** and *Rubric for Speaking* **https://tinyurl.com/yn5l7goy**

Continuously observe students during activities to check their participation, teamwork, and language use.
Encourage students to provide feedback to their peers, promoting self and peer evaluation in collaborative tasks.
Possible reflection time Formative Assessment: *Rubric for projects - Page 284* **https://tinyurl.com/yu2j25at**







Week 9

1 Proposed Methodological Insights

During this project, students will engage in a mock democratic process, learning about decision-making and cooperation in a classroom setting. (Project-Based Learning).

2 Language Function

Participate in a democratic election.

3 Language Objective

By the end of the week, I will be able to actively engage in a democratic election.

4 Performance Indicators

I can participate in a democratic election to select a candidate.

5 Content

- **Expression to review**
  I have the right to...
  ...have education.
  ...have protection.
  ...receive love.

  We need to listen to the teacher.
  The classroom needs more posters.
  Students need to study more.
  Students need to pay attention.
  These are our proposals...

- **Vocabulary:**
  Candidates / campaign / digital campaigns / proposals / final election / democratic processes

- **Simple WH- questions:**
  What are our classroom problems?
  What solutions do you have?
  What can we do to have a great classroom/school?

6 Methodology and Assessment

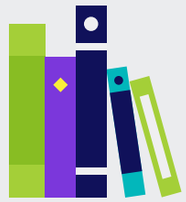
- **Project Part 3:**
  Organize a "Democratic election" where students participate in an election to choose the best canditate with the best proposals to foster peace and improve the classroom. They'll be evaluated on their English language use, ideas, and teamwork. Here they have to use the material and information from previous weeks.

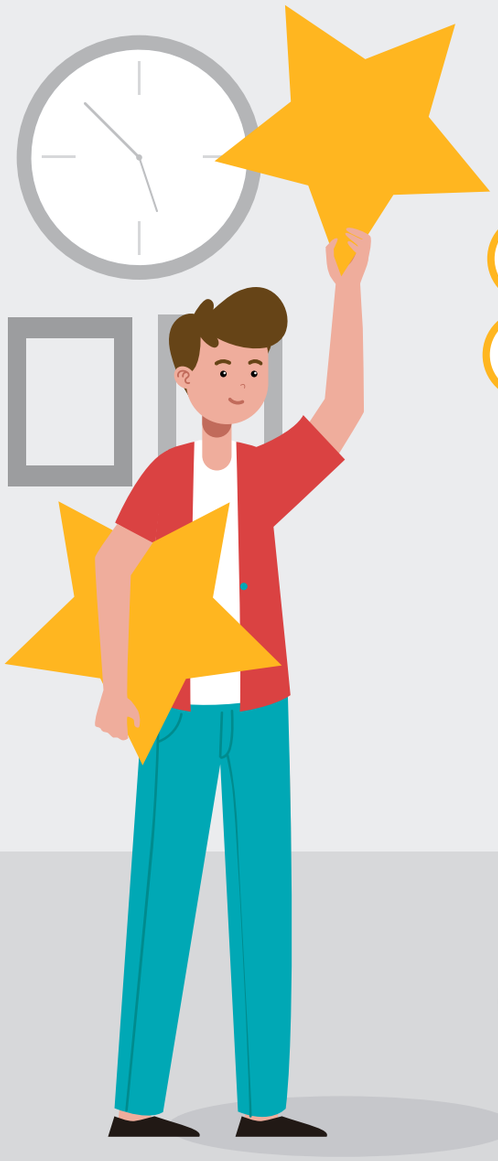
- **Formative Assessment Rubric:**
  Continuously observe students during activities to check their participation, teamwork, and language use.
  Encourage students to provide feedback to their peers, promoting self and peer evaluation in collaborative tasks.
  Formative Assessment: *Rubric for projects* - Page 284
  https://tinyurl.com/yu2j25at

  Achievement Progress check **https://tinyurl.com/yrskrz8y**

- **Self-Assessment:**
  Here you can invite your students to relate the theme of the period to their personal experiences, share anecdotes, situations, or connections with their daily lives.







2nd 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.
*Teacher can add stars, points, or happy faces on each of the columns.

Formative, peer and self-assessment	Checkpoint	Progress check	Task/ final project
★	★ ★	★ ★	★

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 2

Hours per week:
2-3 hours
(MEB STEM/CLIL)

Total of hours:
18-27 hours
(MEB STEM/CLIL)



Module 3: Sustainability

Green Adventures: Learning Sustainability in English!

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

- Mention cultural aspects of their environment, using familiar vocabulary and expressions.
- Science DBA: Understand the relationship between the physical characteristics of plants and animals with the environments where they live, considering their basic needs (light, water, air, soil, nutrients, movement, and protection).
- Social Science DBA: Understand that the landscape we see is the result of human actions like protecting the environment, cleaning our neighborhood and recycling.

Main Goal

By the end of the term, I will be able to propose sustainable practices in English.

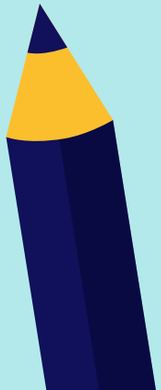




Problem-Based Lesson Planning

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. It 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.



CERF Pre A1.3

21st Century Skills

Critical thinking, collaboration, communication, self-management and problem solving.

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

Week 1

1 Proposed Methodological Insights

Welcome to our quest for a better world! Discover why solar, wind, and water power matter. Let's explore how we can protect our planet together. (Task-Based Learning).

2 Language Function

Explain renewable energy sources and sustainability.

3 Language Objective

By the end of the week, I will be able to present information about renewable energy sources and their importance.

4 Performance Indicators

I can make and show posters about clean energy with home items.

5 Content

- **Present Simple / Modals Can/can't - Should:**
  I should use less water.
  He can recycle more.
  She shouldn't use plastic.
  We should use solar panels to protect the planet.
  We can recycle more to save our planet.
- **Can/could (functional)**
  Can/could I take 30 minutes in the shower?
  Can/could you use plastic bags?
  Can we help our world?
- **Vocabulary:**
  Solar power / wind power / water power / sun / wind / solar panel / windmill / hydroelectric power / renewable / clean energy / environment, power / energy source / eco-friendly / sustainability / recycling / green energy

6 Methodology and Assessment

- **Formative Assessment:**
  Students will embark on an "Eco Explorers Adventure," researching and creating colorful posters about different renewable energy sources using material they can find at home. Assign one renewable energy to each student. Students present their posters in English, describing the sources and their benefits. (Make sure students know that at the end of the Term they will have to present all the tasks or products from each week of the term in the "Sustainability Fair"). Save the students' work in a porftolio so they can showcase during the "Sustainability Fair". Teachers should use a *Rubric* **https://tinyurl.com/2x8lqxjm** to evaluate the posters. Student can use emoticons to peer assess their peers.





Week 2

1 Proposed Methodological Insights

Let's explore how we can protect endangered animals and their habitats. (Task-Based Learning).

2 Language Function

Present commitments for animal and environmental protection.

3 Language Objective

By the end of the term, I will be able to write a formal "Animal Protection Contract".

4 Performance Indicators

I can present my "Animal Protection Contract".

5 Content

- **Endangered and extinct animals:**
  Video: **https://tinyurl.com/y3te87co**
- **Vocabulary:**
  Animals-dog / cat / elephant / lion / giraffe / monkey / tiger / bear / zebra / hippopotamus / kangaroo / dolphin / penguin / polar bear / koala / panda / crocodile / alligator / snake / turtle
  environment / habitats / animal
- **Phrases:**
  Stop hunting animals.
  Take care of animals.
- **Grammar:**
  Can / can't / could / should / shouldn't.

6 Methodology and Assessment

Students will write a formal "Animal Protection Contract," showing commitments to safeguarding animals and the environment. *Students can listen to this ECO Kids Segment to get some ideas* **https://tinyurl.com/ypfnwsdp**
This document should have signatures from both the students themselves and their respective parents or guardians. Students will be encouraged to decorate their contracts. Save the students' work in a porftolio so they can showcase during the "Sustainability Fair".

Students will orally present their commitments before their peers within the classroom setting.

- **Peer Evaluation and formative feedback.**





Week 3

1 Proposed Methodological Insights

Let's discover how our everyday materials can affect the environment (Task-Based Learning).

2 Language Function

Explain the environmental impact of materials.

3 Language Objective

By the end of the week, I will be able to present the environmental impact of common materials in English.

4 Performance Indicators

I can create objects using recycled materials and present them in English.

5 Content

- **Vocabulary:**
  Environment / habitats / animals
- **Recycling Vocabulary:**
  Recycle / reuse / reduce / bin / sort / environment / earth / trash
- **Common Objects:**
  Bottle / Box / Jar / Newspaper / Magazine / Can / Lid
- **Adjectives:**
  Big / Small / Colorful / Shiny / Old / New / Clean / Dirty
- **Materials:**
  Aluminium / Paper / Wood / Plastic / Metal / Glass / Fabric / Rubber
- **Natural Resources:**
  Trees / Minerals / Oil

6 Methodology and Assessment

Students will participate in a "Recycling Rampage" challenge, creating art projects using recycled materials: *Video* **https://tinyurl.com/y4gmdswb**
They'll present their creations in English, discussing the materials' lifecycle (number of years) and potential impact. *Teacher can use the following song during the class:* **https://tinyurl.com/ykkbt9zm**
Save the students' work in a porftolio so they can showcase during the "Sustainability Fair".

- **Formative Assessment:**
  Provide ongoing feedback during the activity.
- **Peer Assessments:**
  Encourage students to provide feedback to their peers, promoting self and peer evaluation in collaborative tasks.
  Possible reflection time.

Week 4

1 Proposed Methodological Insights

Let's learn about bees and their vital role in keeping our world green and sustainable. (Task-Based Learning).

2 Language Function

Explain the importance of bees and pollination for sustainability.

3 Language Objective

By the end of the week, I will be able to present a bee-friendly garden plan.

4 Performance Indicators

I can present a bee-friendly garden plan explaining how plants attract bees and contribute to pollination.

5 Content

There is/there are:
There's a garden near the station.
There are a lot of bees around the plants.
Is there a bee-friendly garden near here?

How do plants attract bees? Why is pollination important?

Bees and Pollination ECOKids Segment about BEES from 5:30
https://tinyurl.com/yrbxec9o

Vocabulary:
Environment / habitats / animal characteristics / pollination / pollen / life cycle

6 Methodology and Assessment

Students will become "Nature's Helpers" by creating bee-friendly gardens. They'll present their garden plans in English, explaining how plants attract bees and contribute to pollination. *Use the following link to get more resources* **https://tinyurl.com/ykvzot6y**
Students must answer "How do plants attract bees?" and "Why is pollination important?".
Save the students' work in a porftolio so they can showcase during the "Sustainability Fair".

Checkpoint:
Assess vocabulary and topics from week 1 to 4 retention and usage, using tools like Kahoot or Quizlet or this *quiz template*
https://tinyurl.com/yrskrz8y





Week 5

1 Proposed Methodological Insights

Let's become Waste Warriors and learn how to reduce, reuse, and recycle to protect our environment. (Task-Based Learning).

2 Language Function

Demonstrate waste reduction practices.

3 Language Objective

By the end of the week, I will be able to present waste reduction strategies.

4 Performance Indicators

I can present simple comics showing easy waste reduction strategies.

5 Content

- **Can - Can't - Should - Could:**
  We can recycle at home.
  We shouldn't use plastic bags.
  We should reuse materials.
- **Vocabulary:**
  Trash / garbage / recycling / reduce / reuse / recycle / bin / compost / waste / trash can / paper / plastic / glass / metal / cardboard / bottles / throw away / put in the trash / sort / save / use again / recycle / compost / reduce waste / don't litter / habitats / animal characteristics

6 Methodology and Assessment

Students will become "Waste Warriors" and engage in a competition to reduce, reuse, and recycle waste. They'll present their creative solutions in English. Students can create simple comics to present the information. Their challenge is to reduce waste in their daily lives. This means finding ways to create less garbage. They should think about what they can do at home, at school, or in their community. Save the students' work in a porftolio so they can showcase during the "Sustainability Fair".

Continuously observe students during activities to check their participation, teamwork, and language use.

- **Formative Assessment:**
  Use checklists during group activities to assess students' ability to collaborate, share ideas, and use English for communication. Encourage students to provide feedback to their peers, promoting self and peer evaluation in collaborative tasks. Develop a **rubric** to assess the quality of student performances, such as plays, presentations, and debates, considering language proficiency, content comprehension, and creativity. The class can have an awards ceremony. T and Ss can recognize the most creative and effective waste reduction ideas.







Week 6

1 Proposed Methodological Insights

Let's create and explore our own 'Dream Green Spaces' to understand the importance of nature in our world.
(Task-Based Learning).

2 Language Function

Explain the importance of green spaces for sustainability.

3 Language Objective

By the end of the week, I will be able to present my 'Dream Green Space' and the benefits of green spaces.

4 Performance Indicators

I can create objects with recyclable materials.

5 Content

- **Present Simple:**
  I feel happy and relaxed.
  Plants grow and give fresh air.
  Children play and have fun outside.
  Animals live and find food there.
  We learn about nature and plants.
  What can we do to improve green spaces in our schools?
- **There is/there are:**
  There's a bee-friendly garden.
  There are pink flowers.
  There's a playground.
- **Vocabulary:**
  Plants / garden / trees / nature / grass / fresh air / flowers / outdoor / park / playground
- **Why do we need green spaces?**
  https://tinyurl.com/yuh9yavv
  See things more clearly.
  Learn better at school.
  Parents feel less worried.
  Care more about nature.
  Make friends easily.
  Behave better and feel happier.

6 Methodology and Assessment

Students first will think about their favorite green space. Then they will propose how to improve their "Dream Green Space" using art supplies and recyclable materials (magazines, newspapers,etc). They'll present their ideas in English, describing the features using labels and benefits of their green spaces using small flashcards with that information. They can use target grammar and vocabulary. Save the students' work in a porftolio so they can showcase during the "Sustainability Fair".

- **Peer Assessment:**
  Encourage students to provide feedback to their peers, promoting self and peer evaluation in collaborative tasks.
- **Self-Evaluation:**
  Encourage students to self-assess their work, using simple self-assessment questions or checklists like,
  "Did I use English to communicate effectively?" or "Did I follow instructions?"

Rubric to evaluate the flashcards
https://tinyurl.com/2x8lqxjm







Week 7

1 Proposed Methodological Insights

During this environmental project, we'll work together to make a positive impact on our environment (Project-Based Learning).

2 Language Function

Organize a clean-up day and talk about the importance of keeping clean.

3 Language Objective

By the end of the week, I will be able to explain why cleaning is important and organize a neighborhood clean-up effectively.

4 Performance Indicators

I can talk about the importance of keeping the environment clean.

5 Content

Present Simple:
We clean our neighborhood every week **to** keep it tidy.
Recycling is important for protecting the environment.
Plants need water and sunlight to grow.
The trees in the park are very tall.
I saw a pretty flower in the garden.
Look at the birds flying in the sky!
Water helps the plants grow big and strong.
I use a broom to sweep the floor.
Let's clean the table with a rag.
The mop helps us wash the dirty floor.
I have a dustpan to pick up the dust.

Vocabulary
Environmental terms:
Trash / Water / Flowers / Nature / Air / Animals / Trees / Garden / Sky / Earth

Cleaning-related terms:
Sweep / Wash / Broom / Dust / Tidy
Rag / Mop / Clean / Dustpan

Review Vocabulary (Week 3)

6 Methodology and Assessment

Project Part 1:
Go out of the classroom in a school journey to find items commonly found as litter, such as bottles, wrappers, and cans. Also, make flashcards with pictures of those items. Practice naming the items. Provide sentence starters like "I can pick up..." and encourage children to complete the sentences using different litter items they might find. Students have to pick up litter and sort recyclables, then in the class they talk about the importance of keeping the environment clean. "We clean our school to...", "It's important to clean because...", "We need to protect the environment by...", "We pick up the litter and now... " or "We are happy with our park clean." *Use the rubric to evaluate:* **https://tinyurl.com/2x8lqxjm**
Save the students' work in a porftolio so they can showcase during the "Sustainability Fair".

Formative assessment:
Continuously observe students during activities to check their participation, teamwork, and language use. Offer meaningful feedback to promote continuous learning. Formative Assessment: *Rubric for projects - Page 284* **https://tinyurl.com/yu2j25at**

Peer Assessment:
Promote peer assessment by having students provide feedback to their classmates using predetermined criteria or checklists. Possible reflection time.





Week 8

1 Proposed Methodological Insights

During this environmental project we'll work together to make a positive impact on our environment (Project-Based Learning).

2 Language Function

Perform actions and express ideas about planting and caring for plants.

3 Language Objective

By the end of the week, I will be able to express knowledge and actions related to planting and caring for plants.

4 Performance Indicators

I can express the importance of plants for the environment.

5 Content

Present Simple:
We plant flowers in the garden every month.
The sun gives the energy plants need for photosynthesis.
Trees give oxygen for us to breathe.
My mom waters the plants every morning to keep them healthy.
Flowers need sunlight and water to grow properly.
Gardening is a fun and relaxing activity for me.
We take care of the plants.
Plants are important for the ecosystem.
Flowers attract bees and butterflies.
Bees help with pollination.

Vocabulary:
Environmental terms:
Trash / air / garden / nature / trees / animals / earth / flowers / sky / water

Vocabulary:
Plant / watering can / photosynthesis / flower / growth / sunlight / tree / roots gardening / soil / leaves / care / seed

6 Methodology and Assessment

Colombian Trees Challenge:
ECO Kids Trees Challenge
https://tinyurl.com/yo3o69yu You can listen to the whole episode if you want to motivate children to talk about planting trees *ECO KIds Cápsula 9*
https://tinyurl.com/ysue7jzd

Project Part 2:
Students individually create short stories about planting flowers or trees. They can use the vocabulary to describe the process and the benefits of plants for the environment. Also they can write short paragraphs about the plants they have watered and cared for. They should include the steps they took and why it is important to maintain the plants. Use the rubric to evaluate the texts. Teacher can use these resources to review language before writing the short story *Worksheet 1* **https://tinyurl.com/ybq3rm9e** *Worksheet 2* **https://tinyurl.com/ywwu9pt4** *Worksheet 3* **https://tinyurl.com/yu75d4as** Save the students' work in a porftolio so they can showcase during the "Sustainability Fair".

Formative Assessment:
Use the rubric **https://tinyurl.com/2x8lqxjm** to correct the short story. Use the rubric to make a checklist for self-assessment. Continuously observe students during activities to check their participation, teamwork, and language use. Encourage students to provide feedback to their peers, promoting self and peer evaluation in collaborative tasks. Possible reflection time. Formative Assessment: *Rubric for projects - Page 284*
https://tinyurl.com/yu2j25at



Week 9

1 Proposed Methodological Insights

During this environmental project, we'll work together to make a positive impact on our environment (Project-Based Learning).

2 Language Function

Demonstrate recycling practices.

3 Language Objective

By the end of the week, I will be able to explain the process of recycling and its importance.

4 Performance Indicators

I can explain the process of recycling and its importance.

5 Content

- **Present simple:**
  We create a recycling center.
  We collect plastic, paper, and glass.
  We make crafts from recycled materials.
  We can use cardboard and metal.
  It's important to reuse and reduce waste to help the environment.
- **Vocabulary:**
  Recycling center / metal / sort / cardboard / waste / reuse / crafts / reduce / recycled materials / environment / concept / bin / plastic / trash / paper / compost / glass
- **Review Environmental Terms.**

6 Methodology and Assessment

- **Project Part 3:**
  Hold a "Sustainability Fair" where students can showcase their porfolios with the work from the whole term. Students should choose the task they believe has the biggest impact on their classroom, school, neighborhood or the world to present to the class in English. They should explain why they think this task has the biggest impact.
- **Additional Recycling games or activities:**
  -Prepare a variety of waste items such as plastic bottles, paper, and cans. Have students work in pairs to sort the items into different recycling categories.
  -Play games like word puzzles or flashcards to help students memorize and understand the key vocabulary words. Example: "Match the word 'compost' with the picture of decaying fruit and vegetables."
  -Organize a relay race where students collect different recyclable items and race to place them in the correct recycling bins.
  -Organize a scavenger hunt where students search for recyclable items within the school premises or their neighborhoods. Provide them with a checklist to mark off the items they find.
- **Formative Assessment:** *Rubric for projects - Page 284* **https://tinyurl.com/yu2j25at**

  Achievement Progress check **https://tinyurl.com/yrskrz8y**
- **Self-Assessment:**
  Here you can invite your students to relate the theme of the period to their personal experiences, share anecdotes, situations, or connections with their daily lives.







3rd 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.
*Teacher can add stars, points, or happy faces on each of the columns.

Formative, peer and self-assessment	Checkpoint	Progress check	Task/ final project
★	★ ★	★ ★	★

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 2

Hours per week:
2-3 hours
(MEB STEM/CLIL)

Total of hours:
18-27 hours
(MEB STEM/CLIL)



Module 4: Globalization

Global Explorers: Unraveling the Influence of Globalization on Cultures

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

- Exchange personal information such as their name, age, and origin with peers and teachers, using simple sentences following models provided by the teacher.
- Mentions cultural aspects of their environment, using familiar vocabulary and expressions.

- Social Science DBA: Understands the significance of historical sources for the constructions of individual, familial, and collective memory.

Main Goal

By the end of the term, I will be able to promote the responsible use of technology to protect privacy.





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. It 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.

CERF Pre A1.3

21st Century Skills

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

Learning and innovation: including critical thinking and problem solving, communication and cooperation, as well as creativity and innovation.

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

Week 1

1 Proposed Methodological Insights

Get ready to explore our big world! Find out about different countries' holidays, celebrations, and festivities. (Task-Based Learning).

2 Language Function

Talk about different holidays, celebrations and festivities.

3 Language Objective

By the end of the week, I will be able to list holidays, celebrations and festivities from around the world.

4 Performance Indicators

I can work together to make a yearly calendar showing the holidays and celebrations from around the world.

5 Content

- **Present continuous & Present simple:**
  People from Pasto celebrate Black and White carnival.
  We are celebrating Christmas.
  When is Christmas? It's on December 25th.
  I am celebrating Valentine's Day.
  I eat a special dinner on New Year's Eve.
- **Vocabulary:**
  Continents
  https://tinyurl.com/yoe46j6o
  Holidays
  Holidays and celebrations from around the world
  https://tinyurl.com/yrepg6re
  Music / dance / parade / costume / music festival / go to churches / visit religious monuments
- **Holidays / Celebrations:**
  Christmas / New Year / Easter/Holy Week / Flower Festival / Barranquilla's Carnival / Black and White Carnival
- **Review vocabulary:**
  Months of the year: January / February, March / April / May / June / July / September / Octobe / November / December
  -Ordinal numbers: first / second / third / fourth / fifth... twentieth...thirtieth / thirty-first.

6 Methodology and Assessment

Teacher can bring pictures from holidays and celebrations around the world and encourage students to describe them using Present Continuous.

Students will participate in a collaborative activity where they create a calendar showing holidays and celebrations around the world *Video 1:* **https://tinyurl.com/ygfyha98** *Video 2:* **https://tinyurl.com/2xanymkk** *Video 3:* **https://tinyurl.com/2hc6z23c**
Assign one month to each group, and have them create a calendar including the holidays, festivities or celebrations from around the world and Colombia *(Blank Calendar Worksheets:* **https://tinyurl.com/ykaokzpc**
Students should write the holiday, country and draw the flag and something to represent the holiday for each date. Make sure students include their birthdays! Students present their calendars in English, showing the different celebrations from around the world.

Holidays Worksheets extra practice *Worksheet 1:* **https://tinyurl.com/ytabzv3r**

- **Formative Assessment:**
  Observe student participation and engagement during the activities. Offer meaningful feedback so students can improve the target language.

Week 2

1 Proposed Methodological Insights

Let's share how people around the world celebrate their birthdays! (Task-Based Learning).

2 Language Function

Compare birthday celebrations around the world.

3 Language Objective

By the end of the week, I will be able to describe and compare birthday traditions from around the world.

4 Performance Indicators

I can describe birthday traditions.

5 Content

- **Present continuous & Present simple:**
  Do you like blowing candles for your birthday?
  She is blowing out the candles.
  When is your birthday? It's on June 30th.
  I am getting my birthday presents.
  I eat cake on my birthday.
- **Vocabulary:**
  Cake / balloons / gifts/presents / invitations / decorations / candles / music / singing Happy Birthday / food and snacks / ice cream / juice or soda
- **Review vocabulary:**
  Months of the year: January / February / March / April / May / June / July / September / October / November / December
  -Ordinal numbers: first / second / third / fourth / fifth... twentieth... thirtieth / thirty-first

6 Methodology and Assessment

Review dates and how people celebrate their birthdays *ECO Kids Cápsula 3:* **https://tinyurl.com/2x8598nb**

Students read about a Birthday Story *Worksheet:* **https://tinyurl.com/ylx5gpge** and then describe how they celebrate their birthdays. Students can bring pictures from their birthday celebrations and describe using them Present Continuous.

Students learn about how children celebrate their birthdays around the world. *Video:* **https://tinyurl.com/yb2h4t2v** Students compare their birthday celebration and one of the birthday celebrations from around the world. *Compare and Contrast Blank Worksheets:* **https://tinyurl.com/ypd32grb**
(Example: In Colombia, we ..., In China, they ..., In Colombia and China we...).

- **Peer Evaluation and formative feedback.**



Week 3

1 Proposed Methodological Insights

Let's share our family traditions with our classmates! (Task-Based Learning).

2 Language Function

Explain family traditions in Colombia.

3 Language Objective

By the end of the week, I will be able to talk about my family's customs and traditions.

4 Performance Indicators

I can talk about my family's customs and traditions.

5 Content

- **Present simple:**
  We meet every Sunday and eat lunch.
  They meet on holidays like Thanksgiving and Christmas.
  She goes on vacation in December.

  Review Vocabulary (Weeks 1 and 2)

- **Review vocabulary:**
  Months of the year:
  January / February / March / April / May / June / July / September / October / November / December

- **Ordinal numbers:**
  First / second / third / fourth / fifth... twentieth... thirtieth / thirty-first

6 Methodology and Assessment

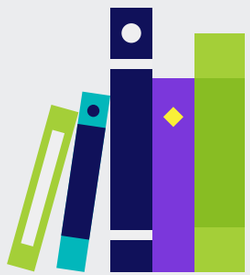
Students individually describe their family traditions for food, clothing, holidays and entertainment.
Worksheet- Page 1: **https://tinyurl.com/yrxbthsh**
Then students share their family traditions with a partner.

Students write about their favorite family traditions.
Worksheet- Page 2: **https://tinyurl.com/yrxbthsh**
Create a gallery walk, so students can read about their classmates' traditions and complete a peer assessment emoji rubric: *Worksheet* **https://tinyurl.com/ykh2gfyq** or vote for the favorite traditions.

- **Formative Assessment:**
  Provide ongoing feedback during the activity.

- **Peer Assessment:**
  Encourage students to provide feedback to their peers, promoting self and peer evaluation in collaborative tasks.
  Possible reflection time.





Week 4

1 Proposed Methodological Insights

Welcome to our cultural showcase! Explore traditional dances and songs from around the world. Discover the rich connections between different cultures and our own! (Task-Based Learning).

2 Language Function

Explain traditional dances and songs from around the world.

3 Language Objective

By the end of the term, I will be able to perform a traditional dance or song from another culture.

4 Performance Indicators

I can understand cultural similarities with my own culture.

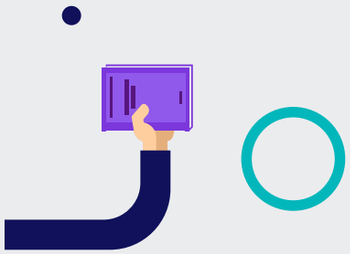
5 Content

- **Cultural Exchange through Music and Dance:**
  Let's celebrate:
  https://tinyurl.com/yuel46tp
- **Present continuous tense:**
  They are celebrating Christmas.
  We are dancing and singing.
- **Describing places:**
  Edinburgh, in Scotland, is a magical city.
  They have special dances.
  It hosts a big arts festival.
  There are performers from all over the world.
- **Colombian celebrations or festivals:**
  Christmas / New Year / Easter/Holy Week / Flower Festival / Barranquilla's Carnival / Black and White Carnival, etc
- **Adjectives:**
  Fun / happy / fast / slow / loud / soft / simple / catchy / easy / rhythmic

6 Methodology and Assessment

Students will learn or bring a traditional dance or song from another culture. They'll perform or show it in class, then they will describe the place as in the example provided where they can mention some cultural aspects. Students can bring pictures, videos and/or audios. Students share their dance or song. In class, students should write a short description of two or three classmates' song or dance using present continuous and the target vocabulary. *A rubric:* **https://tinyurl.com/2x8lqxjm** can be used to evaluate their descriptions.

- **Formative Assessment:**
  Monitor participation in discussions in Cultural Exchange through Music and Dance. Possible reflection time.





Week 5

1 Proposed Methodological Insights

This week we will discover the delicious world of food! Learn how different foods from around the world are now available everywhere. (Task-Based Learning)

2 Language Function

Explain the different foods from around the world.

3 Language Objective

By the end of the week, I will be able to present traditional foods from my family's culture and from around the world in English.

4 Performance Indicators

I can understand how to describe food from around the world.

5 Content

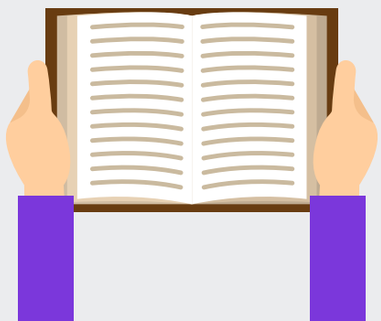
- **Review food and drinks:** (Period 1)
- **Food adjectives:**
  Delicious, tasty, yummy, flavorful, savory, spicy, sweet, sour, bitter, salty, rich, creamy, crispy.
- **Present Simple:**
  I like... food.
  ...is delicious.
  ...tastes good.
  ...smells amazing.
- **There is/There are:**
  There is a/an... in this dish.
  There are... ngredients in this recipe.
  There is a lot of flavor in this food.
  There are different spices in this dish.

6 Methodology and Assessment

Students will share traditional foods from their families' cultures (Teacher can use the *following song* **https://tinyurl.com/ymcw3jkl** to introduce the topic). Students can bring pictures or the real food they traditionally eat, or the teacher can use the TV to display images of typical Colombian food.

Watch the *video* **https://tinyurl.com/ypepdt2l** and have students write their favorite international food and the country it's from in their notebooks. Students write a short description of their favorite national and international foods. They'll present these foods in English.

- **Formative Assessment:**
  Provide ongoing feedback during the activity. Use *proofreading marks* **https://tinyurl.com/yphlu42u** to promote self-correction.





Week 6

1 Proposed Methodological Insights

Technology helps us travel the world online. We can learn about different cultures and places. Students will go on a 'virtual trip' using the internet or pictures and share what they discovered about a new culture. (Task-Based Learning).

2 Language Function

Talk about how technology enables virtual travel and cultural experiences.

3 Language Objective

By the end of the week, I will be able to describe what I know about another culture.

4 Performance Indicators

I can explain what I know about a different culture.

5 Content

Present Continuous Tense, Present Simple.
Prepositions in - on:
I see colorful clothes and yummy food in India.
People are dancing and singing there.
Japan has tall buildings and fun animes.
They are eating noodles and making cool robots.
In Africa, I see wild animals like lions and elephants.
They play drums and are dancing.
China has a big wall and red lanterns.
They do Kung Fu and eat yummy dumplings.
I am visiting France and seeing tall towers and eating yummy bread.
They speak in a funny way.

Vocabulary:
Clothes / elephants / food / drums / dancing / singing / wall / buildings / lanterns / cartoons / Kung Fu / noodles / dumplings / robots / towers / wild animals / bread / lions / language

Places around town:
https://tinyurl.com/y8nmr3rf
Shopping center / library / restaurant / church / museum / supermarket / cinema / park / playground / school

6 Methodology and Assessment

Students review places around town: *Video* **https://tinyurl.com/y8nmr3rf**
Students will take a *"virtual trip"* **https://tinyurl.com/yhskb9hm** to a foreign country using online resources like videos: *YouTube Playlist* **https://tinyurl.com/yq5lzkcr**
The teacher can also use pictures or flashcards.

Students create postcards, choose one of the countries and draw the most representative elements of that culture. They should include what they learned about each country during the virtual tour. They should describe what they know about that culture.

Formative Assessment:
Evaluate students' English language proficiency, creativity, and content understanding during their presentations with the *rubric* **https://tinyurl.com/2x8lqxjm** (Teachers can include interesting facts about the different places they visit and evaluate their learning with a quiz).

Week 7

1 Proposed Methodological Insights

In this task students will work with our pen pals from other countries! We'll create letters together, combining our cultures in English. (Task-Based Learning).

2 Language Function

Interact with a pen pal.

3 Language Objective

By the end of the week, I will be able to collaborate with my pen pal to write letters in English, blending elements from both cultures.

4 Performance Indicators

I can write letters in English, incorporating elements from both cultures.

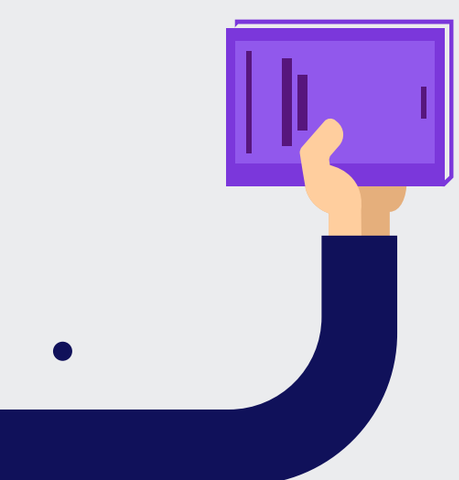
5 Content

- **Present Simple_**
  I like to eat rice and beans for lunch.
  We celebrate Christmas with our family every year.
  My favorite sport is soccer. I play it with my friends.
  We listen to music and dance at our school parties.
- **Present Continuous:**
  I am learning to play the guitar at my music class.
  My family is cooking traditional food for the holiday.
  We are celebrating a special event with a big feast.
  I am wearing my traditional costume for the parade.
- **Vocabulary:**
  Food: Fruits / vegetables / rice / bread / meat / fish
  Music: Songs / dance / instruments / rhythms / melodies
  Traditions: Holidays / celebrations / customs / costumes
  Religion: Beliefs / prayers / ceremonies / rituals, church
  Sports: Soccer / basketball / running / jumping / swimming

6 Methodology and Assessment

Students will be paired with a pen pal from another country. If this is not possible, the teacher will assign a specific culture or country to each student and they will write to each other. They'll write letters to one another in English, incorporating elements from both cultures. *Worksheet:* **https://tinyurl.com/yqe69gus**
hey should write basic cultural elements in their letters such as food, music, traditions, religion, sports, etc.

- **Formative Assessment:**
  Continuously observe students during activities to gauge their participation, teamwork, and language use.
- **Writing Rubric:** **https://tinyurl.com/2x8lqxjm**
  Assess students' writing skills and understanding of topics through written assignments, such as letters or short texts.





Week 8

1 Proposed Methodological Insights

This week students will assemble a global diversity and understanding carnival. (Project-Based Learning).

2 Language Function

Show how diverse our world is.

3 Language Objective

By the end of the week, I will be able to present displays, presentations, and performances in English about different cultures.

4 Performance Indicators

I can share my knowledge of various cultures.

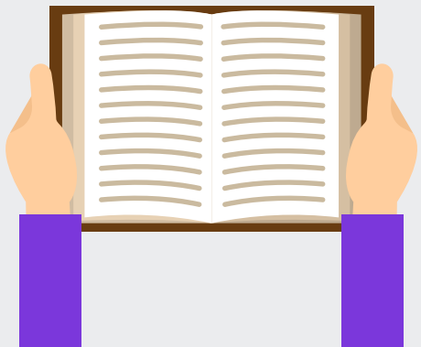
5 Content

- **Present Simple / Present Continuous Tense:**
  They are celebrating Christmas.
  I like to eat rice and beans for lunch.
  We celebrate Christmas with our family every year.
  My favorite sport is soccer. I play it with my friends.
  They listen to music and dance at our school parties.
- **Expressions like:**
  I think...
  In my opinion...
  I believe that...
  From my point of view...
- **Review Vocabulary from Term 1 and from Weeks 1 to 7.**

6 Methodology and Assessment

- **Project Part 1:**
  Students will organize a "Global Carnival" where they showcase what they've learned about different cultures. In small groups, they create displays, presentations, and performances in English to share with their classmates all the findings from the different activities made during the term. This project will be prepared during this week and presented during Week 9.

  They should choose one country to talk about during the carnival without repeating. During this week, they should:
  1. Choose the country.
  2. Identify the characteristics of the country including traditions, holidays, food, clothing, etc.
  3. Decide how they want to prepare the presentation. (dance performance, pictures, video, presentation, etc.)
- **Formative Assessment:**
  Continuously observe students during activities to check their participation, teamwork, and language use. A rubric for speaking or writing can be used.



Week 9

1 Proposed Methodological Insights

This week students will assemble a global diversity and understanding carnival. (Project-Based Learning).

2 Language Function

Show how diverse our world is.

3 Language Objective

By the end of the week, I will be able to present displays, presentations, and performances in English about different cultures.

4 Performance Indicators

I can share my knowledge of various cultures.

5 Content

- **Present Simple / Present Continuous Tense:**
  They are celebrating Christmas.
  I like to eat rice and beans for lunch.
  We celebrate Christmas with our family every year.
  My favorite sport is soccer. I play it with my friends.
  They listen to music and dance at our school parties.
- **Expressions like:**
  I think...
  In my opinion...
  I believe that...
  From my point of view...
- **Review Vocabulary from Term 1 and from Weeks 1 to 7.**

6 Methodology and Assessment

Students will participate in the "Global Carnival" they prepared where they will showcase what they've learned about different cultures. They'll create displays, presentations, and performances in English to share with their classmates all the findings from the different activities done during the period.

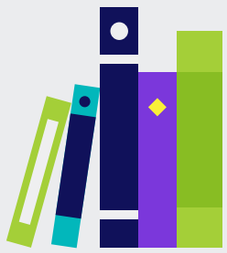
They should present their country and describe the characteristics of the country including traditions, holidays, food, clothing, etc. As their peers listen, they should offer peer feedback with an *emoji rubric*
https://tinyurl.com/ykh2gfyq

Encourage students to provide feedback to their peers, promoting self and peer evaluation in collaborative tasks. Here you can invite your students to relate the theme of the period to their personal experiences, share anecdotes, situations, or connections with their daily lives.

Formative Assessment: *Rubric for projects - Page 284*
https://tinyurl.com/yu2j25at

- **Formative Assessment:**
  Continuously observe students during activities to check their participation, teamwork, and language use. A rubric for speaking or writing can be used.

  Achievement Progress check **https://tinyurl.com/yrskrz8y**
- **Self-Assessment:**
  Here you can invite your students to relate the theme of the period to their personal experiences, share anecdotes, situations, or connections with their daily lives.







4th 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.
*Teacher can add stars, points, or happy faces on each of the columns.

Formative, peer and self-assessment	Checkpoint	Progress check	Task/ final project
★	★ ★	★ ★	★

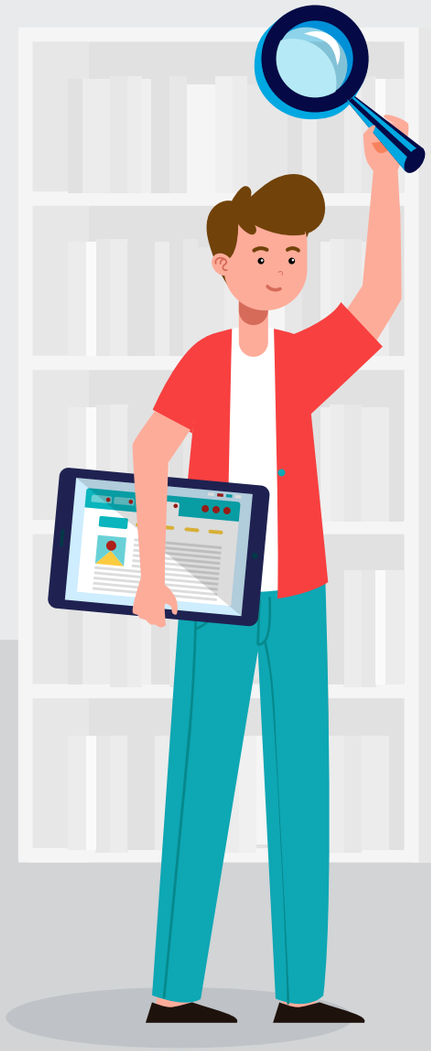
Example:

*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

Primary School Quiz (with model)

- Primary quiz example https://n9.cl/uqqj4
- Primary quiz https://n9.cl/udtcu

High School Quiz (with model)

- Link PDF https://n9.cl/k78rf

Writing Rubric (Primary School)

- Rubric example https://n9.cl/pvj2s5

Speaking Rubric (Primary School)

- Rubric example https://n9.cl/9xytf

Writing Rubric (High School)

- Rubric example https://n9.cl/qt4k5

Speaking Rubric (High School)

- Rubric example https://n9.cl/hpdmn

Resources of interest

Principles for designing and implementing a quiz

- Link. https://tinyurl.com/26493trh

Implementation of productive skills rubrics

- Link 1. https://n9.cl/muivn
- Link 2. https://n9.cl/06alf

Principles or best practices for the evaluation process

- Module 1. https://n9.cl/t2aru
- Module 2. https://n9.cl/8mmk0
- Module 3. https://n9.cl/neodqs
- Module 4. https://n9.cl/3295r

Principles or best practices for summative and formative evaluation

- Link 1. https://n9.cl/t5amyj
- Link 2. https://n9.cl/cxw0z
- Link 3. https://n9.cl/6gnu6

Principles or best practices regarding the use of technology in the classroom

- Link 1. https://n9.cl/tq5o8
- Link 2. https://n9.cl/phzim

How to teach with 21st Century Skills

- 21st Century Skills https://n9.cl/gpruf

Know Now 2.0

- Achieving Skills, Preparing for Life https://tinyurl.com/5n7e39ku
- Keys to your Future https://tinyurl.com/yvz9vkmh

Task-, project- and problem-based learning

- Suggested English Curriculum Methodological Principles https://n9.cl/hulcd
- Suggested English Curriculum Principles of Assessment https://n9.cl/6f0dp

British Council Colombia
Carrera 11a No. 93-35 Piso 6
Teléfono (601) 325 90 90
Bogotá D.C. - Colombia

www.britishcouncil.co

@BritishCouncilColombia
BritishCouncilColombia
cobritish
@britishcouncilco

Secretaría de Educación del Distrito
Avenida El Dorado No. 66 - 63
Teléfono (601) 324 10 00
Bogotá D.C. - Colombia

www.educacionbogota.edu.co

@Educacionbogota
Educacionbogota
/Educacionbogota
@educacion_bogota

Plan Distrital de Bilingüismo
BGlobal
BRITISH COUNCIL
ALCALDÍA MAYOR DE BOGOTÁ D.C.
SECRETARÍA DE EDUCACIÓN
BOGOTÁ