Plan Distrital de Bilingüismo

Ejemplo de Malla Curricular

para 3° de las Instituciones Educativas del Distrito MEB



Edición actualizada

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Apreciados directivos docentes y docentes de inglés,

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

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

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

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

Apreciados docentes de inglés, como parte del perfeccionamiento continuo de las herramientas ofrecidas, hemos actualizado algunos de los contenidos de esta cartilla. Cuando vean el ícono de la parte superior izquierda sobre uno de los temas, sabrán que se trata de una actualización.

Term 1 of 4

Grado 3

Hours per week:
2-3 hours
(MEB Type A)

Total of hours:
18-27 hours
(MEB Type A)



Module 1: Health And Life

I take care of my and my family's health

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

Suggested English Curriculum

https://tinyurl.com/2adwsdt4

And the Basic Learning Rights

https://tinyurl.com/3hsx7jfj

Therefore, this scope and sequence only works as an example that implies adaptation actions for the IED through the addition or subtraction of activities, formulation of additional or differentiated learning objectives, the development of linguistic skills according to the school contexts and the harmonization of this scope and sequence within the entire school curriculum.

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

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

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

Main Goal

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

English Language Basic Learning Rights

- Understands and describes details in short, simple texts related to familiar topics, based on images, and known phrases.
- Answers simple questions about descriptive short texts, in written or oral form, related to familiar and classroom topics.
- Exchanges ideas and simple opinions with classmates and teachers, following models or using images.
- Describes things, places, people, and communities, in oral or written form, using simple phrases.

CLIL Lesson Planning

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

CEFR Pre - A1

21st Century Skills

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

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 Science target objective

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

2 Language Function

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

3 Language Objective

Spot vocabulary related to health problems in short, simple written texts, and images, related to health problems.

4 Performance Indicators

Recognize the vocabulary to name the body parts.

5 Content

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

Common diseases and symptoms
Zika, dengue, common cold, flu, fever, headache, stomachache, sore throat.

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

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

To introduce the topic, show a video. This can be in Spanish. Use the following link:
https://youtu.be/MqjcikVAnVc?si=br6VgliUE53kqxJW

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

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

6 Methodology and Assessment

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

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





Week 2

1 Science target objective

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

2 Language Function

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

3 Language Objective

Identify words and phrases in short, simple written texts, and images related to common health problems in their community.

4 Performance Indicators

Identifies the vocabulary of common diseases in his /her context.

5 Content

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

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

Teachers can bring images: the mosquito, people with symptoms of these diseases, news headlines in the press, etc. And ask questions in pairs to find out what students know about:
a. What problem do you see in the pictures?
b. What are the typical symptoms?
c. What is the cause of this problem?
d. What are the possible solutions?

Teachers monitor the use of English practice and expressions studied during this week.
Also, teachers can use a story to introduce the topic
https://tinyurl.com/bdhrwm9f

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

6 Methodology and Assessment

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

SS classify the causes and symptoms of common viral diseases in their context using pictures.

Homework
Ss write and draw a list of expressions which were studied this week.



Week 3

1 Science target objective

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

2 Language Function

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

3 Language Objective

Participate in group/pair discussions about common health problems and ways to stay healthy in their community using English.

4 Performance Indicators

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

5 Content

Grammar
Should / shouldn't
A / An

Grammar to review
Second grade module 4: Simple present tense

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

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

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

6 Methodology and Assessment

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

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







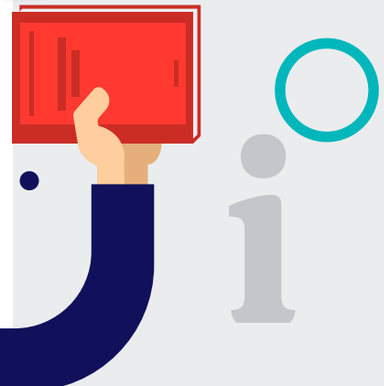
Week 4

1 Science target objective

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

2 Language Function

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



3 Language Objective

Identify words and phrases in short, simple written texts, and images related to common health problems in their community.

4 Performance Indicators

Recognizes words and expressions of the rules to prevent health problems.

5 Content

Common diseases and symptoms
Zika, dengue, common cold, flu, fever, headache, stomachache, sore throat

Numbers and percentages
100 - 1000% (per cent)

Sociolinguistic/ Intercultural
Worrying and showing interest for others.

Teachers use flashcards in English with the target vocabulary. Ask students: "What is this? It's a mosquito/It's a can / tin." Introduce materials with which students can associate images with target vocabulary. For example, include worksheets where students can color the different diseases and symptoms and practice writing them: Zika, fever, rash, headache, flu, etc.
Teacher monitors the activities and gives input (explains the topic-exercises) to students about numbers and percentages. Students monitor their acquisition of vocabulary through In-class Activities and with peers, and the teacher provides extra activities to those students who need more.

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

6 Methodology and Assessment

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

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



Week 5

1 Science target objective

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

2 Language Function

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

3 Language Objective

Participate in group/pair discussions about common health problems and ways to stay healthy in their community using English.

4 Performance Indicators

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

5 Content

Grammar
Should / shouldn't / A / An

Common diseases and symptoms
Zika, dengue, common cold, flu, fever, headache, stomachache, sore throat

Numbers and percentages
100 - 1000% (per cent)

Teacher makes a review about the topics studied in class. Also, teacher reviews the vocabulary about common diseases and symptoms in pairs.

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

6 Methodology and Assessment

Quiz 1
Teacher implements the quiz about the topics studied at this time:

https://tinyurl.com/rfh628c7

Ss match images with the names of diseases.
Ss classify symptoms, causes and solutions in a table.

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







Week 6

1 Science target objective

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

2 Language Function

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

3 Language Objective

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

4 Performance Indicators

Recognizes words and expressions of the rules to prevent health problems.



5 Content

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

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

Common diseases and symptoms
Zika, dengue, common cold, flu, fever, headache, stomachache, sore throat

Numbers and percentages
100 - 1000% (per cent)

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

For example:
S1: Hello, Daniela! How are you?
S2: Fine, Jorge. And you?
S1: I'm sick. I have headache and fever
S2: Maybe you have Zika!

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

6 Methodology and Assessment

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

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

Week 7

1 Science target objective

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

2 Language Function

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

3 Language Objective

Identify words and phrases in short, simple written texts, and images related to common health problems in their community.

4 Performance Indicators

Promotes actions for the prevention of these diseases at home.

5 Content

Grammar
Should / shouldn't
A / An

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

Sociolinguistic/ Intercultural Worrying and showing interest for others.

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

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

6 Methodology and Assessment

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

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

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





Week 8

1 Science target objective

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

2 Language Function

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

3 Language Objective

Participate in group/pair discussions about common health problems and ways to stay healthy in their community using English.

4 Performance Indicators

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

5 Content

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

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

6 Methodology and Assessment

- **Quiz 2**
  Teacher implements the quiz about the topics studied at this time.

  Teacher creates a survey about some common diseases and symptoms. Ss classify symptoms, causes and solutions in a table.

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





Week 9

Science target objective 1

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

Language Function 2

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

Language Objective 3

Identify words and phrases in short, simple written texts, and images related to common health problems in their community.

Performance Indicators 4

Recognizes words and expressions of the rules to prevent health problems.



Content 5

Common diseases and symptoms
Zika, dengue, common cold, flu, fever, headache, stomachache, sore throat

Numbers and percentages
100 - 1000% (per cent)

Sociolinguistic/ Intercultural
Worrying and showing interest for others

Grammar
Should / shouldn't / A / An
English in practice
I have a cold.
I think it's zika.
Remember, you should wash your hands.
I'm sick. I have headache and fever.
Ss prepare a poster with regulations for the prevention of these diseases. They can use phrases like:
Use repellent.
Empty water cans.
Spray for insects.
Students monitor their acquisition of vocabulary through In-class Activities and with peers, and the teacher provides extra activities to those students who need more.

Check final drafts of posters and oral presentation scripts with the rubric: https://acortar.link/YNP9p6

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

Methodology and Assessment 6

Activity in class
Presentation of the posters about the symptoms of common diseases in their community.

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





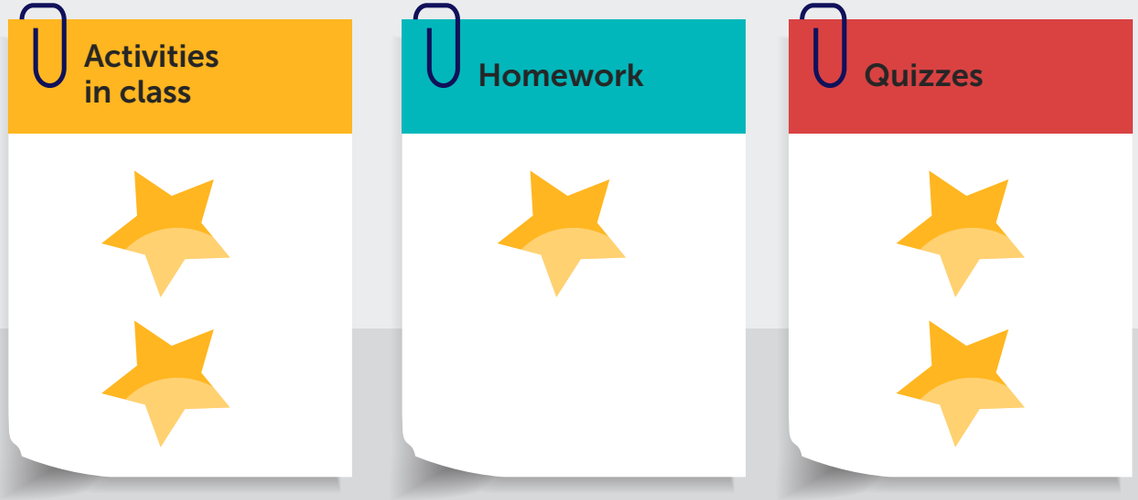
1st Term Evaluation

Teacher can assess:

In-class Activities | Homework | Quizzes | Self-Assessment

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

Example:



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

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

Grado 3

Hours per week:
2-3 hours
(MEB Type A)

Total of hours:
18-27 hours
(MEB Type A)



Module 2: Peace And Living Together

I do my tasks

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 Science target objective

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

2 Language Function

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

3 Language Objective

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

4 Performance Indicators

Follows and gives basic classroom instructions.

5 Content

- **Vocabulary to review**
  Second grade module 2: Children's rights
  First grade module 1 and Second grade modules 2 & 4:
  WH questions what/where
- **Telling the time**
  o'clock
  7:00 o'clock
- **Adjectives**
  Responsible, careful, nice, respectful, honest, loving, etc.

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

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

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

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

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

6 Methodology and Assessment

In-class Activities
Ss create some small posters about classroom instructions (Groups 2-3 Ss).

Homework
Ss find more vocabulary words at home about responsibilities they have.





Week 2

Science target objective 1

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

Language Function 2

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

Language Objective 3

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

Performance Indicators 4

Follows and gives basic classroom instructions.

Content 5

Expressions / Classroom rules
Raise your hand
Do your homework
Respect the teacher

English in practice
What do you do at 7:00 a.m.?

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

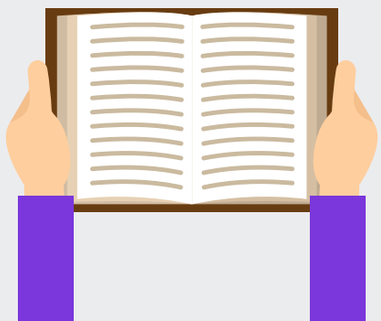
Teachers bring images of student conduct which show students' disrespectful behavior (e.g., no care for the environment, inappropriate class behavior, disrespect for parents and classmates). Ask students to describe (in Spanish) what they see in the pictures.
Then, ask students to talk to their partners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

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

Methodology and Assessment 6

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

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





Week 3

Science target objective 1

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

Language Function 2

Give simple instructions to take care of their community.

Language Objective 3

Present simple ideas orally about the duties and rights of students.

Performance Indicators 4

Asks and answers questions about their everyday actions.

Content 5

Grammar

Possessives pronouns

our, their

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

For example:

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

Where do you study?

Expressions / Classroom rules

Raise your hand.

Do your homework.

Respect the teacher.

Teachers match images with the rules of the classroom

Teachers classify classroom rules in a table.

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

Teachers monitor the activity with the previous vocabulary and grammar studied.

Teachers provide extra activities to those students who need more.

Length of the activity: 3 hours

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

Methodology and Assessment 6

In-class Activities

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

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

Homework

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

E.g.:

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



Week 4

1 Science target objective

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

2 Language Function

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

3 Language Objective

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

4 Performance Indicators

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

5 Content

Words and expressions related to duties

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

Sociolinguistic / Intercultural

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

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

6 Methodology and Assessment

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

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





Week 5

1 Science target objective

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

2 Language Function

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

3 Language Objective

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

4 Performance Indicators

Follows and gives basic classroom instructions.

5 Content

Grammar

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

Words and expressions related to duties

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

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

6 Methodology and Assessment

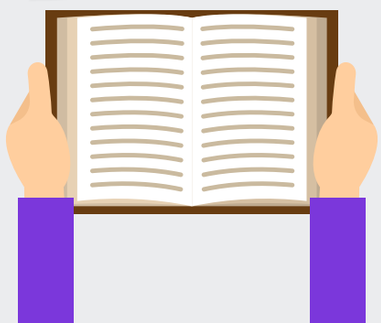
Quiz 1

Teacher implements the quiz about the topics which have been studied.

Teacher brings pictures about rules and duties in the community.
Ss match images with the names of the vocabulary words.

Ss classify the words, and bring new ideas on the board.

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





Week 6

Science target objective 1

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

Language Objective 3

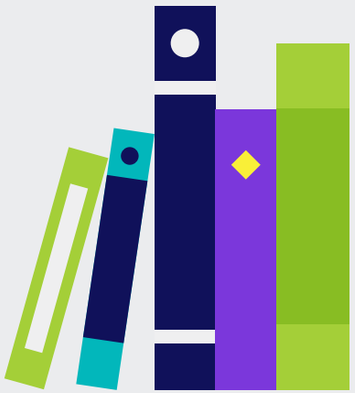
Spot short and simple sentences in written texts, supported by images, related to the duties of students.

Language Function 2

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

Performance Indicators 4

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



Content 5

Words and expressions related to duties

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

Sociolinguistic / Intercultural

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

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

Methodology and Assessment 6

Activity in class and Homework

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



Week 7

Science target objective 1

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

Language Function 2

Give simple instructions to take care of their community.

Language Objective 3

Present simple ideas orally about the duties and rights of students.

Performance Indicators 4

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





Content 5

Words and expressions related to duties
Responsibilities
Respect others
Good school behavior
Protect the environment
Don't litter
Tell the truth
Respect other opinions
Respect authorities
English in practice

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

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

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

Methodology and Assessment 6

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

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

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

Week 8

1 Science target objective

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

2 Language Function

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

3 Language Objective

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

4 Performance Indicators

Follows and gives basic classroom instructions.

5 Content

Grammar

Possessives pronouns

our, their

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

For example:

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

Where do you study?

Words and expressions related to duties

Responsibilities

Respect others

good school behavior

Protect the environment

Don't litter

Tell the truth

Respect other opinions

Respect authorities

Teacher makes a review about the topics studied in class. Also, teacher reviews the vocabulary about expressions related to duties in pairs.

Length of the activity: 3 hours

Interaction: T-Ss / Ss- Ss / pair work

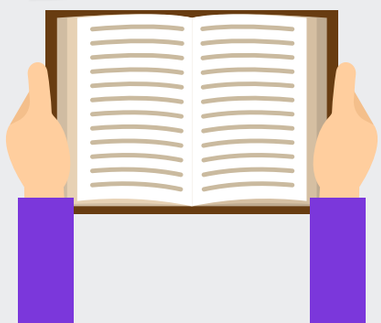
6 Methodology and Assessment

Quiz 2

Teacher implements the quiz about the topics studied at this time.

Teacher creates a survey about expressions related to duties.

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





Week 9

Science target objective 1

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

Language Function 2

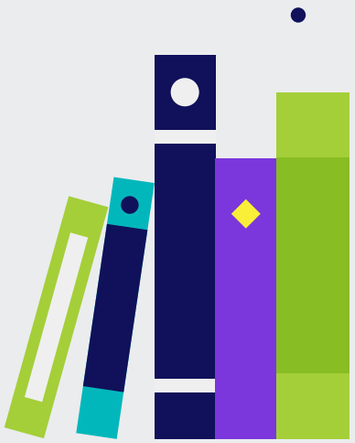
Express with simple phrases their duties at home, school, and community.

Language Objective 3

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

Performance Indicators 4

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



Content 5

English in practice

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

Grammar

Possessives pronouns

our, their

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

Words and expressions related to duties

Responsibilities
Respect others
Good school behavior
Tell the truth
Respect other opinions
Respect authorities

Ss prepare a poster with different rules and duties in the school and community.

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

Teachers check final drafts of posters and oral presentation scripts with the rubric.

Self-assessment

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

Methodology and Assessment 6

Activity in class

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





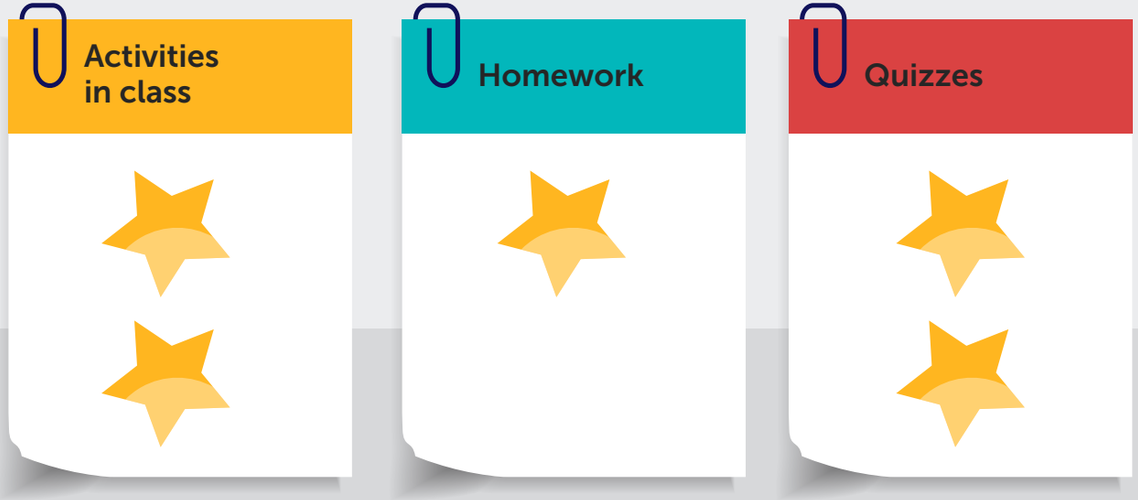
2nd Term Evaluation

Teacher can assess:

In-class Activities | Homework | Quizzes | Self-Assessment

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

Example:



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

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

Grado 3

Hours per week:
2-3 hours
(MEB Type A)

Total of hours:
18-27 hours
(MEB Type A)



Module 3: Environment And Society

I take care of my city

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 Science target objective

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

2 Language Function

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

3 Language Objective

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

4 Performance Indicators

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

5 Content

Vocabulary to review
First grade module 4: Collaboration habits

Second grade module 3: Animals and their habitats
Environmental elements

Tree, park, animals, river, ocean

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

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

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

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

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

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

6 Methodology and Assessment

In-class Activities
Ss create some small posters about the environment in their context (Groups 2-3 Ss).

Homework
Ss find more vocabulary words at home about effects on the environment.





Week 2

Science target objective 1

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

Language Function 2

Describe everyday actions related to the environment.

Language Objective 3

Participate in group/pair discussions about the effects of humans on the environment using previously rehearsed phrases.

Performance Indicators 4

Recognizes expressions related to human actions against the environment.

Content 5

Human actions

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

Positive
Recycling
Reusing
Cleaning oceans
Reforestation

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

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

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

Methodology and Assessment 6

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

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





Week 3

Science target objective 1

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

Language Function 2

Give simple warnings, previously rehearsed, about the environment.

Language Objective 3

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

Performance Indicators 4

Identifies phrases and expressions to talk about causes and effects.



Content 5

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

Gramática
Presente simple
People litter

Imperatives for warning:
Advertencias: Don't use plastic

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

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

Methodology and Assessment 6

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

Homework
Ss create 5 sentences (with images) about consequences of human actions on the environment using the grammar of the week.

E.g.:
I must save water at home and in my school (image)



Week 4

1 Science target objective

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

2 Language Function

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

3 Language Objective

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

4 Performance Indicators

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

5 Content

Expressions for cause-consequence
Logging causes habitat destruction
Animals die because they eat plastic

Sociolinguistic / Intercultural
Values of respect for the environment
Effective group work
Take students around the school to identify nature elements. You can ask them to bring their notebooks and draw them. Then, in the classroom, they can write the names in English
Introduce materials where students can associate images with the topic vocabulary in English. Some examples can be worksheets where students can:

A Color and practice the spelling of the elements of nature and human actions: logging, littering, polluting, mining, using plastic, etc.
B Associate the image with the name of the element of nature or the human action in English.
C Classify elements of nature as living and nonliving things.
D Classify causes and effects in a table, using images Teacher monitors the activities and gives input (explains the topic-exercises).

Students monitor their acquisition of vocabulary through In-class Activities and with peers, and the teacher provides extra activities to those students who need more
https://acortar.link/PvFcBx

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

6 Methodology and Assessment

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

Homework
Ss find information about the importance of caring for the environment in their context.





Week 5

Science target objective 1

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

Language Function 2

Describe everyday actions related to the environment.

Language Objective 3

Participate in group/pair discussions about the effects of humans on the environment using previously rehearsed phrases.

Performance Indicators 4

Recognizes expressions related to human actions against the environment.

Content 5

- **Expressions for cause-consequence**
  Logging causes habitat destruction
  Animals die because they eat plastic
- **Gramática**
  Presente simple
  People litter
- **Imperatives for warning**
  Advertencias: Don't use plastic
- **Modals for expressing obligation**
  Have to / must

Teacher makes a review about the topics studied in class. Also, teacher reviews the vocabulary about the importance to care the environment in their context.

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

Methodology and Assessment 6

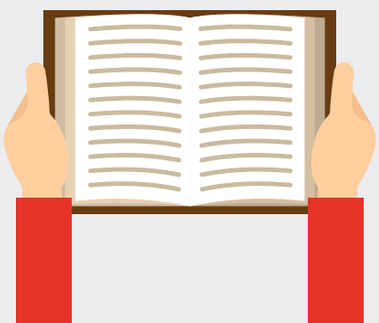
- **Quiz 1**
  Teacher implements the quiz about the topics which have been studied.

Teacher brings pictures about the importance to care for the environment in their context.

Ss match images with the names of the vocabulary words.

Ss classify the words, and bring new ideas on the board.

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





Week 6

Science target objective 1

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

Language Function 2

Give simple warnings, previously rehearsed, about the environment.

Language Objective 3

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

Performance Indicators 4

Identifies phrases and expressions to talk about causes and effects.

Content 5

Human actions

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

Positive
Recycling
Reusing
Cleaning oceans
Reforestation

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

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

Methodology and Assessment 6

Activity in class and Homework

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

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







Week 7

1 Science target objective

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

2 Language Function

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

3 Language Objective

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

4 Performance Indicators

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

5 Content

Expressions for cause-consequence
Logging causes habitat destruction
Animals die because they eat plastic

Gramática
Presente simple
People litter

Imperatives for warning:
Advertencias: Don't use plastic

Modals for expressing obligation
Have to / must
Students monitor their acquisition of vocabulary through In-class Activities and with peers, and the teacher provides extra activities to those students who need more practice.

https://tinyurl.com/2jtdynu8

Teacher makes a review about the topics studied in class. Also, teacher reviews the vocabulary about expressions related to elements of the environment in their context.

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

6 Methodology and Assessment

In-class Activities
Ss make a list of actions they can take to help reduce human impact on the environment. For example, save water, recycle, save electricity, do not waste paper.

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





Week 8

Science target objective 1

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

Language Function 2

Describe everyday actions related to the environment.

Language Objective 3

Participate in group/pair discussions about the effects of humans on the environment using previously rehearsed phrases.

Performance Indicators 4

Recognizes expressions related to human actions against the environment.

Content 5

Expressions for cause-consequence
Logging causes habitat destruction.
Animals die because they eat plastic.

Gramática
Presente simple
People litter

Imperatives for warning:
Advertencias: Don't use plastic

Modals for expressing obligation
Have to / must
Teacher makes a review about the topics studied in class. Also, teacher reviews the vocabulary about expressions related to care the environment in pairs.

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

Methodology and Assessment 6

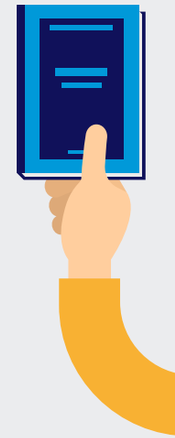
Quiz 2
Teacher implements the quiz about the topics studied at this time.

Teacher creates a survey about expressions related to human actions against the environment.

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







Week 9

Science target objective 1

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

Language Function 2

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

Language Objective 3

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

Performance Indicators 4

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



Content 5

Human actions

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

Positive
Recycling
Reusing
Cleaning oceans
Reforestation

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

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

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

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

Methodology and Assessment 6

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

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





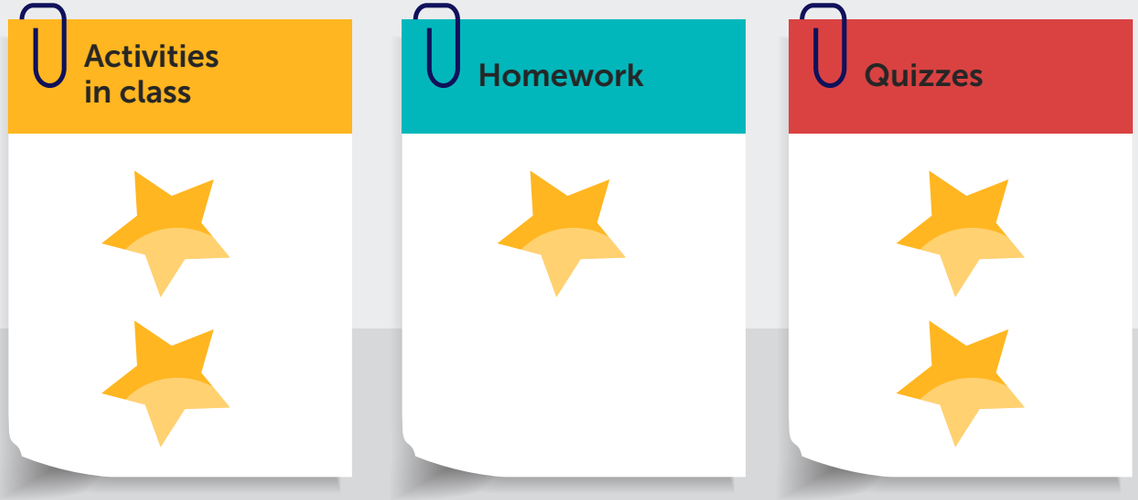
3rd Term Evaluation

Teacher can assess:

In-class Activities | Homework | Quizzes | Self-Assessment

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

Example:



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

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

Grado 3

Hours per week:
2-3 hours
(MEB Type A)

Total of hours:
18-27 hours
(MEB Type A)



Module 4: A Global Village

I use technology appropriately

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 Science target objective

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

2 Language Function

Give and ask for simple information about the use of technology.

3 Language Objective

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

4 Performance Indicators

Identifies vocabulary and expressions related to technology

5 Content

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

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

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

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

To introduce the topic, show a video. (Adventure into digital age).
Use the following link:
https://www.youtube.com/watch?v=MT3uY2Jkg4M

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

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

6 Methodology and Assessment

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

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





Week 2

Science target objective 1

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

Language Function 2

Describe routines related to the use of technology.

Language Objective 3

Participate in group/pair discussions about the use of technology, through previously rehearsed phrases.

Performance Indicators 4

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

Content 5

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

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

This stage is centered on the activities for the student. Here are some possible tasks that students can do.
To introduce the topic, use images that show children who spend all day using technology and how this causes health problems or isolation from their friends.

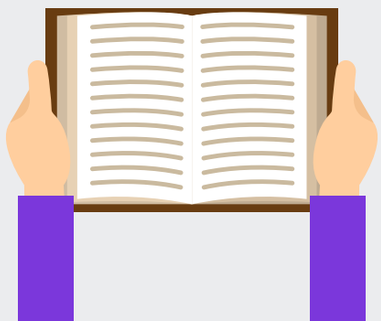
Teachers monitor the use of English practice and expressions studied during this week.

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

Methodology and Assessment 6

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

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





Week 3

Science target objective 1

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

Language Function 2

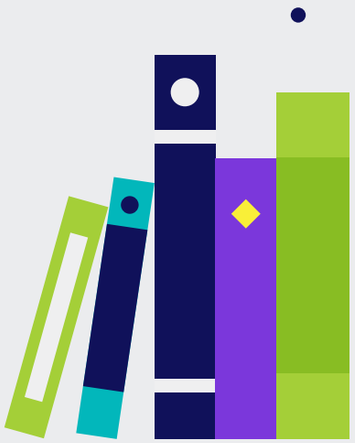
Name elements of technology and their use.

Language Objective 3

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

Performance Indicators 4

Describes technological elements regularly used.



Content 5

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

Can (for possibility)
Computers can be bad for you.

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

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

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

Methodology and Assessment 6

In-class Activities
Ss participate in a short conversation about technological elements they regularly use (Groups 2-3 Ss).

https://tinyurl.com/3dum5aw9

Ss make a simple list of technological elements (Individual).

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

Week 4

1 Science target objective

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

2 Language Function

Give and ask for simple information about the use of technology.

3 Language Objective

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

4 Performance Indicators

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

5 Content

English in practice
How often do you use a computer?
I use a computer three hours a day.
She never plays with her friends.
My sister sometimes listens to music in the bedroom. I use an mp3 player to listen to music.
I use a computer more than Juan.

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

Teachers can use a comic, to introduce the topic, using images that show children who spend all day using technology and how this causes health problems or isolationfrom their friends. Ask students to describe the situation in Spanish, and give them some simple sentences to practice in English:

A The boy/girl uses too much technology.
B He / she doesn't have time to play.
C He / She never plays with his/her friends
D He/she is always tired
E He/she sometimes has a headache

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

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

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

6 Methodology and Assessment

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

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





Week 5

1 Science target objective

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

2 Language Function

Describe routines related to the use of technology.

3 Language Objective

Participate in group/pair discussions about the use of technology, through previously rehearsed phrases.

4 Performance Indicators

Identifies some possible risks of using technology.

5 Content

Expressions
Questions about the frequency of an action
How often do you... (use a computer)?
I use a computer three hours a day

Can (for possibility)
Computers can be bad for you

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

Frequency adverbs
never, often, sometimes, always
Teacher makes a review about the topics studied in class. Also, teacher reviews the vocabulary about the use of technology in their context.

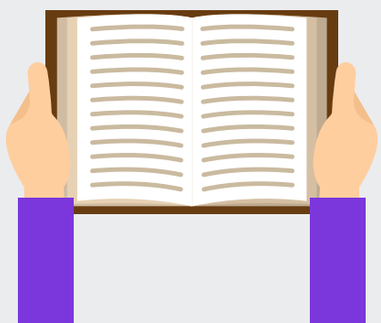
Length of the activity: 3 hours
Interaction: T-Ss / Ss- Ss / pair work

6 Methodology and Assessment

Quiz 1
Teacher implements the quiz about the topics which have been studied.
Teacher brings pictures about the use of technology in their context.
Ss match images with the names of the vocabulary words.

Ss classify the words, and bring new ideas on the board.

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





Week 6

1 Science target objective

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

2 Language Function

Give and ask for simple information about the use of technology.

3 Language Objective

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

4 Performance Indicators

Identifies vocabulary and expressions related to technology.

5 Content

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

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

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

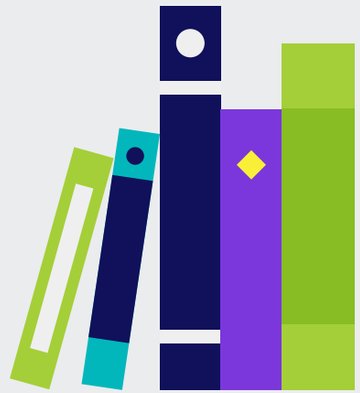
6 Methodology and Assessment

Activity in class and Homework.

Ss prepare a poster with expressions related to technology.

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





Week 7

1 Science target objective

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

2 Language Function

Describe routines related to the use of technology.

3 Language Objective

Participate in group/pair discussions about the use of technology, through previously rehearsed phrases.

4 Performance Indicators

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

5 Content

Expressions
Questions about the frequency of an action
How often do you... (use a computer)?
I use a computer three hours a day.

Can (for possibility)
Computers can be bad for you.

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

Frequency adverbs
never, often, sometimes, always
Students monitor their acquisition of vocabulary through In-class Activities and with peers, and the teacher provides extra activities to those students who need more.
Teacher makes a review about the topics studied in class.
Also, teacher reviews the vocabulary about expressions related to the use of technology.

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

6 Methodology and Assessment

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

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



Week 8

Science target objective 1

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

Language Function 2

Name elements of technology and their use.

Language Objective 3

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

Performance Indicators 4

Describes technological elements regularly used.

Content 5

English in practice

How often do you use a computer?

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

Sociolinguistic / Intercultural

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

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

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

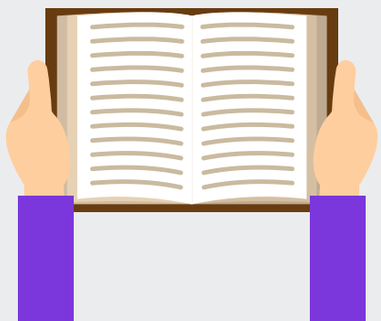
Methodology and Assessment 6

Quiz 2

Teacher implements the quiz about the topics studied at this time.

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

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





Week 9

Science target objective 1

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

Language Function 2

Name elements of technology and their use.

Language Objective 3

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

Performance Indicators 4

Describes technological elements regularly used.

Content 5

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

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

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

Self-assessment
Teacher asks students:
What activities did you enjoy the most?

What did you learn?
What was the most important learning in this term?

Methodology and Assessment 6

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

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



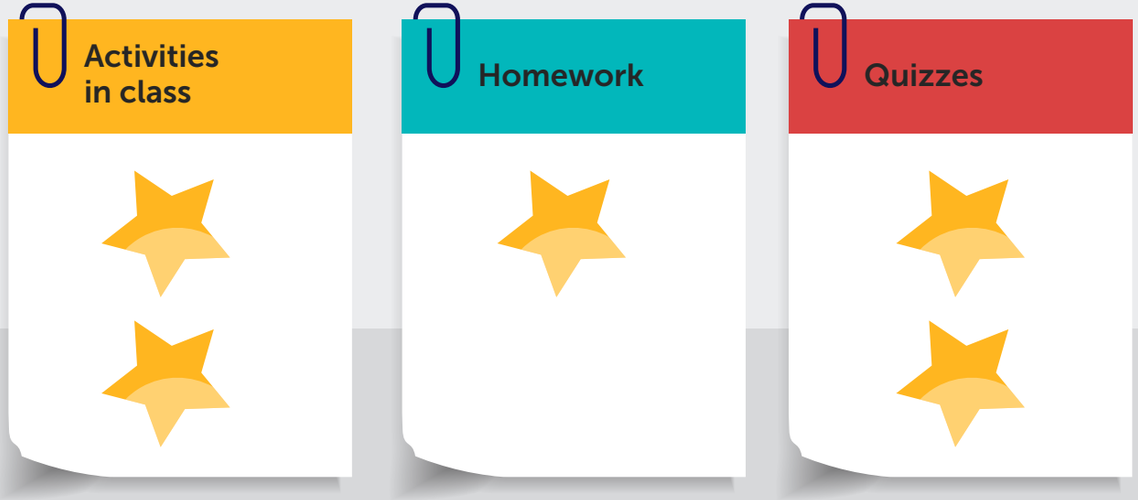
4th Term Evaluation

Teacher can assess:

In-class Activities | Homework | Quizzes | Self-Assessment

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

Example:



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

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

En esta página encontrarás recomendaciones, recursos y páginas de interés con estrategias pedagógicas y de evaluación.

Recomendaciones generales

Para el uso de esta malla, los invitamos a considerar las siguientes recomendaciones:

Al elegir el nivel de lengua:

- Realizar la alineación de los niveles de inglés basándose en el diagnóstico **https://eco.colombiaaprende.edu.co/evaluation-tools/** o el nivel identificado en el Marco Común Europeo del grupo.
- Luego, tener en cuenta la alineación con los DBA, estándares y objetivos del Currículo Sugerido de Inglés para ese nivel. Esto puede no coincidir siempre con el grado y el nivel sugerido según los estándares nacionales.

Al realizar el proceso de evaluación:

- Convertir los objetivos de aprendizaje en un checklist para el proceso de evaluación y autoevaluación.

Al elegir los DBA:

- Seleccionar los DBA según el nivel de competencia lingüística de los estudiantes en lugar de basarse en el grado, con el objetivo de adaptar el currículo.
- Elegir el DBA que se considere más adecuado según el tema, período o semana.
- Incluir los DBA de la asignatura de contenido en caso de trabajar proyectos transversales o tener un currículo MEB.
- No es necesario considerar todos los DBA al mismo tiempo; se pueden redistribuir según planificación y disponibilidad de horas.

Exploración de Recursos Adicionales:

- Explorar recursos adicionales para complementar las actividades propuestas en esta malla. Puedes acceder a ECO Web **https://eco.colombiaaprende.edu.co/** y al Portal Red Académica **https://www.redacademica.edu.co/plandistritaldebilinguismo**

My Teacher Toolkit

En esta página encontrarás recomendaciones, recursos y páginas de interés con estrategias pedagógicas y de evaluación.



Plantillas

Quiz primaria (con modelo)

- Ejemplo quiz primaria https://n9.cl/uqqj4
- Quiz primaria https://n9.cl/udtcu

Quiz secundaria (con modelo)

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

Rúbrica de writing (primaria)

- Ejemplo rúbrica https://n9.cl/pvj2s5

Rúbrica de speaking (primaria)

- Ejemplo rúbrica https://n9.cl/9xytf

Rúbrica de writing (secundaria)

- Ejemplo rúbrica https://n9.cl/qt4k5

Rúbrica de speaking (secundaria)

- Ejemplo rúbrica https://n9.cl/hpdmn

Recursos de interés

Principios para diseñar e implementar un quiz

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

Implementación rúbricas de productive skills

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

Principios o buenas prácticas del proceso de evaluación

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

Principios o buenas prácticas de evaluación sumativa y formativa

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

Principios o buenas prácticas acerca de usar tecnología en el aula

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

Cómo enseñar con habilidades del siglo XXI

- **Habilidades siglo XXI** 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

Aprendizaje basado en tareas, proyectos y problemáticas

- **Currículo Sugerido de Inglés Principio Metodológicos** https://n9.cl/hulcd
- **Currículo Sugerido de Inglés Principio Sobre Evaluación** https://n9.cl/6f0dp