

<p>* To understand, recognise and recall scientific information to explain ideas and concepts</p> <p>* To communicate scientific information clearly and effectively, using scientific language, format and symbolic/visual representation</p> <p>* To apply his/her scientific knowledge to solve problems in familiar and unfamiliar situations</p> <p>1. Be able to conduct scientific investigations with rigour</p>	<p>Construct an Atom Model Make Ice-cream, butter and lava lamps Investigation: Chromatography</p>	<p>Construct an Atom Model Investigation: Chromatography Unit Test</p>	<p>Resilience, Adaptability, Communication, Enquirer</p>	<p>Students should consider how early observations about chemical reactions may have helped the first scientists to formulate their theories about elements and compounds. This is a great overview of how key concepts of Chemistry have come about thanks to the experiments of some key scientists in history: https://www.youtube.com/watch?v=QiiyvzZBKT8&list=PL8dPuualJjXtPHzzYuWy6fYEaX9mQQ8oGr&index=4 http://www.chem4kids.com/files/matter_che Extraction of metals from ores and responsible mining practices.</p>	<p>Parents can assist students with learning about physical and chemical changes by cooking with them at home. They also need to help ensure that students are regularly revising.</p>
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Spanish focus:					
Creatividad en la recreación, creación y representación dramática Beatriz Vergara and Mireya Tovar					
<p>Learning Goals: What will the students Know, Show & Understand?</p>	<p>What Learning Activities will students be participating in?</p>	<p>How will the students learning be assessed?</p>	<p>Which Personal Dispositions will be developed?</p>	<p>How will International Mindedness, Technology and Sustainability be integrated?</p>	<p>What can parents do to support learning? Which resources will help consolidate your child's learning at home?</p>
<p>*Identificar el origen, evolución y características del género dramático. *Producir textos con excelente redacción y ortografía que respondan a las necesidades</p>	<p>Origen del teatro griego, los autores, los temas, los personajes. Creatividad: Dibujarse y en la parte externa escribir sus rasgos físicos. En la parte</p>	<p>Rutina de pensamiento. Planeación, elaboración y representación de textos teatrales. (máscara y monólogo)</p>	<p>Indagador Comunicador Reflexivo Creativo</p>	<p>Reconocer, valorar haciendo uso de un lenguaje creativo. Ipad Smart Board</p>	<p>Conversar en familia acerca de situaciones significativas que incentivan la creatividad. Preguntarse: ¿Qué te hace decir eso?</p>

History focus:					
Europe during the Black Plague - David Woodward					
<p>Learning Goals: What will the students Know, Show & Understand?</p>	<p>What Learning Activities will students be participating in?</p>	<p>How will the students learning be assessed?</p>	<p>Which Personal Dispositions will be developed?</p>	<p>How will International Mindedness, Technology and Sustainability be integrated?</p>	<p>What can parents do to support learning? Which resources will help consolidate your child's learning at home?</p>
<p>*Communicate the ideas, beliefs, attitudes and experiences of people in the past. (Europe post 1347 during spread of Black Death)</p> <p>Be able to describe and make links between the main events, situations and changes both within and across periods (How did lives change? Changes to Feudal system)</p>	<p>Watch and analyze YouTube videos on the Plague. (Focus on causes, possible cures, symptoms, prevention.)</p> <p>Analyze black death power points(Focus on causes, possible cures, symptoms, prevention, changes occurring in towns)</p> <p>Design a poster to warn citizens of a town that the plague is approaching</p> <p>Research project on Plague</p> <p>Class discussions after group work - If you were mayor of town what would you do? What rules or laws introduced</p>	<p>Note taking report on the plague.</p> <p>Research project on Plague</p> <p>Design a poster warning town people of plague</p> <p>Peer assessments for discussions as mayor</p> <p>Formal test on the plague.</p>	<p>Empathy for family of plague victims. Put yourself in their shoes - what do you do with a family member with plague? What could you do if you could travel back in time now to help plague victims? Reflect on being ill - what was it like ? possible treatments? Discussion on vaccinations - Should it be compulsory?</p>	<p>Areas where bubonic plague still occurs today. Use google earth and media to show areas. What is done today to cure/prevent plague - compare to 1348. Focus on ebola or similar types of infectious diseases - where do they occur? Why do they occur? Digital media for texts. Online research Word processing.PowerPoints shown on the Smartboard. Video snippets shown on Smartboard. Use of personal ipads to research chosen topics. Opportunity to present video as mayor of town. What to do with garbage? What is done today to rid ourselves of garbage? What happens to garbage after we put it in bags and get rid of it? Can we come up with a better solution? Recycle materials to minimise garbage dumps.</p>	<p>You tube videos on plague: www.youtube.com/watch?v=jGNVuS6WZUY The black death documentary www.youtube.com/watch?v=9lJhQDnoCcY</p>

Geography focus:					
Creativity and Team Working. David Woodward					
<p>Learning Goals: What will the students Know, Show & Understand?</p>	<p>What Learning Activities will students be participating in?</p>	<p>How will the students learning be assessed?</p>	<p>Which Personal Dispositions will be developed?</p>	<p>How will International Mindedness, Technology and Sustainability be integrated?</p>	<p>What can parents do to support learning? Which resources will help consolidate your child's learning at home?</p>
<p>Know how to adapt to what is available in your local environment.</p> <p>Be able to develop a coherent plan of action for an individual project.</p> <p>Develop an understanding of how to resolve issues that arise through the use of team collaboration.</p>	<p>If you were trapped in the school for a year and couldn't leave, what could you use in the local environment for food?</p> <p>What could you use for shelter? What could you use for entertainment?</p> <p>Explore pictures or videos of the Tunisian cave dwellers known as 'troglodytes', who live in Matmata, southern Tunisia.</p>	<p>Produce a plan of action. Assessed on demonstrating knowledge of local resources and amenities, as well as showing resourcefulness. Write a brief description of a cave as if you were advertising it for sale at an estate agent, emphasising the positive aspects of their existence and their creative use of the natural environment. Students need to</p>	<p>To develop team working skills that can be employed to creatively resolve issues and conflicts with others.</p>	<p>The sustainability of the Tunisian cave dwellers. One to one electronic devices. Video editing Prezi, PowerPoint and Keynote Basic electronic research techniques. Electronic textbooks. The sustainability of the Tunisian cave dwellers.</p>	<p>Could you please describe a time in your life when you were only able to resolve a issue through team work.</p>

French focus: Nationalities and places Marcela Castaño and Monica Woodward					
Learning Goals: What will the students Know, Show & Understand?	What Learning Activities will students be participating in?	How will the students learning be assessed?	Which Personal Dispositions will be developed?	How will International Mindedness, Technology and Sustainability be integrated?	What can parents do to support learning? Which resources will help consolidate your child's learning at home?
<p>* To understand simple dialogues and texts regarding countries, nationalities and where you live including your house.</p> <p>* To initiate conversations and write texts including opinions: Describing the area where you live and your home and other people's nationalities</p> <p>Knowledge:</p> <ul style="list-style-type: none"> To know the vocabulary to describe images and shapes: cercle/rectangle/carré / triangle /étoile / ligne / point, colors: jaune/ bleu / vert / rouge / orange / blanc / noir / gris / violet and positions: en haut / en bas / au centre / à gauche / à droite / sur -To know the name of some countries and their capitals. To know nationalities and languages 	<ul style="list-style-type: none"> Creating a painting following the style of Miró. Writing a description about celebrities, telling where s/he is from, where do they live and how their houses looks like. To do an oral presentation about one famous person, giving simple information such as name, age, date and place of birth and where s/he lives. Reading simple information about places. Pair work: To choose the photo of a place you like and write a description to present to the rest of the class. 	<ul style="list-style-type: none"> Peer assessment of a written task. Visual product to support their oral presentation. A variety of oral and written comprehension tasks. Manipulate the marking criteria giving feedback: what they have done well and what they need to do to improve. Grammar and vocabulary tests. 	<ul style="list-style-type: none"> To be able to approach tasks with confidence. To be able to use a variety of tools and technologies to aid their communication. 	<p>To appreciate the variety of nationalities in our class, and celebrate the benefits of its diversity in terms of languages. All languages we know are an asset that supports our French learning process</p> <ul style="list-style-type: none"> Word processing. Using online dictionaries and language resources adequately. Understanding the negative impact of using electronic translators. Learning to manipulate the wordreference and French 1 verbs apps. Using Imovie to produce a video introducing themselves. <p>To have an insight into some of the environmental issues of the city.</p>	<p>Help your children revise the important verbs "être" and "avoir" ("to be" and "to have").</p> <p>Write the conjugated verbs in a list and use the technique cover, write, check.</p> <p>https://lecoinducervanties.wordpress.com/2011/02/02/les-verbess-avoir-et-etre/</p> <p>This is a good website to reinforce these verbs at home.</p>

Sociales focus: MUNDO ANTIGUO: GRECIA Y ROMA (SOCIEDADES CREATIVAS) Gonzalo Serna and Edwin Garcia					
Learning Goals: What will the students Know, Show & Understand?	What Learning Activities will students be participating in?	How will the students learning be assessed?	Which Personal Dispositions will be developed?	How will International Mindedness, Technology and Sustainability be integrated?	What can parents do to support learning? Which resources will help consolidate your child's learning at home?
<p>*Comprender los procesos históricos y las estructuras socio-políticas de griegos y romanos como la base del pensamiento de occidente.</p> <p>*Reconocer el proceso de poblamiento en América y los aspectos culturales de sus civilizaciones.</p> <p>*Analizar desde diversos ámbitos: social, cultural, político y humano, los aportes de las civilizaciones antiguas al mundo</p>	<ul style="list-style-type: none"> Lectura en grupo de la sociedad griega. Tempo 6 págs. 80-83. Realizar un mapa histórico del Imperio Romano (Atlas). Explicación de la vida en la antigua Roma Video de Exploradores de la Historia sobre Roma Imperial. Presentación en Power Point sobre América precolombina Actividades interactivas sobre el 	<ul style="list-style-type: none"> Lectura en grupo de la sociedad griega. Tempo 6 págs. 80-83. Discusión en clase sobre el texto. Realizar las actividades sobre Grecia del texto guía Libro de actividades págs. 54-57. Explicación Grecia Antigua Tempo 6 págs. 84-87. Realizar una caricatura sobre el 	<p>Exposiciones, trabajos en grupo, reflexiones, uso de líneas de tiempo con Timeline.</p>	<p>COMPRENDER CÓMO DIFERENTES CULTURAS INTERPRETAN Y REPRESENTA CREATIVAMENTE SU SOCIEDAD.</p> <p>IPADS, PREZI, LAPTOPS, SMARTBOARD, SMART RESPONSE. TIMELINE</p> <p>Investigar sobre los diferentes usos que los griegos y romanos le dieron a la creatividad para dominar la naturaleza.</p>	<p>Dialogar sobre la creatividad de los griegos y romanos en casa. Ver videos complementarios por youtube. buscar información de interés. Ver películas como Hercules y El Gladiador.</p>

Art focus: Collage Jessica Murcia					
Learning Goals: What will the students Know, Show & Understand?	What Learning Activities will students be participating in?	How will the students learning be assessed?	Which Personal Dispositions will be developed?	How will International Mindedness, Technology and Sustainability be integrated?	What can parents do to support learning? Which resources will help consolidate your child's learning at home?
<p>*Be able to create an original work of art using a variety of processes, materials, tools and media to express their ideas, thoughts, emotions and views of the world.</p> <p>*Be able to evidence how artists, craftspeople and designers from a variety of traditions from around the world use materials, forms and techniques to express their feelings, observations and experiences.</p>	<p>Review the elements of art.</p> <p>Interpreting images of the students' travels or memories in collage piece.</p> <p>Discuss the use of colour in prominent artists' work.</p> <p>Creating collages in teams using the same theme as the starting point.</p> <p>*Working on perspective exercises.</p> <p>*Creating a one-point perspective drawing.</p> <p>*Creating a two-point perspective drawing.</p>	<p>Creating a series of paintings using the elements of art as the starting point.</p> <p>Using personal photographs to create a painting based on the work of Mark Tobey, Piet Mondrian or Charles Green Shaw.</p> <p>Creating a collage in teams using painted paper.</p> <p>Sketching objects using perspective.</p> <p>Drawing spaces in one-point and two-points perspective.</p>	<p>Be able to adopt different roles depending on the needs of the group and on the activity.</p> <p>Be able to reflect on what they have learned and its implications for their own lives and the lives of other people.</p> <p>Be able to consider and respect alternative points of view.</p>	<p>To appreciate the variety of nationalities in our class, taking the diversity of points of view as an opportunity for creation.</p> <p>To discuss and reflect on art from different times and cultures.</p> <ul style="list-style-type: none"> Use of laptops and video editing programs, such as iMovie (or PowerPoint, for Windows users). Smartboard presentations Online tutorials Use of recycled paper/newspaper as support for drawing. Creative uses for waste in artistic creation. 	<p>Parents can take their children to art galleries and museums, discussing creative ways of using materials, methods and techniques.</p>

PE focus: Creatividad del juego de futbol Richard Coronado and Martin Cifuentes					
Learning Goals: What will the students Know, Show & Understand?	What Learning Activities will students be participating in?	How will the students learning be assessed?	Which Personal Dispositions will be developed?	How will International Mindedness, Technology and Sustainability be integrated?	What can parents do to support learning? Which resources will help consolidate your child's learning at home?

Realiza conducción de balón, pases con borde interno y externo.	- Realizar conducciones y fintas con y sin balón	- Conoce y ejecuta los principios de la técnica individual y colectiva del fútbol, en un juego pre-deportivo.	Buena actitud de juego, búsqueda de nuevas jugadas, ser propositivo, convocar nuevas estrategias en el juego.	Analizar los propios progresos y hacer una comparación con jugadores de mayores y menores habilidades en el juego.	Hacer acompañamiento de los hijos en prácticas lúdico deportivas que desarrollen hábitos saludables en cada uno de los chicos al llegar a casa. Inscribir a los chicos en clases extracurriculares de formación deportiva, participar con ellos en la elección de su deporte favorito y desarrollar la creatividad
				observar videos de procesos y estrategias de juego para el mejoramiento e jugadas específicas, las cuales pueden ser aplicadas en las actividades de fútbol. Concertar reuniones de entrenamientos aplicando juegos y estrategias creativas en sus espacios libres dentro del colegio, a fin de tener un seguimiento y hábito de entrenamiento deportivo.	

LAKUA focus:	Creative Writing Michelle Coleman				
Learning Goals: What will the students Know, Show & Understand?	What Learning Activities will students be participating in?	How will the students learning be assessed?	Which Personal Dispositions will be developed?	How will International Mindedness, Technology and Sustainability be integrated?	What can parents do to support learning? Which resources will help consolidate your child's learning at home?
Know what a story is. Know what an article is. *Show understanding of what a story is by producing such written piece. *Show understanding of what an article is by	Using the first and last sentences of a story to create a story of their own. Combining verb tenses to create a positive and effect on the reader. Varying the vocabulary range to make the story more interesting and fluent.	Matching titles with opening paragraphs. Matching words and phrases to paraphrase information and upgrade vocabulary. Joining sentences together by using the most suitable linking devices. Using FCE exam questions to create stories	Be able to approach tasks with confidence. Be able to stick with a task until it is completed. Be able to communicate in a range of different contexts and with a range of different audiences.	Be able to show consideration towards others when making choices and decisions and stepping out of their comfort zones. Using online dictionaries and thesaurus to upgrade vocabulary range. Look for titles and topics that encourage students to write about ecological, agricultural, energetic, environmental or transportation sustainability.	Encourage students to do tasks ahead in time so that they can benefit from feedback before the final submissions. Show students samples of FCE articles and stories.

SSL focus:	Nationalities and places				
Learning Goals: What will the students Know, Show & Understand?	What Learning Activities will students be participating in?	How will the students learning be assessed?	Which Personal Dispositions will be developed?	How will International Mindedness, Technology and Sustainability be integrated?	What can parents do to support learning? Which resources will help consolidate your child's learning at home?
* To understand simple dialogues and texts regarding countries, nationalities and where you live including your house. * To initiate conversations and write texts including opinions: Describing the area where you live and your home and other people's nationalities Knowledge: • To know the vocabulary to describe places: grande, pequeño, bonito, espacioso	Diseñar el lugar de tus sueños y hacer una descripción y una presentación, usando adecuadamente las preposiciones de lugar: en, dentro, afuera, desde, hasta, debajo, atrás, y los verbos con terminación "ir" vivir, dormir, subir, ir	Peer assessment of a written task. • Visual product to support their oral presentation. • A variety of oral and written comprehension tasks. • Manipulate the marking criteria giving feedback: what they have done well and what they need to do to improve. • Grammar and vocabulary tests.	• To be able to approach tasks with confidence. • To be able to use a variety of tools and technologies to aid their communication.	To appreciate the variety of nationalities in our class, and celebrate the benefits of its diversity in terms of languages. All languages we know are an asset that supports our Spanish learning process http://aprenderespanol.org http://comprension-lectora.bligoo.cl/ http://bscw.rediris.es/ To have an insight into some of the environmental issues of the city where we live in.	Parents can help their children by encouraging them to read short texts, listen to music and watch TV in Spanish, especially documentaries and TV News. They can also ask them to use their skills when they go shopping or around the city. Parents can also help by getting involved in their children's learning process, which includes projects, research and small assignments. There is also a very good webpage where they can practice what they

ICTAC focus:	Nationalities and places				
Learning Goals: What will the students Know, Show & Understand?	What Learning Activities will students be participating in?	How will the students learning be assessed?	Which Personal Dispositions will be developed?	How will International Mindedness, Technology and Sustainability be integrated?	What can parents do to support learning? Which resources will help consolidate your child's learning at home?
Know how to produce and edit text, image, audio, and video. Recognise an increasing range of different file types, and how these can be converted for different purposes. * Be able to use ICT safely, responsibly and respectfully	Exploring different sources of recipes, cook books, online recipes and videos, TV shows. Creating rubrics/checklists to "grade" food. Adapting recipes and exploring different flavour combinations. Taking risks and	Adapted recipe including Harvard referencing of sources. Student created grading rubrick with effective feedback. Written review.	Inquiry - researching recipes from a variety of sources. Adaptability - exploring and adapting recipes to improve/personalise them. Resilience - developing the ability to take feedback and to use it to develop or improve.	Exploration of recipes from around the world, from own family culture or Colombia. Investigation of origins of certain ingredients. Exploration of traditional dishes from various countries.	Explore traditional recipes from both Colombia and your own home country. Whilst in the supermarket, explore imported and national produce. How do the prices differ? If possible try examples of similar products and compare/contrast them.

Develop an understanding of how the internet, the World Wide Web and Cloud computing function, and how they facilitate communication and creativity	analysing what works and what does not. Writing short reviews which are honest but sensitive.		Communication - clear and concise information when writing recipe and review. Respect - understanding how to give constructive criticism without offending. Understanding dietary needs / allergies.	Use of technology for research and recording purposes. Exploring different methods for recording information, mind maps, notes, writing, audio, video etc. Understanding the process of investigation, design, creation and evaluation which may be applied to a multitude of different contexts. Discussion of sources of ingredients, the effect of globalisation and import/export trends. Understanding of the effects of international trade, supporting local suppliers and the implications of "free trade".	Help support your child develop their own recipe, allow them to be creative with their ingredients and to make their own mistakes. Offer suggestions if needed and give constructive and honest feedback in the development stages.
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Cultura Colombiana focus:		Nationalities and places			
Learning Goals: What will the students Know, Show & Understand?	What Learning Activities will students be participating in?	How will the students learning be assessed?	Which Personal Dispositions will be developed?	How will International Mindedness, Technology and Sustainability be integrated?	What can parents do to support learning? Which resources will help consolidate your child's learning at home?
*Know what Natural Resources Colombia has at its disposal. *Know what Colombia's Official and Unofficial symbols are. To be able to extrapolate other unofficial symbols that characterize the country. To be able to differentiate between renewable and non-renewable resources. To be able to use the language of explanation and description to discuss Colombia's resources and symbols.	-Students will do a treasure hunt activity in which they will ask other teachers and students about Colombia's unofficial national symbols. -Students will do research on the different types of natural resources that Colombia has. -Students will do a debate on topics related to Colombia and its use of natural resources. -Students to create an advertisement promoting one of Colombia's unofficial	Reading: Students will investigate on the official symbols of Colombia and find information on natural resources which they will be tested on at the end of the term. Writing: -Students will create a slogan and promotional campaign for one of the unofficial symbols they identified. -Students will analyse the importance of symbols for a country's sense of	Be able to use the evidence to draw sustainable conclusions Be able to relate the conclusions to wider issues Be able to be at ease with themselves in a variety of situations Know about and respect alternative moral standpoints	Students will be exploring not only the resources immediately available to Colombia, but the importance of trading for other resources and international collaboration. Students can use surveys, video editing software, social media, and other forms of online interaction in order to promote their products and unofficial symbols. Natural resources and their use will be explored and debated from a sustainability perspective.	Parents can help students come up with things or places that represent or characterize Colombia in their minds for the students to use as unofficial symbols. Additionally, parents can help students brainstorm, rehearse, or prepare their ad campaign for a typical colombian product.