



INSTITUCIÓN EDUCATIVA ALFONSO LÓPEZ PUMAREJO
Virtud – orientación y ciencia



Alcaldía de Medellín
Secretaría de Educación

Fecha: 09/11/2016

Actividades complementarias de superación - ACES

Grado: Séptimo

Área: Inglés

Docente(s): Javier Copete Rivas

Indicadores de desempeño: Describa lo que debería poder hacer o argumentar un estudiante para evidenciar que alcanzó los aprendizajes esperados (estándares y DBA). Tenga en cuenta que es necesario precisar las evidencias de comprensión o de desarrollo de habilidades por parte de los estudiantes, en coherencia con los objetivos propuestos para el área.

1. Reconocimiento de preguntas de información básicas relacionadas con su familia y su vida personal.
2. Identificación de las profesiones de las personas y los miembros de la familia.
3. Descripción de personas, lugares, y objetos
4. Expresión de hechos que hacen parte de su cotidianidad.
5. Interacción activa en el aprendizaje relacionándose con sus compañeros.
6. Identifying Expressions and words related to recreational activities and the frequency of them.
7. Completing a form with information related to personal care activities and the corresponding levels.
8. Recognizing expressions related to feelings, emotions, values, qualities, etc.
9. Building the basic standards to maintain healthy coexistence in the classroom.
10. Respecting differences.
11. Understanding the general idea of a short oral or written text about an academic subject.
12. Recognizing expressions related to the environment.
13. Proposal of simple actions for environmental conservation.
14. Respect for the environment.

Instrucciones: Tener presente los siguientes elementos.

1. Exploración: Para alcanzar las competencias básicas en el área El estudiante/ The student
 - 1.1 [Reconoce preguntas de información básicas relacionadas con su familia y su vida personal.](#)
 - 1.2 [Identifica las profesiones de las personas y los miembros de la familia.](#)
 - 1.3 [Describe personas, lugares, y objetos](#)
 - 1.4 [Expresa hechos que hacen parte de su cotidianidad.](#)
 - 1.5 [Interactúa de manera activa en el aprendizaje relacionándose con sus compañeros.](#)
 - 1.6 [Identifies Expressions and words related to recreational activities and the frequency of them.](#)
 - 1.7 [Completes a form with information related to personal care activities and the corresponding levels.](#)
 - 1.8 [Recognizes expressions related to feelings, emotions, values, qualities, etc.](#)
 - 1.9 [Builds the basic standards to maintain healthy coexistence in the classroom.](#)
 - 1.10 [Respects differences.](#)
 - 1.11 [Understands the general idea of a short oral or written text about an academic subject.](#)
 - 1.12 [Recognizes expressions related to the environment.](#)
 - 1.13 [Proposes of simple actions for environmental conservation.](#)
 - 1.14 [Respects the environment.](#)

2. Asesoría:
Identificar los indicadores aplicados durante el año académico.
Explicación relacionada con los temas evidenciados en este documento.
Explicar los criterios de evaluación que se tendrán en cuenta para evaluar los ejercicios.
Aclarar las posibles dudas que tengan los estudiantes con respecto al desarrollo de las actividades propuestas en este documento.

3 Actividad:

3.1 Reconoce preguntas de información básicas relacionadas con su familia y su vida personal.

Exercise 1 Answer these questions.

What's your name? _____
 What's your last name? _____
 How old are you? _____
 When is your birthday? _____
 What group are you in? _____
 What's your favorite activity? _____
 What's your mother's full name? _____
 What's your father's full name? _____
 What's your telephone number? _____
 Where are you from? _____

3.2. Identifica las profesiones de las personas y los miembros de la familia.

Exercise 2. Look at the pictures below and write the profession.



Exercise 3. Draw your family tree. Include your family members' professions (*you can paste photographs of your family members*)

MY FAMILY TREE

3.3. Describe personas, lugares, y objetos

Exercise 4. Describe yourself and the family members you live with telling qualities.

Exercise 4.1. Describe how your school is and mention the objects you interact with.

3.4. Expresa hechos que hacen parte de su cotidianidad.

Exercise 5. Express a current day routine

3.5. Interactúa de manera activa en el aprendizaje relacionándose con sus compañeros.

Exercise 6. Interview a classmate or a schoolmate asking the questions below.

What's your name? _____

What's your last name? _____

How old are you? _____

When is your birthday? _____

What group are you in? _____

What's your favorite activity? _____

What's your mother's full name? _____

What's your father's full name? _____

What's your telephone number? _____

Where are you from? _____

3.7. Completes a form with information related to personal care activities and the corresponding levels.

Levels: Physical, psychological, emotional, spiritual, Other Areas of Self-Care that are Relevant to You.

Self-Care Assessment

Adapted from Saakvitne, Pearlman, & Staff of TSI/CAAP (1996). Transforming the pain: A workbook on vicarious traumatization. Norton.

Exercise 8. The following worksheet for assessing self-care is not exhaustive, merely suggestive. Feel free to add areas of self-care that are relevant for you and rate yourself on how often and how well you are taking care of yourself these days.

When you are finished, look for patterns in your responses.

Exercise 8.1. **Reflect on the following questions:**

Are you more active in some areas of self-care but ignore others?

Are there items on the list that make you think, "I would never do that"?

Listen to your inner responses, your internal dialogue about self-care and making yourself a priority. Take particular note of anything you would like to include more in your life.

Rate the following areas according to how well you think you are doing:

3 = I do this well (e.g., frequently)

2 = I do this OK (e.g., occasionally)

1 = I barely or rarely do this

0 = I never do this

? = This never occurred to me

Physical Self-Care

- Eat regularly (e.g. breakfast, lunch, and dinner)
- Eat healthily
- Exercise
- Get regular medical care for prevention
- Get medical care when needed
- Take time off when sick
- Get massages
- Dance, swim, walk, run, play sports, sing, or do some other fun physical activity
- Take time to be sexual - with myself, with a partner
- Get enough sleep
- Wear clothes I like
- Take vacations
- Other:

Psychological Self-Care

- Take day trips or mini-vacations
- Make time away from telephones, email, and the Internet
- Make time for self-reflection
- Notice my inner experience - listen to my thoughts, beliefs, attitudes, feelings
- Have my own personal psychotherapy
- Write in a journal
- Read literature that is unrelated to work
- Do something at which I am not expert or in charge
- Attend to minimizing stress in my life
- Engage my intelligence in a new area, e.g., go to an art show, sports event, theatre
- Be curious
- Say no to extra responsibilities sometimes
- Other:

Emotional Self-Care

- Spend time with others whose company I enjoy
- Stay in contact with important people in my life
- Give myself affirmations, praise myself
- Love myself
- Re-read favorite books, re-view favorite movies
- Identify comforting activities, objects, people, places and seek them out
- Allow myself to cry
- Find things that make me laugh
- Express my outrage in social action, letters, donations, marches, protests
- Other:

Spiritual Self-Care

- Make time for reflection
- Spend time in nature
- Find a spiritual connection or community
- Be open to inspiration
- Cherish my optimism and hope
- Be aware of non-material aspects of life
- Try at times not to be in charge or the expert
- Be open to not knowing
- Identify what is meaningful to me and notice its place in my life
- Meditate
- Pray
- Sing
- Have experiences of awe
- Contribute to causes in which I believe
- Read inspirational literature or listen to inspirational talks, music
- Other:

Relationship Self-Care

- Schedule regular dates with my partner or spouse
- Schedule regular activities with my children
- Make time to see friends
- Call, check on, or see my relatives
- Spend time with my companion animals
- Stay in contact with faraway friends
- Make time to reply to personal emails and letters; send holiday cards
- Allow others to do things for me
- Enlarge my social circle
- Ask for help when I need it
- Share a fear, hope, or secret with someone I trust
- Other:

Workplace or Professional Self-Care

- Take a break during the workday (e.g., lunch)
- Take time to chat with co-workers
- Make quiet time to complete tasks
- Identify projects or tasks that are exciting and rewarding
- Set limits with clients and colleagues
- Balance my caseload so that no one day or part of a day is "too much"
- Arrange work space so it is comfortable and comforting
- Get regular supervision or consultation
- Negotiate for my needs (benefits, pay raise)
- Have a peer support group
- (If relevant) Develop a non-trauma area of professional interest

Overall Balance

- Strive for balance within my work-life and work day
- Strive for balance among work, family, relationships, play, and rest

Other Areas of Self-Care that are Relevant to You

-
-
-

Write your reflection here

(Retrieved 7/11/2016 from <https://socialwork.buffalo.edu/content/dam/socialwork/home/self-care-kit/self-care-assessment.pdf>

http://www.ballarat.edu.au/aasp/student/sds/self_care_assess.shtml and adapted by Lisa D. Butler, Ph.D.)

3.8. Recognizes expressions related to feelings, emotions, values, qualities, etc.

Exercise 9. Movie Forum INSIDE OUT

The Riley's Islands were created in Riley's core Memory as a result of important events.

1. Write an event you remember and relate that event to an Island.

Riley's Personality Islands turned off when she lost their core memories.

2. When have you realized that you have lost memories?

This is a picture of Riley's Islands



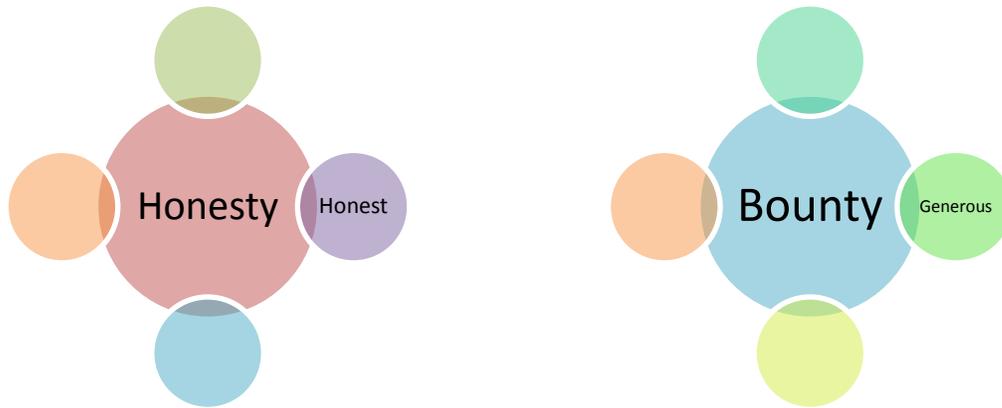
3. Draw a picture of your Island. The one mentioned in exercise 1

Riley's happy memories changed into sad memories each time Sadness touched them.

4. Do you feel the same emotions as before? Which ones you don't feel anymore.

BEFORE	NOW

Riley left home because of her anger. She was dishonest at taking money from her mom's bag.
 5. Match emotions or qualities that relates to Honesty, Bounty



3.9. Builds the basic standards to maintain healthy coexistence in the classroom.

Exercise 10. Make a poster with a Decalogue of actions to maintain a healthy coexistence in the classroom.

Group work of 4 students.

In a 70x100cm poster board write a Decalogue. Use images if necessary to illustrate the actions. Cover the poster board with plastic or "Papel contact"

3.10. Respects differences.

Exercise 11. Make a comic strip about coexistence.

You can create your comic at <http://www.storyboardthat.com/storyboard-creator>

Criteria to evaluate the comic strip

Comic Strip	Poor 1pts	Fair 2pts	Good 3pts	Excellent 4pts
ChoiceofScenes	Poor Shows some events related to the story, but information is incomplete or focused on less important points.	Fair Shows most important events related to story, highlights unimportant points.	Good Shows most of the important related to the story, however there is at least one discrepancy/conflict with the original	Excellent Shows events that are relevant and reasonably accurate as a sequel to the novel
Captions	Poor Captions do not relate well to the scenes. There seems to be no connection or connections are very general.	Fair Captions are related to the scenes and the story, but the connections are less obvious.	Good Captions are related to the scenes and the story, and most connections are easy to understand.	Excellent Captions are related to the scenes and the story, and the connections are easy to understand.
Characters	Poor It is hard to tell who the main characters are, or main characters in the comic are not the main characters in the story.	Fair The main characters are identified, but actions and dialogue are too general to show their relationship to the story.	Good The main characters are clearly identified, and their actions and dialogue match actions and dialogue in the story.	Excellent The main characters are clearly identified, and their actions and dialogue are well-matched to their actions and dialogue in the story.
Spelling,Punctuation, andGrammar	Poor There are more than 5 spelling, punctuation, and grammar errors.	Fair There are 4-5 spelling, punctuation, and grammar errors.	Good There is 1-3 spelling, punctuation, or grammar errors.	Excellent There are no spellings, punctuation, or grammar errors.
Thought/SpeechBubbles	Poor	Fair	Good	Excellent

4 Observaciones generales:

- Los estudiantes deben entregar los talleres en la fecha acordada por la institución.
- En ningún caso se admitirán fotocopias de otros trabajos.
- Se deben entregar en físico o digital.
- Los estudiantes deben desarrollar los ejercicios en el formato ACES.
- Los indicadores descritos para lograr las competencias básicas poseen vínculos hacia los ejercicios que se deben desarrollar. para ir al vínculo presiona Ctrl + Click.
- Este documento contiene rubricas con criterios para evaluar ejercicios específicos.
- Se evaluarán los ejercicios teniendo en cuenta la escala adoptada por la institución (Entre 1 y 2.9 Bajo, entre 3 y 3.9 Básico, entre 4 y 4.49 Alto, entre 4.5 y 5 Superior) y se dará un promedio de todos los ejercicios aportados. Cuya definitiva será 3.0 si cumple con todos los requerimientos para aprobar el proceso de las ACES.
- La asesoría se realizará el día lunes 21 de noviembre de 8:15 a 9:45
- La sustentación se realizará el día miércoles 23 de noviembre de 8:15 a 9:45

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