



LEARNING PROGRAM FOR E-LEARNING CLASSES
ENGLISH AREA
SECOND TERM

TEACHER	Miss Norma Herrera, Miss Jéssica Muiragui, Miss Katerine Barriga	
SUBJECT	Physical Education	
GRADE/CLASS	First Basic	Classes: A – B - C
BLOCK_1_	Units: The world to explore/ As you grow	

OBJECTIVES	CONTENTS
<p>O.EF.1.1. Participate in body practices (games, dances, folklore, mimics among others) spontaneously, safely and pleasantly, individually or with others.</p> <p>O.EF.1.2. Recognize (all dimensions: motor, emotional, conceptual, among others), their chances of participation in body practices, individually and with others.</p> <p>O.EF.1.3. Execute body practices safely (ludic and communicative ones) that enhance the development of gross-motor and fine-motor, based on their collective needs that fit the body practices chosen.</p> <p>O.EF.1.4. Be aware of their corporeality and start building consciousness of their own body and how to take care of it.</p> <p>O.EF.1.5. Explore the benefits that come along with Physical education learning techniques for caretaking and health improvement, as well as wellbeing that fit their interests and needs.</p> <p>O.EF.1.6. Recognize their possibilities of action during their participation in different individual body practices.</p> <p>O.EF.1.7. Recognize individual and collective actions performed in different body practices collaborating with their peer’s welfare.</p> <p>O.EF.1.8. Identify the senses and meanings of different body practices in their familiar and school environment.</p>	<ul style="list-style-type: none"> ➤ Coordination of trips. ➤ Rounds and traditional games. ➤ Movements of parts of the body. ➤ Recognition of body image. ➤ Recognition of the left and right in hands and feet. ➤ Execution of actions: clap, stomp, move head, move waist, cross, run, shake, freeze, march. <p>EF.1.5.1. Recognize and explore the different characteristics and possibilities of movement of the parts and segments of the body itself, during the performance of various bodily practices.</p> <p>EF.1.5.2. Perceive, record and express their bodily states (fatigue, agitation, excitement, tension, relaxation, among others) and internal rhythms (cardiac and respiratory) at rest and during the performance of different bodily practices, in various nearby environments.</p> <p>EF.1.5.3. Recognize spatial notions (near, far, inside, outside, up, down, sideways, backwards and forwards) and temporal (slow, fast, at the same time, at different times) in relation to oneself in a static and dynamic way, during the performance of bodily practices</p> <p>EF.1.5.4. Associate their bodily states and internal rhythms (cardiac and respiratory) with their ways of participating in bodily practices</p>



BIBLIOGRAPHY/WEBGRAPHY		OBSERVATIONS
<p>Ministerio de Educación del Ecuador. (2016). <i>Guía de Implementación del Currículo Integrador Subnivel Preparatoria - Ecuador</i>.</p> <p>Anderson S, Houge M., Jago C., Palmer E., Templeton Sh., Valencia Sh. Vogt ME. (2017). <i>Kindergarten Teacher's Edition (Unit 1 - 6). Journeys. U.S.A Houghton Mifflin Harcourt School Publishers.</i></p> <p>Houghton Mifflin Harcourt School Publishers. <i>Reader's Notebook Grade K (Vol. 1 and 2). Orlando, U.S.A.</i></p> <p>Houghton Mifflin Harcourt School Publishers. <i>Journeys Reading Book, Common Core Grade K (Vol. 1 and 2). Orlando, U.S.A.</i></p> <p>Ministerio de Educación del Ecuador. (2016). <i>Guía de Implementación del Currículo Integrador Subnivel Preparatoria - Ecuador</i>.</p> <p>Journeys' Platform: https://www-k6.thinkcentral.com/ePC/start.do?orgID=88196315</p>		<p>Suggestions can be adapted for the best fulfillment of what was planned.</p>
DONE BY	REVIEWED BY	APPROVED BY
Miss Norma Herrera, Miss Jéssica Muirragui, Miss Katerine Barriga	Lcda. Ingrid Quinto	Mgs. Guisella Zevallos



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TEACHER	Miss Norma Herrera, Miss Jéssica Muiragui, Miss Katerine Barriga	
SUBJECT	Physical Education	
GRADE/CLASS	First Basic	Classes: A – B - C
BLOCK_2_	Unit: Do your best	

OBJECTIVES	CONTENTS
<p>O.EF.1.1. Participate in body practices (games, dances, folklore, mimics among others) spontaneously, safely and pleasantly, individually or with others.</p> <p>O.EF.1.2. Recognize (all dimensions: motor, emotional, conceptual, among others), their chances of participation in body practices, individually and with others.</p> <p>O.EF.1.3. Execute body practices safely (ludic and communicative ones) that enhance the development of gross-motor and fine-motor, based on their collective needs that fit the body practices chosen.</p> <p>O.EF.1.4. Be aware of their corporeality and start building consciousness of their own body and how to take care of it.</p> <p>O.EF.1.5. Explore the benefits that come along with Physical education learning techniques for caretaking and health improvement, as well as wellbeing that fit their interests and needs.</p> <p>O.EF.1.6. Recognize their possibilities of action during their participation in different individual body practices.</p> <p>O.EF.1.7. Recognize individual and collective actions performed in different body practices collaborating with their peer's welfare.</p> <p>O.EF.1.8. Identify the senses and meanings of different body practices in their familiar and school environment.</p>	<ul style="list-style-type: none"> ➤ Body hygiene practices. ➤ Keep learning environments clean. ➤ Coordination of trips. ➤ Rounds and traditional games. ➤ Movements of parts of the body. ➤ Recognition of body image. ➤ Recognition of the left and right in hands and feet. ➤ Execution of actions: clap, stomp, move head, move waist, cross, run, shake, freeze, march. <p>EF.1.5.1. Recognize and explore the different characteristics and possibilities of movement of the parts and segments of the body itself, during the performance of various bodily practices.</p> <p>EF.1.5.2. Perceive, record and express their bodily states (fatigue, agitation, excitement, tension, relaxation, among others) and internal rhythms (cardiac and respiratory) at rest and during the performance of different bodily practices, in various nearby environments.</p> <p>EF.1.5.3. Recognize spatial notions (near, far, inside, outside, up, down, sideways, backwards and forwards) and temporal (slow, fast, at the same time, at different times) in relation to oneself in a static and dynamic way, during the performance of bodily practices</p>

	<p>EF.1.5.4. Associate their bodily states and internal rhythms (cardiac and respiratory) with their ways of participating in bodily practices</p> <p>EF.1.6.1. Recognize the need to make use of the basic care of personal hygiene before, during and after participating in any body practice.</p> <p>EF.1.6.2. Recognize the importance of caring for the learning environment, contributing to its hygiene and preservation before, during and after performing different body practices.</p> <p>Identify commands related to Unit 6: Wash hands, clean nose, go to the bathroom, drink water, throw garbage in the bin. AC</p>
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<p><i>Ministerio de Educación del Ecuador. (2016). Guía de Implementación del Currículo Integrador Subnivel Preparatoria - Ecuador.</i></p> <p><i>Anderson S, Houge M., Jago C., Palmer E., Templeton Sh., Valencia Sh. Vogt ME. (2017). Kindergarten Teacher's Edition (Unit 1 - 6). Journeys. U.S.A Houghton Mifflin Harcourt School Publishers.</i></p> <p><i>Houghton Mifflin Harcourt School Publishers. Reader's Notebook Grade K (Vol. 1 and 2). Orlando, U.S.A.</i></p> <p><i>Houghton Mifflin Harcourt School Publishers. Journeys Reading Book, Common Core Grade K (Vol. 1 and 2). Orlando, U.S.A.</i></p> <p><i>Ministerio de Educación del Ecuador. (2016). Guía de Implementación del Currículo Integrador Subnivel Preparatoria - Ecuador.</i></p> <p><i>Journeys' Platform: https://www-k6.thinkcentral.com/ePC/start.do?orgID=88196315</i></p>		<p>Suggestions can be adapted for the best fulfillment of what was planned.</p>
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COLEGIO  AMERICANO
de Guayaquil

The logo for Colegio Americano de Guayaquil. It consists of a circular emblem divided into four quadrants: top-left is red, top-right is blue, bottom-left is yellow, and bottom-right is white. The emblem is positioned between the words 'COLEGIO' and 'AMERICANO'. Below 'AMERICANO' is the text 'de Guayaquil' in a smaller, red, sans-serif font.