**PLAN DE ESTUDIO DE INGLES**

**BACHILLERATO**

**SEGÚN EL MEN**

**COLOMBIA BILINGÜE**

**Y SEGÚN EL   
EL MARCO COMÚN EUROPEO DE REFERENCIA PARA LAS LENGUAS (MCER)**

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**(LICENCIADO EN INGLES)**

**ALBA VIRGINIA**

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**PRESENTACIÓN**

*“Una meta importante en el estudio de una lengua extranjera es el desarrollo de la competencia comunicativa. Las personas usan la lengua para participar en las interacciones sociales diarias en diversos códigos y para establecer relaciones con los demás. En esencia, un individuo competente comunicativamente combina el conocimiento del sistema del lenguaje con el conocimiento de las convenciones del discurso y el gusto para transmitir y recibir mensajes significativos”.[[1]](#footnote-1)*

En búsqueda del mejoramiento de la calidad educativa, la institución se centra en la orientación del estudiante hacia el proceso de enseñanza-aprendizaje “integral”, que responda a las necesidades reales de nuestro contexto a nivel nacional e internacional. De acuerdo con estas necesidades la institución se proyecta en un futuro como un establecimiento bilingüe capaz de ofrecer al egresado un perfil integral que corresponda a nuestro contexto real.

El desarrollo del programa de Inglés para el presente año está estructurado con base a las competencias básicas en el área de idiomas extranjeros trabajadas por el ICFES, en concordancia con los indicadores de logros de la Resolución 2343 de 1996. Igualmente están incluidos aspectos fundamentales de los lineamientos curriculares en idioma extranjero. Es claro que no se debe dejar de lado los ESTANDARES curriculares del área de lenguaje ya que son el punto de partida para orientar el trabajo en el área de Ingles y las competencias estructuran un esquema adecuado de trabajo que contribuye al exitoso desarrollo del plan de área

Las competencias especificas del área (competencia del lenguaje que incluye: competencia organizativa y competencia pragmática, la primera dividida en competencia gramatical y textual y la segunda en elocutiva y sociolingüística respectivamente), están encaminadas hacia la aprehensión del idioma de manera más práctica. Basándose lógicamente en la Competencia del lenguaje que es el enfoque del aprendizaje de un idioma.

**JUSTIFICACIÓN**

La formación en un idioma extranjero es una necesidad en el mundo actual, ya que las exigencias científicas, tecnológicas, culturales, sociales obligan a la población infantil a adquirir herramientas necesarias para enfrentarse a éstas.

Ante tal evidencia, dicho idioma, antes que un simple requisito académico ha de considerarse como un medio requerido para las comunicaciones entre los pueblos, se ha convertido totalmente necesario en todos los campos, siendo quizá por ello que el estado colombiano, lo ha asumido en componentes del proceso evaluativo, lo cual viene a darle una dimensión de obligatoriedad para el ICFES no sólo por las razones anteriormente descritas, también por las exigencias contempladas en la Ley general de Educación.

El plan exige al docente una conducta de construcción del conocimiento guiando a los estudiantes hacia la importancia del idioma y su desenvolvimiento en un contexto comunicativo, teniendo en cuenta las cuatro habilidades del lenguaje: hablar, leer, escribir y escuchar.

La base de la comprensión al escuchar y leer, y de la propiedad y corrección en la expresión oral y escrita es el conocimiento por parte del estudiante de la relación que existe entre realidad, pensamiento y lengua, es decir la *significación.*

Se busca que los estudiantes puedan interactuar entre sí, en la construcción de su propio conocimiento a través de actividades comunes de su realidad contextual, es decir que los estudiantes usen el inglés en situaciones vividas con necesidades reales. Se busca también que el estudiante sea competente al desenvolverse en un contexto determinado e igualmente responda a las pruebas de estado con los resultados esperados.

**OBJETIVOS GENERALES**

1. Concienciar, motivar y guiar a las estudiantes hacia el proceso de aprendizaje del idioma Inglés, como recurso básico de su quehacer pedagógico, a través de temáticas, metodologías lúdicas y diseño de pruebas que les permita llegar a construir su propio conocimiento.

2. Tener la capacidad de entender y expresarse en lengua extranjera.

3. Ejercitar el uso del idioma extranjero en un contexto determinado.

4. Interactuar entre sí aplicando sus conocimientos desenvolviéndose ante los medios de comunicación.

5. Mejorar en el estudiante su competencia comunicativa como requisito fundamental de su formación.

**OBJETO:**

El desarrollo de la competencia comunicativa en Ingles, está dirigido a mejorar las habilidades del lenguaje: hablar, escuchar, leer y escribir. En el aprendizaje del idioma se debe tomar como base la comunicación, es decir, se mira la parte funcional de la “lengua”, como componente secundario, también se busca que las categorías del uso de la lengua sean de mayor relevancia que las categorías de la forma de la misma, sin desmeritar la importancia que ambas poseen.

La competencia organizativa está encaminada a mejorar la parte gramatical y textual del estudiante ejercitando sus habilidades de Reading(leer) and Writing (escribir) y la competencia pragmática en las habilidades de Speaking (hablar) and Listening (escuchar).

Dichas categorías se pueden clasificar en dos tipos: significación o noción, que conceptualiza significados, y de función que se refiere al propósito comunicativo del lenguaje, basado lógicamente en las nociones.

Los siguientes son beneficios que adoptan una orientación funcional – nocional:

1. Este coloca tareas o labores realistas de aprendizaje.

2. Provee para el educando de todos los días, un lenguaje real del mundo.

3. Nos guía a un énfasis receptivo (escucha/lectura) y con anteriores actividades promueve a los estudiantes dentro de una realización prematura.

4. Reconoce que los hablantes deben tener una propuesta real para el habla, y alguna cosa para hablar.

5. La motivación será intrínsecamente motivada porqué expresa las funciones comunicativas básicas.

6. Habilita a los profesores a explotar sonidos psico-lingüísticos, sociolingüísticos y principios educacionales.

7. Se puede desarrollar naturalmente de la existencia de una metodología de enseñanza.

**ENFOQUE**

En el enfoque *comunicativo,* según la teoría del lenguaje, el idioma es un sistema de expresión del *significado;* su función primaria es la interacción y la comunicación. Dicho enfoque incluye, para el aprendizaje, actividades relacionadas con situaciones reales, llevadas a cabo con tareas significativas y usos del idioma en los cuales el significado está guiado hacia el estudiante

El *enfoque comunicativo* da importancia a la producción e interpretación del mensaje, desarrollando procesos de pensamiento, habla, escucha, lectura comprensiva y habilidad para la comprensión y manejo del vocabulario que nos ofrecen los avances científicos y las innovaciones tecnológicas.

Las actividades de la clase deben desarrollar habilidades que permitan la practica del ingles en espacios extra clase y puedan ser adaptadas en la cotidianidad, gracias a la variedad de actividades:

Orales: diálogos, monólogos, representaciones, dramatizaciones, etc.

Escritas: talleres, trabajos, ensayos, etc.

Lúdicas: concursos, roleplay, etc.

De esta manera fácilmente se relaciona la teoría con la práctica, al igual que fomenta la evolución de la expresión oral y escrita, puesto que las estructuras gramaticales se deben presentar siempre con una intención comunicativa dirigida hacia el contexto real.

**EVALUACIÓN**

El proceso evaluativo del área de inglés debe corresponder a las competencias anteriormente descritas, ofreciendo un proceso óptimo que garantice una valoración coherente con el progreso de los estudiantes partiendo desde pre-jardín hasta grado once. Identificar las ventajas y beneficios e igualmente las oportunidades de mejoramiento que ofrezcan cambios favorables al presente programa. Se busca valorar la habilidad del estudiante dentro del proceso y su buen desempeño dentro del uso del idioma. Las docentes estamos conscientes de que dicho aprendizaje no es inmediato, sin embargo, en el presente año se afianzará al máximo el proceso de enseñanza- aprendizaje.

La evaluación se desarrollara de acuerdo a los lineamientos curriculares, en concordancia con los logros e indicadores de logros estipulados en la Resolución 2343. El diseño del programa está desarrollado de acuerdo a las exigencias de nuestro contexto, por lo tanto la evaluación debe corresponder al mismo. La evaluación no será arbitraria ya que se tendrán en cuenta las capacidades y limitaciones de los estudiantes, sus intereses personales, su desempeño y su propia autovaloración.

# METODOLOGÍAS EN LA ENSEÑANZA DE UNA SEGUNDA LENGUA

## ENFOQUE COMUNICATIVO

Este enfoque de origen británico, se popularizó en el resto de Europa en los años 70 y más tarde se difundió en otros continentes.

La enseñanza comunicativa de lenguas. Tal como su nombre lo indica, privilegia el uso del lenguaje como elemento básico en la comunicación a través de la interacción. Mediante la apropiación del lenguaje, el educando se ubica en un lugar dentro de una compleja red de relaciones que lo definen tanto a el como a la sociedad. La ubicación en dicha red depende del grado de desarrollo de la competencia comunicativa.

Los siguientes son los rasgos principales del enfoque comunicativo:

1. La comunicación en su propósito primordial.
2. Los contenidos son contextualizados, de tal manera que reflejen lo que sucede en la comunicación real, usualmente no utilizamos palabras o frases aisladas sino unidades de discurso más complejas, con múltiples relaciones determinadas por la naturaleza de los interlocutores, el grado de familiaridad que hay entre ellos, el lugar, la situación etc.
3. Los intercambios llevan una gran carga personal: los interlocutores expresan sus opiniones, intereses, deseos, gustos, disgustos, temores planes y sueños.
4. Se enfatiza el uso de situaciones de comunicación reales o que simulan la realidad, tanto en la cotidianidad como en los que surgen de manera eventual.
5. Se enfatiza el uso de materiales auténticos para permitir un mayor acercamiento a la realidad de los hablantes nativos de la lengua estudiada. Como materiales auténticos se consideran, generalmente, aquellos que fueron creados con propósitos comunicativos, por hablantes nativos. Los libros, periódicos, folletos y revistas en lengua extranjera, las grabaciones de radio y televisión originadas en países donde estas lenguas se hablan, temas de propagandas, avisos anuncios impresos o registros grabados, son considerados materiales auténticos.
6. Se privilegia el manejo de situaciones o contenidos comunicativos impredecibles, tal como sucede generalmente l vida real, en las conversaciones y en los textos escritos intercambian información y usualmente no sabemos con exactitud aquello que nos quiere decir.
7. Se hace énfasis en el uso de la lengua objeto de aprendizaje y en las funciones del lenguaje, más que hablar acerca de la lengua se hace uso de ella con funciones y propósitos comunicativos específicos. En consecuencia, es importante que el profesor use, en cuanto sea posible, la lengua extranjera para comunicarse con los estudiantes en clase.
8. Los contenidos y actividades tiene como centro el estudiante, no solo como un ser social sino como un individuo con necesidades, motivaciones, intereses y dificultades particulares.
9. Más que la absoluta corrección gramatical, se hace énfasis en la fluidez en el uso del idioma, es decir, en la posibilidad del hablante de comunicar un mensaje.
10. Los errores son considerados parte, de los procesos de aprendizaje y como tal, son tratados de manera didáctica y como fuente de conocimiento.

# RESPUESTA FÍSICA TOTAL

Este método se originó en los Estados Unidos de Norteamérica. Su creador y principal impulsor, JamesAsher parte de la convicción de que cuando los estudiantes responden con acciones a las órdenes impartidas por el profesor su aprendizaje es mucho más eficiente y su participación activa más completa.

Su característica básica es la respuesta física a órdenes y este hecho permite a los estudiantes el movimiento continuo, aspecto que le hace atractivo para el trabajo con los niños.

Rasgos fundamentales.

\*Se hace énfasis en la actividad física como respuesta al mensaje lingüístico.

1. El profesor hace uso de órdenes la mayor parte del tiempo y la comunicación con sus estudiantes en clase se hace de esta manera.
2. Las actividades en clase privilegian el desarrollo de la comprensión auditiva, la adquisición de vocabulario y el habla. Los estudiantes escuchan constantemente las ordenes de el profesor y de esta manera adquieren gran familiaridad con los sonidos del idioma que se estudia, al mismo tiempo que aumentan de manera considerable su vocabulario, mediante la observación de las acciones del docente.
3. El método respecta al silencio total de los estudiantes, este periodo silencioso ayuda a que los estudiantes tomen confianza en sus conocimientos ya que mediante la observación y la escucha pueden asociar sonidos, acciones y significados. Cuando los estudiantes se sienten más seguros inician, generalmente de manera espontánea, el uso del lenguaje hablado y toman el lugar del profesor para impartir órdenes.
4. La corrección de errores es flexible e indirecta, imitando a lo que generalmente sucede cuando los niños adquieren su lengua materna.

# MÉTODO NATURAL

Este método fue el resultado de la aplicación de las teorías de Krashen sobre la adquisición de la lengua extranjera, Uno de sus colegas, DrecyTerrell, aplico las teorías de orden natural en el desarrollo gramatical y del periodo del silencio en lo que llamo el método natural. Utiliza en la primera fase del método) preproducción de aspectos de respuesta física total de Asher. Luego en la fase de producción inicial, utiliza fotos y objetos concretos que el maestro describe o formula preguntas y los niños responden en frases cortas de una o dos palabras. Posteriormente, en la etapa de producción oral, el maestro pide al niño que se describa un cuadro o un objeto y el niño contesta empleando el lenguaje que ha desarrollado, de manera completa y aun con errores La última fase implica cierta fluidez por parte del alumno para describir algo o intercambiar ideas con compañeros.

# RASGOS PRINCIPALES

\*Se hace énfasis en las fases del desarrollo lingüístico y en el uso del lenguaje comprensible.

\*Respeta el silencio inicial de los estudiantes cuando se sienten más seguros y les permite utilizar la lengua de acuerdo con su desarrollo personal.

\*Respeta los ritmos y estilos personales de aprendizaje de los alumnos.

\*Permite al alumno cometer errores en su producción. La corrección de errores es flexible e indirecta.

\*Utiliza materiales visuales y concretos, actividades como juegos, dramas y trabajos en grupos pequeños.

Las metodologías o principios metodologías que se presentan a continuación tienen una característica común, enfatiza la integración del aprendizaje de lenguas con el de las demás áreas del currículo, propiciando así un aprendizaje integral.

# APRENDIZAJE BASADO EN TAREAS Y PROYECTOS

Aunque sus inicios pueden encontrarse en el trabajo de Kilpatrick (Project Method, 1918 en los Estados Unidos de Norteamérica, el aprendizaje basado en proyectos y tareas se ha popularizado en las dos últimas décadas, especialmente en programas de segunda lengua (en contextos bilingües, de educación a grupos inmigrantes).

El aprender haciendo cobra especial importancia dentro de esta metodología. Igualmente importante es la relación estrecha que se establece entre la clase de lengua y las demás áreas, hasta el punto en que el aprendizaje y la enseñanza no se presentan necesariamente en lecciones individuales para áreas asignaturas deferentes sino que se integran en temas que se desarrollan de manera activa, generalmente a través de actividades (tareas9 y proyectos investigativos llevados a cabo por los estudiantes.

Las características y principios más importantes de esta metodología se pueden resumir así:

\*Se hace énfasis en la libertad, igualdad y democracia en el salón de clases, tanto en la selección de temas y proyectos como en la organización, asignación y desarrollo de tareas.

\*La metodología se centra en el estudiante.

\*La investigación es el procedimiento más usado para desarrollar los temas y proyectos.

\*Se da gran importancia a la contextualización significado y propósito de tareas y proyectos, de manera que contribuya al desarrollo de un todo coherente.

\*La cooperación entre los estudiantes, representada en el trabajo grupal, es de gran importancia ya que permite la socialización, la negociación, el consenso, el respeto por las diferencias y el logro de un trabajo armónico, con un producto común.

\*La autonomía y responsabilidad de los estudiantes en la plantación y ejecución de tareas permite el desarrollo de comportamientos y actitudes positivas y de gran valor para su vida futura.

\*Se da igual valoración a los procesos y a sus productos, en la creencia de que un proceso entusiasta, serio, responsable y bien llevado debe tener como resultado un producto de características similares y de igual valor.

\*El carácter indisciplinado de la metodología es uno de los rasgos más importantes, los temas se exploran desde la perspectiva de diferentes áreas, permitiendo a los estudiantes tener una visión total de ellos, más acorde con la realidad. Esta manera de desarrollar los temas requiere también una integración de los docentes para planear sus clases.

\*Todo lo anterior contribuye a la formación integral del aprendiz, ya que a la vez que desarrolla sus habilidades lingüísticas refuerza la adquisición y el desarrollo de conceptos y de habilidades lingüísticas refuerza la adquisición y el desarrollo de conceptos y de habilidades cognoscitivas y sociales y la formación de una competencia que permita establecer, coordinar y cultivar relaciones con los demás.

# ENSEÑANZA ENFOCADA EN EL CONTENIDO ACADÉMICO

Este modelo ha surgido dela necesidad que existe en programas de inmersión en la lengua extranjera de enseñar el currículo general del mismo tiempo que enfocan la enseñanza de una segunda lengua. En este enfoque las metas del currículo de la lengua extranjera son AMPLIADAS para incluir el refuerzo de las metas del currículo general de la escuela. En una lección de la lengua extranjera se centra el contenido, el docente selecciona cuidadosamente algunos conceptos del currículo general que son claramente definidos y que no requieren muchos conocimientos de vocabulario. Entonces el docente considera las habilidades lingüísticas, académicas y cognitivas requeridas por los alumnos para lograr éxito en la sesión. Este tipo de instrucción permite que el docente de la lengua extranjera pueda enfocar las necesidades académicas y las habilidades de pensamiento crítico a la vez que enfocan las necesidades lingüísticas. Además, provee muchos más contextos para comunicación entre los alumnos que no se serian posibles si la lengua extranjera se enseña como área aparte en el currículo de la escuela.

Las investigaciones sobre este método demuestran que los alumnos adquieren tanto la lengua como los conocimientos del área QUE ESTÁN ESTUDIANDO POR CUANTO SE PROVEE ACASO AL TIPO DE LENGUAJE QUE NECESITARAN LOS ALUMNOS para usar la lengua extranjera como lengua que vehiculiza saberes e información.

**ESTANDARES DEL IDIOMA INGLES SEGÚN EL MEN (GUIA 22) Y EL MCER**

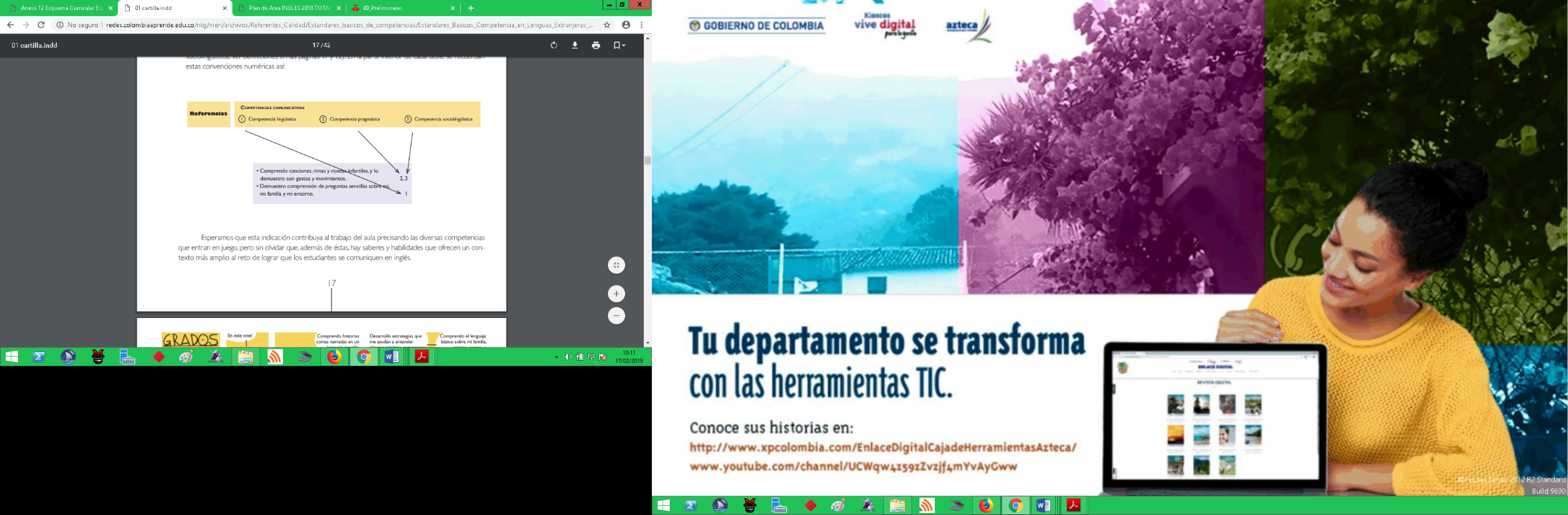
“lograr ciudadanos y ciudadanas capaces de comunicarse en inglés, de tal forma que puedan insertar al país en los procesos de comunicación universal, en la economía global y en la apertura cultural, con estándares internacionalmente comparables”. Este propósito implica un plan estructurado de desarrollo de las competencias comunicativas a lo largo del sistema educativo. Con el fin de dar coherencia a dicho plan, fue necesaria la adopción de un lenguaje común que estableciera las metas de nivel de desempeño en el idioma a través de las diferentes etapas del proceso educativo. Por ello, el Ministerio de Educación escogió el “Marco Común Europeo de Referencia para Lenguas: Aprendizaje, Enseñanza y Evaluación”, un documento desarrollado por el Consejo de Europa, en el cual se describe la escala de niveles de desempeño paulatinos que va logrando el estudiante de una lengua. La tabla No. 1 demuestra cómo el Ministerio de Educación ha adoptado dichos niveles como metas puntuales para las diferentes poblaciones del sistema educativo. Si bien se adoptó la escala de niveles con la terminología que emplea el Marco Común Europeo, consideramos importante relacionarlos con los nombres que tradicionalmente utilizan los docentes para denominar los diversos niveles de desempeño. Invitamos a adoptar esta nomenclatura, para asegurar un lenguaje común que facilite el trabajo en equipo hacia el logro de las mismas metas. Los estándares presentados se articulan con esas metas, estableciendo lo que los estudiantes deben saber y poder hacer para demostrar un nivel de dominio B1, al finalizar Undécimo Grado.



**COMPETENCIAS DEL PLAN DE ESTUDIO**

**La competencia comunicativa** Al igual que en otras áreas, los estándares de inglés son criterios claros que permiten a los estudiantes y a sus familias, a los docentes y a las instituciones escolares, a las Secretarías de Educación y a las demás autoridades educativas, conocer lo que se debe aprender. Sirven, además, como punto de referencia para establecer lo que los estudiantes están en capacidad de saber sobre el idioma y lo que deben saber hacer con él en un contexto determinado. El conjunto de saberes, conocimientos, destrezas y características individuales que permite a una persona realizar acciones en un contexto determinado es lo que defi ne las competencias. En el caso del inglés se espera desarrollar la competencia comunicativa. La competencia comunicativa incluye: (CABE RESALTAR QUE LOS NUMEROS “1,2,3) AL LADO DE CADA COLUMNA DE LOS ESTANDARES BASICOS DE DESEMPEÑO, SE REFIEREN A LAS COMPETENCIAS COMUNICATIVAS A TRABAJAR DENTRO DEL PLAN DE AREA,)

**•Competencia lingüística**. Se refi ere al conocimiento de los recursos formales de la lengua como sistema y a la capacidad para utilizarlos en la formulación de mensajes bien formados y signifi cativos. Incluye los conocimientos y las destrezas léxicas, fonológicas, sintácticas y ortográfi cas, entre otras. Esta competencia implica, no sólo el manejo teórico de conceptos gramaticales, ortográfi cos o semánticos, sino su aplicación en diversas situaciones. (Por ejemplo, hacer asociaciones para usar el vocabulario conocido en otro contexto o aplicar las reglas gramaticales aprendidas en la construcción de nuevos mensajes).

. •Competencia pragmática. Se relaciona con el uso funcional de los recursos lingüísticos y comprende, en primer lugar, una competencia discursiva que se refiere a la capacidad de organizar las oraciones en secuencias para producir fragmentos textuales. En segundo lugar, implica una competencia funcional para conocer, tanto las formas lingüísticas y sus funciones, como el modo en que se encadenan unas con otras en situaciones comunicativas reales.

•**Competencia sociolingüística**. Se refiere al conocimiento de las condiciones sociales y culturales que están implícitas en el uso de la lengua. Por ejemplo, se emplea para manejar normas de cortesía y otras reglas que ordenan las relaciones entre generaciones, géneros, clases y grupos sociales. También se maneja al entrar en contacto con expresiones de la sabiduría popular o con las diferencias de registro, de dialecto y de acento

**TODO ESTE PLAN DE STUDIO ESTA BASADO EN LA GUIA 22 DEL MEN, DEL CUAL ADOPTA LAS METAS DE DESEMPEÑO EN EL IDIOMA A TRAVES DEL *“Marco Común Europeo de Referen­cia para Lenguas: Aprendizaje, Enseñanza y Evalua­ción* (MCER), DEL CUAL SE DESCRIBE LA ESCALA DE NIVELES DE DESEMPEÑO PAULATINOS QUE VA LOGRANDO EL ESTUDIANTE DE UNA LENGUA**

A continuación se encuentran cinco columnas, bajo las cuales se agrupan los estándares específicos. Las dos columnas azules de la izquierda reúnen estándares que corresponden a habilidades de comprensión y las tres de la derecha –en marrón–- reúnen aquellos relacionados con habilidades de producción.

**ESTOS ESTANDARES BASICOS DE COMPETENCIAS PARA COLOMBIA SON:**

**A1 O PRINCIPIANTE:** Es capaz de comprender y utilizar expresiones cotidianas de uso muy frecuente, así como, frases sencillas destinadas a satisfacer necesidades de tipo inmediato. Puede presentarse a sí mismo y a otros, pedir y dar información personal básica sobre su domicilio, sus pertenencias y las personas que conoce. Puede relacionarse de forma elemental siempre que su interlocutor hable despacio y con claridad y esté dispuesto a cooperar

**A2 O BASICO:** Es capaz de comprender frases y expresiones de uso frecuente relacionadas con áreas de experiencia que le son especialmente relevantes (información básica sobre sí mismo y su familia, compras, lugares de interés, ocupaciones, etc.). Sabe comunicarse a la hora de llevar a cabo tareas simples y cotidianas que no requieran más que intercambios sencillos y directos de información sobre cuestiones que le son conocidas o habituales. Sabe describir en términos sencillos aspectos de su pasado y su entorno, así como cuestiones relacionadas con sus necesidades inmediatas.

**B1 O INDEPENDIENTE:** Es capaz de comprender los puntos principales de textos claros y en lengua estándar si tratan sobre cuestiones que le son conocidas, ya sea en situaciones de trabajo, de estudio o de ocio. Sabe desenvolverse en la mayor parte de las situaciones que pueden surgir durante un viaje por zonas donde se utiliza la lengua. Es capaz de producir textos sencillos y coherentes sobre temas que le son familiares o en los que tiene un interés personal. Puede describir experiencias, acontecimientos, deseos y aspiraciones, así como justificar brevemente sus opiniones o explicar sus planes.

Por otrO lado, cabe esaltar que debido al poco manejo del idioma ingles en Colombia, los niveles A2 y B1 sean han subdividido en dos partes cada unos. **(A2.1 y A2.2; B1.1 y B1.2)**

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| **NIVEL A1** | **ESTANDAR ESCUCHA** |
| 1. Reconozco cuando me hablan en inglés y reacciono de manera verbal y no verbal. 2. Entiendo cuando me saludan y se despiden de mí. 3. Sigo instrucciones relacionadas con actividades de clase y recreativas propuestas por mi profesor. 4. Comprendo canciones, rimas y rondas infantiles, y lo demuestro con gestos y movimientos. 5. Demuestro comprensión de preguntas sencillas sobre mí, mi familia y mi entorno. 6. Comprendo descripciones cortas y sencillas de objetos y lugares conocidos. 7. Identifi co a las personas que participan en una conversación. 8. Sigo la secuencia de un cuento corto apoyado en imágenes. 9. Entiendo la idea general de una historia contada por mi profesor cuando se apoya en movimientos, gestos y cambios de voz. 10. Reconozco que hay otras personas como yo que se comunican en inglés. 11. Comprendo secuencias relacionadas con hábitos y rutinas. |
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| **COMPETENCIA LECTURA** |
| 1. Identifi co palabras relacionadas entre sí sobre temas que me son familiares. 2. Reconozco palabras y frases cortas en inglés en libros, objetos, juguetes, propagandas y lugares de mi escuela. 3. Relaciono ilustraciones con oraciones simples. 4. Reconozco y sigo instrucciones sencillas, si están ilustradas. 5. Puedo predecir una historia a partir del título, las ilustraciones y las palabras clave. 6. Sigo la secuencia de una historia sencilla. 7. Utilizo diagramas para organizar la información de cuentos cortos leídos en clase. 8. Disfruto la lectura como una actividad de esparcimiento que me ayuda a descubrir el mundo. |
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| **COMPETENCIA ESCRITURA** |
| 1. Identifi co palabras relacionadas entre sí sobre temas que me son familiares 2. Reconozco palabras y frases cortas en inglés en libros, objetos, juguetes, propagandas y lugares de mi escuela. 3. Relaciono ilustraciones con oraciones simples. 4. Reconozco y sigo instrucciones sencillas, si están ilustradas. 5. Puedo predecir una historia a partir del título, las ilustraciones y las palabras clave. 6. Sigo la secuencia de una historia sencilla. 7. Utilizo diagramas para organizar la información de cuentos cortos leídos en clase. 8. Disfruto la lectura como una actividad de esparcimiento que me ayuda a descubrir el mundo. |
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| **COMPETENCIA MONOLOGOS** |
| 1. Recito y canto rimas, poemas y trabalenguas que comprendo, con ritmo y entonación adecuados. 2. Expreso mis sentimientos y estados de ánimo. 3. Menciono lo que me gusta y lo que no me gusta. 4. Describo lo que estoy haciendo. 5. Nombro algunas cosas que puedo hacer y que no puedo hacer. 6. Describo lo que hacen algunos miembros de mi comunidad. 7. Uso gestos y movimientos corporales para hacerme entender mejor. 8. Describo algunas características de mí mismo, de otras personas, de animales, de lugares y del clima. 9. Participo en representaciones cortas; memorizo y comprendo los parlamentos. |
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| **COMPETENCIA CONVERSACION** |
| 1. Respondo a saludos y a despedidas. 2. Respondo a preguntas sobre cómo me siento. 3. Uso expresiones cotidianas para expresar mis necesidades inmediatas en el aula. 4. Utilizo el lenguaje no verbal cuando no puedo responder verbalmente a preguntas sobre mis preferencias. Por ejemplo, asintiendo o negando con la cabeza. 5. Expreso e indico necesidades personales básicas relacionadas con el aula. 6. Respondo a preguntas sobre personas, objetos y lugares de mi entorno. 7. Pido que me repitan el mensaje cuando no lo comprendo. 8. Participo activamente en juegos de palabras y rondas. 9. Refuerzo con gestos lo que digo para hacerme entende |
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| **NIVEL A2.1** | **COMPETENCIA ESCUCHA** |
| 1. Sigo atentamente lo que dicen mi profesor y mis compañeros durante un juego o una actividad. 2. Participo en juegos y actividades siguiendo instrucciones simples. 3. Identifi co los nombres de los personajes y los eventos principales de un cuento leído por el profesor y apoyado en imágenes, videos o cualquier tipo de material visual. 4. Reconozco algunos estados de ánimo a través del tono o volumen de voz en una historia leída por el profesor o en una grabación. 5. Identifico de quién me habla a partir de su descripción física. 6. Comprendo información personal proporcionada por mis compañeros y mi profesor 7. Identifi co objetos, personas y acciones que me son conocidas en un texto descriptivo corto leído por el profesor. 8. Identifi co la secuencia de las acciones y las asocio con los momentos del día, cuando alguien describe su rutina diaria. 9. Memorizo y sigo el ritmo de canciones populares de países angloparlantes. |
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| **COMPETENCIA LECTURA** |
| 1. Asocio un dibujo con su descripción escrita. 2. Comprendo descripciones cortas sobre personas, lugares y acciones conocidas. 3. Ubico en un texto corto los lugares y momentos en que suceden las acciones. 4. Identifi co las acciones en una secuencia corta de eventos. 5. Utilizo gráfi cas para representar la información más relevante de un texto. 2 • Utilizo el diccionario como apoyo a la comprensión de textos. 6. Identifi co elementos culturales como nombres propios y lugares, en textos sencillos. 7. Leo y entiendo textos auténticos y sencillos sobre acontecimientos concretos asociados a tradiciones culturales que conozco (cumpleaños, navidad, etc.). 8. Reconozco, en un texto narrativo corto, aspectos como qué, quién, cuándo y dónde. 9. Participo en juegos de búsqueda de palabras desconocidas. |
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| **COMPETENCIA ESCRITURA** |
| 1. Escribo sobre temas de mi interés. 2. Escribo descripciones y narraciones cortas basadas en una secuencia de ilustraciones. 3. Escribo tarjetas con mensajes cortos de felicitación o invitación. 4. Describo los rasgos personales de gente de mi entorno. 5. Enlazo frases y oraciones usando conectores que expresan secuencia y adición. 6. Escribo textos cortos que describen mi estado de ánimo y mis preferencias. 7. Uso adecuadamente estructuras y patrones gramaticales de uso frecuente. 8. Verifi co la ortografía de las palabras que escribo con frecuencia. 9. Escribo pequeñas historias que me imagino |
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| **COMPETENCIA MONOLOGOS** |
| 1. Me describo a mí o a otra persona conocida, con frases simples y cortas, teniendo en cuenta su edad y sus características físicas. 2. Uso oraciones cortas para decir lo que puedo o no puedo hacer. 3. Deletreo palabras que me son conocidas. 1 • Expreso en una palabra o frase corta, cómo me siento. 4. Digo un texto corto memorizado en una dramatización, ayudándome con gestos. 5. Describo con oraciones simples el clima y determino la ropa necesaria, según corresponda. 6. Recito un trabalenguas sencillo o una rima, o canto el coro de una canción. 7. Hablo de las actividades que realizo habitualmente. 8. Busco oportunidades para usar lo que sé en inglés. 9. Puedo hablar de cantidades y contar objetos hasta mil. |
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| **COMPETENCIA CONVERSACION** |
| 1. Respondo a preguntas personales como nombre, edad, nacionalidad y dirección, con apoyo de repeticiones cuando sea necesario. 2. Puedo saludar de acuerdo con la hora del día, de forma natural y apropiada. 3. Saludo cortésmente de acuerdo con la edad y rango del interlocutor. 4. Solicito a mi profesor y a mis compañeros que me aclaren una duda o me expliquen algo sobre lo que hablamos. 5. Pido y acepto disculpas de forma simple y cortés. 6. Sigo y doy instrucciones básicas cuando participo en juegos conocidos. 7. Mantengo una conversación simple en inglés con un compañero cuando desarrollo una actividad de aula. 8. Pregunto y respondo sobre las características físicas de objetos familiares. 9. Respondo preguntas sobre mis gustos y preferencias. 10. Puedo cortésmente llamar la atención de mi profesor con una frase corta. |
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| **NIVEL A2.2** | **COMPETENCIA** ESCUCHA |
| 1. Comprendo información básica sobre temas relacionados con mis actividades cotidianas y con mi entorno. 2. Comprendo preguntas y expresiones orales que se refi eren a mí, a mi familia, mis amigos y mi entorno. 3. Comprendo mensajes cortos y simples relacionados con mi entorno y mis intereses personales y académicos. 4. Comprendo y sigo instrucciones puntuales cuando éstas se presentan en forma clara y con vocabulario conocido. 5. Comprendo una descripción oral sobre una situación, persona, lugar u objeto. 6. Identifi co el tema general y los detalles relevantes en conversaciones, informaciones radiales o exposiciones orales. 7. Comprendo la idea general en una descripción y en una narración. |
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| **COMPETENCIA** LECTURA |
| 1. Comprendo instrucciones escritas para llevar a cabo actividades cotidianas, personales y académicas. 2. Comprendo textos literarios, académicos y de interés general, escritos con un lenguaje sencillo. 3. Puedo extraer información general y específi ca de un texto corto y escrito en un lenguaje sencillo. 4. Comprendo relaciones establecidas por palabras como and (adición), but (contraste), fi rst, second... (Orden temporal), en enunciados sencillos. 5. Valoro la lectura como un hábito importante de enriquecimiento personal y académico. 6. Identifi co el signifi cado adecuado de las palabras en el diccionario según el contexto. 7. Aplico estrategias de lectura relacionadas con el propósito de la misma. 8. Identifico en textos sencillos, elementos culturales como costumbres y celebraciones. 9. Identifico la acción, los personajes y el entorno en textos narrativos. |
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| **COMPETENCIA** ESCRITURA |
| 1. Describo con frases cortas personas, lugares, objetos o hechos relacionados con temas y situaciones que me son familiares. 2. Escribo mensajes cortos y con diferentes propósitos relacionados con situaciones, objetos o personas de mi entorno inmediato. 3. Completo información personal básica en formatos y documentos sencillos. 4. Escribo un texto corto relativo a mí, a mi familia, mis amigos, mi entorno o sobre hechos que me son familiares. 5. Escribo textos cortos en los que expreso contraste, adición, causa y efecto entre ideas. 6. Utilizo vocabulario adecuado para darle coherencia a mis escritos. |
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| **COMPETENCIA** MONOLOGOS |
| 1. Describo con oraciones simples a una persona, lugar u objeto que me son familiares aunque, si lo requiero, me apoyo en apuntes o en mi profesor. 2. Doy instrucciones orales sencillas en situaciones escolares, familiares y de mi entorno cercano. 3. Establezco comparaciones entre personajes, lugares y objetos. 4. Expreso de manera sencilla lo que me gusta y me disgusta respecto a algo. 5. Narro o describo de forma sencilla hechos y actividades que me son familiares. 6. Hago exposiciones muy breves, de contenido predecible y aprendido. 7. Describo con oraciones simples mi rutina diaria y la de otras personas. |
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| **COMPETENCIA** CONVERSACION |
| 1. Respondo con frases cortas a preguntas sencillas sobre temas que me son familiares. 2. Solicito explicaciones sobre situaciones puntuales en mi escuela, mi familia y mi entorno cercano. 3. Participo en situaciones comunicativas cotidianas tales como pedir favores, disculparme y agradecer. 4. Utilizo códigos no verbales como gestos y entonación, entre otros. 5. Formulo preguntas sencillas sobre temas que me son familiares apoyándome en gestos y repetición. 6. Hago propuestas a mis compañeros sobre qué hacer, dónde, cuándo o cómo. 7. Inicio, mantengo y cierro una conversación sencilla sobre un tema conocido. |
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| **NIVEL B1.1** | **COMPETENCIA** ESCUCHA |
| 1. Sigo las instrucciones dadas en clase para realizar actividades académicas. 2. Entiendo lo que me dicen el profesor y mis compañeros en interacciones cotidianas dentro del aula, sin necesidad de repetición. 3. Identifi co ideas generales y específi cas en textos orales, si tengo conocimiento del tema y del vocabulario utilizado. 4. Reconozco los elementos de enlace de un texto oral para identifi car su secuencia. 5. Muestro una actitud respetuosa y tolerante al escuchar a otros. 6. Identifi co diferentes roles de los hablantes que participan en conversaciones de temas relacionados con mis intereses. 7. Utilizo mi conocimiento general del mundo para comprender lo que escucho. 8. Infiero información específica a partir de un texto oral. 9. Identifico la información clave en conversaciones breves tomadas de la vida real, si están acompañadas por imágenes. 10. Reconozco el propósito de diferentes tipos de textos que presentan mis compañeros en clase. |
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| **COMPETENCIA** LECTURA |
| 1. Identifico iniciación, nudo y desenlace en una narración. 2. Reconozco el propósito de una descripción en textos narrativos de mediana extensión. 3. Identifi co puntos a favor y en contra en un texto argumentativo sobre temas con los que estoy familiarizado. 4. Comprendo relaciones de adición, contraste, orden temporal y espacial y causa-efecto entre enunciados sencillos. 5. Identifi co la recurrencia de ideas en un mismo texto. 6. Identifi co relaciones de significado expresadas en textos sobre temas que me son familiares. 7. Represento, en forma gráfi ca, la información que encuentro en textos que comparan y contrastan objetos, animales y personas. 8. Valoro la lectura como una actividad importante para todas las áreas de mi vida. 9. Comprendo la información implícita en textos relacionados con temas de mi interés. 10. Diferencio la estructura organizativa de textos descriptivos, narrativos y argumentativos. 11. Identifi co elementos culturales presentes en textos sencillos. |
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| **COMPETENCIA** ESCRITURA |
| 1. Escribo narraciones sobre experiencias personales y hechos a mi alrededor. 2. Escribo mensajes en diferentes formatos sobre temas de mi interés 3. Diligencio efectivamente formatos con información personal. 4. Contesto, en forma escrita, preguntas relacionadas con textos que he leido. 5. Produzco textos sencillos con diferentes funciones (describir, narrar, argumentar) sobre temas personales y relacionados con otras asignaturas. 6. Parafraseo información que leo como parte de mis actividades académicas. 7. Organizo párrafos coherentes cortos, teniendo en cuenta elementos formales del lenguaje como ortografía y puntuación. 8. Uso planes representados en mapas o diagramas para desarrollar mis escritos. 9. Ejemplifi co mis puntos de vista sobre los temas que escribo. 10. Edito mis escritos en clase, teniendo en cuenta reglas de ortografía, adecuación del vocabulario y estructuras gramaticales. |
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| **COMPETENCIA** MONOLOGOS |
| 1. Hago presentaciones cortas y ensayadas sobre temas cotidianos y personales. 2. Narro historias cortas enlazando mis ideas de manera apropiada. 3. Expreso mi opinión sobre asuntos de interés general para mí y mis compañeros. 4. Explico y justifi co brevemente mis planes y acciones. 5. Hago descripciones sencillas sobre diversos asuntos cotidianos de mi entorno. 6. Hago exposiciones ensayadas y breves sobre algún tema académico de mi interés. 7. Expreso mis opiniones, gustos y preferencias sobre temas que he trabajado en clase, utilizando estrategias para monitorear mi pronunciación. 8. Uso un plan para exponer temas relacionados con el entorno académico de otras asignaturas. |
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| **COMPETENCIA** CONVERSACION |
| 1. Participo en una conversación cuando mi interlocutor me da el tiempo para pensar mis respuestas. 2. Converso con mis compañeros y mi profesor sobre experiencias pasadas y planes futuros. 3. Me arriesgo a participar en una conversación con mis compañeros y mi profesor. 4. Me apoyo en mis conocimientos generales del mundo para participar en una conversación. 5. Interactúo con mis compañeros y profesor para tomar decisiones sobre temas específi cos que conozco. 6. Uso lenguaje formal o informal en juegos de rol improvisados, según el contexto. 7. Monitoreo la toma de turnos entre los participantes en discusiones sobre temas preparados con anterioridad. 8. Demuestro que reconozco elementos de la cultura extranjera y los relaciono con mi cultura. |
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| **NIVEL B 1.2** | **COMPETENCIA** ESCUCHA |
| 1. Entiendo instrucciones para ejecutar acciones cotidianas. 2. Identifico la idea principal de un texto oral cuando tengo conocimiento previo del tema 3. Identifico conectores en una situación de habla para comprender su sentido. 4. Identifico personas, situaciones, lugares y el tema en conversaciones sencillas 5. Identifico el propósito de un texto oral. 6. Muestro una actitud respetuosa y tolerante cuando escucho a otros. 7. Utilizo estrategias adecuadas al propósito y al tipo de texto (activación de conocimientos previos, apoyo en el lenguaje corporal y gestual, uso de imágenes) para comprender lo que escucho. 8. Comprendo el sentido general del texto oral aunque no entienda todas sus palabras. 9. Me apoyo en el lenguaje corporal y gestual del hablante para comprender mejor lo que dice. 10. Utilizo las imágenes e información del contexto de habla para comprender mejor lo que escucho. |
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| **COMPETENCIA** LECTURA |
| 1. Identifico palabras clave dentro del texto que me permiten comprender su sentido general. 2. Identifico el punto de vista del autor. 3. Asumo una posición crítica frente al punto de vista del autor. 4. Identifico los valores de otras culturas y eso me permite construir mi interpretación de su identidad. 5. Valoro la lectura como un medio para adquirir información de diferentes disciplinas que amplían mi conocimiento. 6. Utilizo variedad de estrategias de comprensión de lectura adecuadas al propósito y al tipo de texto. 7. Analizo textos descriptivos, narrativos y argumentativos con el fi n de comprender las ideas principales y específi cas. 8. Hago inferencias a partir de la información en un texto. 9. En un texto identifi co los elementos que me permiten apreciar los valores de la cultura angloparlante. 10. Comprendo variedad de textos informativos provenientes de diferentes fuentes. |
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| **COMPETENCIA** ESCRITURA |
| 1. Estructuro mis textos teniendo en cuenta elementos formales del lenguaje como la puntuación, la ortografía, la sintaxis, la coherencia y la cohesión. 2. Planeo, reviso y edito mis escritos con la ayuda de mis compañeros y del profesor 3. Expreso valores de mi cultura a través de los textos que escribo. 4. Escribo diferentes tipos de textos de mediana longitud y con una estructura sencilla (cartas, notas, mensajes, correos electrónicos, etc.). 5. Escribo resúmenes e informes que demuestran mi conocimiento sobre temas de otras disciplinas. 6. Escribo textos de diferentes tipos teniendo en cuenta a mi posible lector. 7. Valoro la escritura como un medio de expresión de mis ideas y pensamientos, quién soy y qué sé del mundo. 8. Escribo textos a través de los cuales explico mis preferencias, decisiones o actuaciones. 9. Escribo textos expositivos sobre temas de mi interés. |
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| **COMPETENCIA** MONOLOGOS |
| 1. Narro en forma detallada experiencias, hechos o historias de mi interés y del interés de mi audiencia. 2. Hago presentaciones orales sobre temas de mi interés y relacionados con el currículo escolar. 3. Utilizo un vocabulario apropiado para expresar mis ideas con claridad sobre temas del currículo y de mi interés. 4. Puedo expresarme con la seguridad y confi anza propios de mi personalidad. 5. Utilizo elementos metalingüísticos como gestos y entonación para hacer más comprensible lo que digo. 6. Sustento mis opiniones, planes y proyectos. 7. Uso estrategias como el parafraseo para compensar dificultades en la comunicación. 8. Opino sobre los estilos de vida de la gente de otras culturas, apoyándome en textos escritos y orales previamente estudiados |
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| **COMPETENCIA** CONVERSACION |
| 1. Participo espontáneamente en conversaciones sobre temas de mi interés utilizando un lenguaje claro y sencillo. 2. Respondo preguntas teniendo en cuenta a mi interlocutor y el contexto. 3. Utilizo una pronunciación inteligible para lograr una comunicación efectiva. 4. Uso mis conocimientos previos para participar en una conversación. 5. Describo en forma oral mis ambiciones, sueños y esperanzas utilizando un lenguaje claro y sencillo 6. Uso lenguaje funcional para discutir alternativas, hacer recomendaciones y negociar acuerdos en debates preparados con anterioridad. 7. Utilizo estrategias que me permiten iniciar, mantener y cerrar una conversación sencilla sobre temas de mi interés, de una forma natural. |
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**RECURSOS PARA LA ENSEÑA/APRENDIZAJE DEL IDIOMA INGLES**

**RECURSOS VIRTUALES/VIRTUAL RESOURCES**

**Las páginas recomendadas a usar son las siguientes: (el docente bajo sus criterios decidirá cuál usar y el orden a usar.) y cabe resaltar que cada uno de los siguientes links  se encontraran videos; canciones, juegos, quizzes,  adquisición de vocabulario  y demás actividades gratis para imprimir**

* http://www.agendaweb.org
* http://bogglesworldesl.com
* http://busyteacher.org
* http://www.education.com
* http://www.englishwsheets.com
* http://www.eslgamesworld.com
* http://www.kidzone.ws
* http://learnenglishkids.britishcouncil.org
* http://www.learnamericanenglishonline.com
* http://www.madridteacher.com
* http://Mundoprimaria.com
* http://www.myenglishpages.com
* http://www.sheppardsoftware.com
* http://www.2ndgradeworksheets.net
* http://Slideshare.com
* http://www.theteachersguide.com
* https://sites.google.com/site/fantasticprimary2/aulavirtual-indice1

**READING RESOURCES/ RECURSOS PARA LECTURA**

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| **AUTHORS** | **TITLES** | **DESCRIPTION** |
| **Barnes, A., Hines, J., & Weldon, J.**  **(1999)** | Have fun with vocabulary: Quizzes for English class | Covers 15 useful daily topics, such as food and beverages, shopping,  transportation, communication, employment and health. |
| **Day, R., & Bamford, J.**  **(1988)** | Extensive reading in the second language classroom. | The authors propose a theoretical foundation for the reading ability as well as a series of activities focused on the cognitive and affective nature of the same |
| **Hadfield, J., & Hadfiled, C.**  **(2000)** | Simple reading activities | This book contains 30 activities in the primary level. All activities are simple and adaptable and especially adequate for the classroom that has few resources. |
| **Hartman, P., & Blass, L.**  **(1998).** | Quest: Reading and writing in the academic world | This book combines high interest materials extracted from newspapers and magazines with traditional academic basic materials, such as textbooks. It prepares the students for the rigor of college or  academic courses. |
| **Head, K., & Taylor P.**  **(1997).** | Readings in teacher development | The book is a part of a series addressed to ELT teachers, trainers and responsible academics with the purpose of promoting the development of professional topics, in order to enhance comprehension and  increase self-awareness in the reading process. |
| **Rob Waring, Maurice Jamall.**  **(2006)** | Foundations reading library collection | This work focuses on the foundation of extensive reading and vocabulary  acquisition |
| **Serravallo, J.**  **(2015).** | The reading strategies book: Your everything guide to developing skilled readers | The book gathers 300 strategies to share with readers. Each strategy focuses on different reading levels. |
| **Wallace, C.**  **(2006).** | Critical reading in language education | Addressed to researchers in applied linguistics and teachers working in  multilingual classrooms. This book offers a specific contribution to how students of foreign languages can be helped to acquire effective English literacy. |
| **Web, S., Hughes, J.**  **(2003).** | The resourceful reader: Readings to accompany the writer’s Harbrace handbook | Shows a practical combination of reading and writing skills. Its authors are wellknown writers in the fields of literature, rhetoric and film. |

**WRITING RESOURCE/RECURSOS PARA ESCRITURA**

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| **AUTHORS** | **TITLES** | **DESCRIPTION** |
| **Hogue, A.**  **(2008)** | First steps in academic writing | This book offers special tools to master basic academic writing. It integrates instructions on paragraph organization, sentence structure, grammar, mechanics and the writing process. |
| **Hyland, K.**  **(2003)** | Second language writing | Focuses on teaching the writing process. Becomes a guide for the teacher to teach the students based on the theory of genders, proposing the need to not only know strategies but also the type of text. |
| **Hyland, K.**  **(2004)** | Genre and second language writing | Each chapter includes discussion and review of questions and practical  investigation activities. This book is of interest for ESL teachers, teacher trainers and researchers and academics in the area of writing in English as a second language. |
| **Kroll, B.**  **(1997)** | Second language writing: Research insights for the classroom | Includes chapters on focusing on teaching writing, needs analysis, programs design, lesson planning, etc. |
| **Olsher, D.**  **(1985).** | Words in motion: An interactive approach to writing | It is a practical text in which the students learn to enjoy writing as a creation process. Based on the exchange and review of ideas in pairs and in groups. Students have the chance of experimenting with many different types of writing including letters, opinions and stories. |
| **Raimes, A.**  **(1983)** | Techniques in teaching writing | This book describes practical procedures for teachers, including ways to stimulate students to write through images, readings and effective discussions |
| **Tribble, C.**  **(1997)** | Writing | An introduction to the traditional and more recent focuses of teaching this skill, shows the use of current didactic materials and focuses on the different types of writing: creative, public or personal, business or academic-can be set in the type of language |

**LISTENING RESOURCES/RECURSOS DE ESCUCHA**

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| **AUTHORS** | **TITLES** | **DESCRIPTION** |
| **Adelson- Goldstein, J. & Creighton, A.**  **(1991)** | Listen first: Focused listening tasks for beginners | Ideal for students with few or no knowledge of English. Students learn to concentrate on specific information and to dismiss irrelevant material. |
| **Adesomon Dopemu, E., & Onyi Yusuf, H.**  **(2011)** | Teaching listening comprehension in secondary schools | This book contains a report of a study conducted in the teaching of oral  comprehension in high school students, using audiovisual material such as cards, audio tapes, CDs, etc. |
| **Anderson, A. & Lynch, T.**  **(1988)** | Listening language teaching: A scheme for teacher education | The authors provide a very critical perspective on listening, including  material from their own recent work in the design of oral comprehension tasks. |
| **James, K. Jordan, R.R., & Matthews, A.**  **(1979)** | Listening comprehension and note-taking course | A course designed for the English nonnative speaker to develop proficiency in oral comprehension and note-taking skills. |
| **Lynch, T.**  **(2004)** | Study Listening: A course in listening to lectures and note-taking | Course for intermediate and advanced level students focusing on listening to lectures and note-taking. There are interventions from speakers from different countries to help develop the hearing  ability. |
| **Mendolsohn, D. & Rubin, J:**  **(1995)** | A guide for the teaching of second language learning | Written by some of the most important academics in the United States, Canada and the United Kingdom, this program assesses listening |

**SPEAKING RESOURCES/RECURSOS DE HABLA**

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| **AUTHORS** | **TITLES** | **DESCRIPTION** |
| **Blass, L.**  **(2006)** | Quest: Listening and speaking | This edition prepares students for academic success. The program offers a framework for students to explore topics of general interest and academic content. |
| **Bygate, M.**  **(1987)** | Speaking | The author suggests practical ways for teachers to obtain better comprehension and develop oral activities. |
| **Craven, M.**  **(2008)** | Real: Listening and speaking with answers | It is a series of books for adults and young students who may develop skills needed to use English with confidence anywhereat  home, at work, traveling, at school or simply in social situations. |
| **Dobson, J.**  **(1997)** | Effective techniques for English conversation groups. | This manual, exclusively dedicated to conversation techniques, is addressed to teachers of English as a foreign language who want students to speak spontaneously. |
| **Hanreddy, J. & Whalley, E.**  **(1997)** | Mosaic 1: Listening/speaking | It is a book that integrates the four skills through articulation of language communicative competences. |
| **Nolasco, R., Arthur, L.**  **(1987)** | Conversation | This book uses the characteristics of conversation of a native speaker as foundation for teaching. An excellent source of material that may be exploited quickly and easily in the classroom. |
| **O’Loughlin, K. J.**  **(2001)** | The equivalence of direct and semi-direct speaking tests | Research book that explores a series of qualitative and quantitative data and studies the process of tests and exams to assess the oral production skill. |
| **Wallwork, A.**  **(1997)** | Discussion A-Z Advanced: A resource book of speaking activities | This book is designed to encourage an interesting and natural discussion among advanced level students. It is comprised by 26 theme units, each with a great variety of stimulating and fun activities. |

**GRAMMAR RESOURCES/RECURSOS GRAMATICA**

|  |  |  |
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| **AUTHORS** | **TITLES** | **DESCRIPTION** |
| **Carter, R., & Hughes, R.**  **(2000).** | Exploring Grammar In Context: Upper-Intermediate And Advanced | Grammar exploration in context. Offers useful practical support and reference material and a wide range of exercises and glossary with grammar terms |
| **Gower, R.**  **(2002)** | Grammar In Practice 2 | 40 units of quick exercises with regular tests sections for beginners and intermediate level students. The books are small and easy to carry so students can choose when and where to study. The book is appropriate for Level 2 / Primary students. |
| **Murphy, R.**  **(2014)** | English Grammar in Use | With a new design and a series of exercises and activities, this book is practical. Grammar is studied through the integration of the four linguistic skills in a contextualized fashion. |
| **Obee, B.**  **(1999)** | The Grammar Activity Book | A book of grammar resources and games for children with activities that may be photocopied, designed to give life to English class. |
| **Odlin, T.**  **(1194)** | Perspectives On Pedagogical Grammar | This volume includes articles on the theory and research in grammar. The first section discusses grammar analysis, covering Chomsky’s universal grammar and other alternative models. It describes effective methods for teaching grammar in different areas of the language curriculum. |
| **Rinvolucri, M.**  **(1995)** | More Grammar Games: Cognitive, Affective And Movement Activities For Efl Students | This reference book for teachers contains an exciting collection of activities to practice grammar content. |
| **Schoenberg, I.**  **(2006)** | Focus On Grammar: An Integrated Skills Approach | Centered on theme-based teaching, this book presents grammar from a communicative point of view. Each unit moves forward through four steps: Grammar in Context, Presentation of Grammar, Focus on Grammar and Communication Practice |
| **Thornbury, S.**  **(1999)** | How To Teach Grammar | Presents different grammar teaching methods of how and how not to teach it. Explores different techniques for teaching grammar that include inductive and deductive approaches. |

**VOCABULARY RESOURCES/RECURSOS PARA VOCABULARIO**

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| AUTHORS | TITLES | DESCRIPTION |
| **Clark, S., & Pointon, G.**  **(2007)** | Word For Word: Make The Right Choice, Get The Right Meaning | Compares and defines 3000 of the most common words in English. Word for Word it explains the differences between them, presenting them in pairs or in groups for easy reference. Presents complete definitions with guidelines on their general use, cultural valuation, pronunciation and spelling |
| **French Allen, V. (1983)** | Techniques In Teaching Vocabulary | This book provides a solid base for teaching vocabulary and answers  questions such as why some words are easier to learn than others. |
| **Goldsmith, P., & Perez, A.**  **(1996)** | Diccionario Oxford Pocket Para Estudiantes de Inglés: Español-Inglés, Inglés- Español | With more than 52,000 terms, expressions and examples, this excellent learning tool provides great scope of coverage and provides general guidance on the essential vocabulary and problems of use. |
| **Hornby, A., & Wehmeier, S.** | Oxford Advanced Learner’s Dictionary of Current English | The world’s top selling English dictionary for advanced beginners; recommended for students having their first contact with English and for teachers in these levels. |
| **Marzano, R. (2009)** | Teaching Basic and Advanced Vocabulary: A Framework for Direct Instruction | Offers strategies to help build general knowledge of the fundamental vocabulary through the introduction of terms in semantic groups. This innovative focus is designed to maximize the students’ comprehension of new words through the creation of a framework of meaning through context. |
| **McCarthy, M. (2002)** | Vocabulary | Offers updated and useful content in the learning of the foreign language, or in natural contexts. |
| **Morhan, J., & Rinvolucri, M. (2004)** | Vocabulary | This book offers updated communicative activities to teach new words to language students, including mother tongue placements and expressions. |
| **Nixon, C., & Tomlinson, M. (2003)** | Primary Vocabulary Box: Word Games and Activities for Younger Learners | With 70 activities and games to adapt to a variety of teaching situations, this book makes learning vocabulary a pleasant experience for students. Easy to use and with activities that include word searches, puzzles, games and task-based activities. |
| **Thornbury, S. (2002)** | How To Teach Vocabulary | An introduction to vocabulary teaching. You will find more details on the characteristics of words, how they are learned and memorized, and the best ways to teach them  . |

**6.8. METHODOLOGY RESOURCES (PROJECT)/RECURSOS METODOLOGICOS PARA APRENNDIZAJE BASADO EN PROYECTOS**

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| **AUTHORS** | **TITLES** | **DESCRIPTION** |
| **Larmer, J., Mergendoller, J., & Boss, S.**  **(2015)** | Setting the Standard for Project Based Learning: A Proven Approach to Rigorous Classroom Instruction | Provides scope tests of project-based learning (PBL), including: increase of student motivation and preparation for college, careers, and daily life; better results in external tests; new ways for teachers to interact with the students. |
| **Boss, S.**  **(2015)** | Implementing Project-Based Learning | (PBL) has the potential of fully involving students in the digital age, by changing the teacher-student dynamic and making the student an agent of his own learning. This book presents easy use strategies to help students develop the essential skills of the 21st century, strengthening their problem-solving capacity, and preparing them for college and future careers. |
| **Krauss, J.,**  **& Boss, S.**  **(2013)** | Thinking Through Project- Based Learning: Guiding Deeper Inquiry | This book shows how to implement academic projects in the classroom.  Teachers will find numerous examples of projects for all levels K-12, strategies to integrate project-based learning into the main areas of knowledge, as well as the use of current technology and social  networks to develop the same. |
| **Markham, T., Larmer, J, & Ravitz, J. (2003)** | Project Bases Learning handbook: A Guide to Standards-Focused Project Based Learning for Middle and High School Teachers | This book focused on the students and not only on lessons and on tests, is a manual that describes systematically the construction of project-based lesson plans. By foreseeing common problems and providing strategies to face them, the book is intended for the active student  that develops 21st century skills. |
| **Bender, W.**  **(2012)** | Project Based Learning: Differentiating Instruction for the 21st Century | Presents clear explanations, suggestions and examples of daily life in which the students may solve problems and develop all their skills, especially critical thought. |
| **Capraro, R., Capraro, M.M., Morgan, J.** | Project Based Learning: An Integrated Science, Technology, Engineering, and Mathematics (STEM) Approach | Presents an original focus of interaction between Science, Technology and Mathematics (STEM) focused on PBL. Designed for middle school teachers who want to improve participation and provide contextualized learning to their students. |

**METHODOLOGY RESOURCES (PROBLEM)/RECURSOS METODOLOGICOS PARA APRENDIZAJE BASADO EN PROBLEMAS**

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| **AUTHORS** | **TITLES** | **DESCRIPTION** |
| **Barell, J.**  **(2006)** | Problem-Based Learning: An Inquiry Approach | Offers multiple examples of simple and practical ways to incorporate problembased learning. Stimulates the student’s creativity, and encourages research to solve problems through self-guided learning. |
| **Lambros, M. (2004)** | Problem-Based Learning in Middle and High School Classrooms: A Teacher's Guide to Implementation | Presents useful tips for teachers new to PBL. It is not necessary to know a lot about the subject since it is written in a simple and clear way. Centered on the student’s interests and on the capacities they have to develop critical thought. |
| **Ronis, D.L.**  **(2007)** | Problem-Based Learning for Math & Science: Integrating Inquiry and the Internet | Illustrates how to strengthen problemsolving skills in students through the incorporation of problem-based learning, through Internet resources, technology and math. Intends to generate self-motivated and independent students for problemsolving. |
| **Torp, L.**  **(2002)** | Problems as Possibilities: Problem-Based Learning for K-16 Education | Offers PBL learning opportunities from a variety of perspectives. Shows how to use assessment not only to verify the students’ learning but also as an instrument of improvement. Each chapter contains new examples of problems from the primary level to college level. |

**GAMES/JUEGOS**

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| **TITLES** | **DESCRIPTION** | |
| **Bingo** | Bingo or Lottery is a game of chance that consists in getting right the numbers on a purchased ticket with those taken from a raffle box or device that ensures they are chosen at random.  This game allows the participation of multiple players in the same game. It is used to practice and strengthen vocabulary since the numbers may be replaced by images of concepts  studied in class. | |
| **Charades for Dummies** | Word guessing game in which the students will try to use clues given by others through mime, dancing, singing, yelling or acting. | |
| **Hangman** | Vocabulary game in which the students will have to guess a secret word belonging to any category assigned by the teacher. Guessing is done by trying to complete the mystery word guessing one letter each turn.  If the letter is not part of the word, the teacher will draw part of the hangman. The student will need to guess before the teacher draws the complete man hanging from the noose. | |
| **Scrabble** | Players choose 7 at random from a set of 12 dice (having the same values as regular Scrabble, as well as a blank space), throwing the dice and placing a word on the special 9x9 board within 60 seconds. The first player to score 200 points or more wins. | |
| **Taboo** | The game consists in a member of a team having his partner guess a word before he runs out of time. To do this, the team member will give clues. However, it is forbidden to say the socalled taboo words. Taboo words are words related to the word that the classmate must guess. | |
| **Sentence game for Juniors** | This is a game where children put phrases on the board and try to get the most points at the end of the game. There are two sides on the board. One side has printed phrases and the other  side of the board is blank and the players make up their own sentences. They would receive one point for each word in the sentence. |
| **Hedbanz** | The what am I? quick questions game. This fun board game consists in guessing the image each player has on their forehead. The other players know what it is, he guesses who is on the card, asking key questions. The first player who guesses, wins. -The solution is on your forehead! |
| **Quiddler** | Playing Quiddler is so much fun that you will not notice you are learning! Quiddler sharpens spelling skills, increases vocabulary, and critical thinking skills. The dictionary becomes your friend in this game! You will use it when challenging a word of another player and more importantly, when it is not your turn, you will use it to look up words. |
| **Scattergories** | Consists in writing words that start with a chosen letter that belongs to a category in a short time. A category is chosen at random, the letter is revealed and the clock starts. All players  begin to quickly write down words that start with the letter of the selected category and stop when the time runs out, usually no more than two minutes to make the game more interesting. Then the answers are read aloud. The words written by more than one player are removed and those written only once  receive points (those that only one player wrote down). |

PERIODO 1 GRADO 6

**GRADO 6**

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| **META/GOAL** | **OBJETIVOS/OBJECTIVES** |
| Reconocerse como individuo y como miembro de la clase. /  Recognize self as an individual and a member of the class. | Identify words and phrases related to personal information and daily activities in simple oral and written texts.  • Exchange personal information and daily activities through simple role-playing.  • Build simple sentences on personal information and daily activities orally and in writing. |

**TAREAS/PROYECTOS Y PROBLEMAS POR GRADOS Y PERIODOS**

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| **PRIMER PERIODO** | Draw a genealogical tree. 2. Draft short descriptive texts about family.. 3. Play bingo. 4. Play lottery board game. 5. Write a descriptive text about a daily routine. 6. Conduct a survey among classmates about the daily routine. 7. Prepare short dialogues to obtain information. |

**GRAMMAR FOR 6TH GRADERS: SIMPLE PRESENT**

**Primer Periodo/ Modulo 1:**

**Democracy And Peace: Coexistence In The Classroom**

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| --- | --- | --- | --- | --- | --- |
| **ESTANDARES** | **COMPETENCIAS** | **INDICADORES DE DESEMPEÑO (SABER-HACER-SER)/ PERFORMANCE INDICATORS (KNOWING-DOING-BEING)** | **LOGROS /LANGUAGE FUNCTIONS** | **DBA** | **CONTENIDO /CONTENT** |
| **A1**  Es capaz de comprender y utilizar expresiones cotidianas de uso muy frecuente, así como, frases sencillas destinadas a satisfacer necesidades de tipo inmediato. Puede presentarse a sí mismo y a otros, pedir y dar información personal básica sobre su domicilio, sus pertenencias y las personas que conoce. Puede relacionarse de forma elemental siempre que su interlocutor hable despacio y con claridad y esté dispuesto a cooperar | **LINGÜÍSTICA (1)**  **PRAGMATICA (2)**  **SOCIOLINGUISTICA (3)**  **A1**   |  | | --- | | Listening: 1,3,5,6,8,9 | | Reading : 1,2,4 | | Writing: 3,4 | | Monologue : 2,3,6,8,9 | | Conversation:1,2,3,4,5,6 | | |  | | --- | | **KNOWING** | | • Identifies words and expressions on personal information, moods and personal feelings.  •Identifies personal information through Yes/ No questions.  • Recognizes the vocabulary related to greetings, instructions and classroom language. |   **DOING**  Uses greetings appropriately in short conversations.  • Completes a form with personal information.  • Writes a personal profile and another person’s profile.  • Expresses moods and personal feelings through simple conversations.  • Exchanges information related to daily situations in the classroom.  • Makes a list of short and simple sentences about daily activities  **BEING**  Values his personal characteristics and those of his peers.  • Respects physical, cultural, ideological differences, among others, of his classmates.  • Participates actively in the activities  • Interiorizes the importance of integral personal care. | Give and request personal information.  • Describe persons and daily activities.  • Present self and others.  • Give instructions.  • Spell out names.  • Understand and use the language in the classroom.  • Give and request information on telephone numbers and the time | Identifica y reproduce palabras familiares sobre su  entorno inmediato (casa y salón de clase).  Responde a preguntas muy sencillas sobre sus datos  personales tales como su nombre, edad y su familia.  Comprende y realiza declaraciones sencillas,  usando expresiones ensayadas, sobre su entorno  inmediato (casa y escuela).  Organiza la secuencia de eventos principales en  una historia corta y sencilla, sobre temas familiares,  después de haberla leído o escuchado,  usando ilustraciones.  Responde preguntas sencillas sobre información  personal básica, como su nombre, edad, familia y  compañeros de clase. | **Family Members**  • Mother/ mom/ma  • Father/dad/ pop  •Grandmother/gramma  • Cousins  **Numbers 1 to 100**  **Objects in the classroom**  **The time**  **Sociolinguistic/Intercultural - Formal and informal use of greetings** : **Expressions to say hello:**  • How are you?... I am…  • How are you doing?... I am…  • What do you do? I…  • Nice to meet you.  • Glad to meet you.  • Nice meeting you!  • What’s up?  • Hey  **Expressions to describe interests**  • I like…  • He doesn’t like…  • She can…  • She can’t…  **Expressions to ask questions**  • So, are you…?  • Do you like…?  • Can you …?  • Do you have any brothers or sisters?  **Classroom expressions**  • Open your notebook.  • Be quiet!  • Raise your hand.  **Expressions on routines**  • I eat dinner at 6.  • Before going to bed, I…  **Grammar**  • Present simple tense : (Routines)  • Brush teeth  • Comb hair  • Exercise  • Eat healthy  • Drink water  • Sleep well  • Yes/No questions  • Adjectives  • Singular and plural nouns  • Adverbs of frequency |

PERIODO 2 GRADO 6

**Grado 6**

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| **META/GOAL** | **OBJETIVOS/OBJECTIVES** |
| Establecer una rutina de cuidado físico personal.  Establish a physical care routine. | • Builds simple sentences about routines, likes and interests orally and in writing.  • Identifies words and phrases about routines, likes and interests in simple oral and written texts.  • Exchanges information about routines, likes and interests in a simple conversation. |

**TAREAS/PROYECTOS Y PROBLEMAS POR GRADOS Y PERIODOS**

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| **SEGUNDO PERIODO** | Do word searches. 2. Make a brochure or poster about paths for personal care. 3. Conduct a survey with classmates about the frequency with which they carry out certain activities. 4. Make a list of actions that contribute to personal care. |

**Periodo /modulo 2**

HEALTH: HEALTHY PHYSICAL ROUTINE

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| **ESTANDARES** | **COMPETENCIAS** | **INDICADORES DE DESEMPEÑO (SABER-HACER-SER)/ PERFORMANCE INDICATORS (KNOWING-DOING-BEING)** | **LOGROS /LANGUAGE FUNCTIONS** | **DBA** | **CONTENIDO /CONTENT** |
| **A1**  Es capaz de comprender y utilizar expresiones cotidianas de uso muy frecuente, así como, frases sencillas destinadas a satisfacer necesidades de tipo inmediato. Puede presentarse a sí mismo y a otros, pedir y dar información personal básica sobre su domicilio, sus pertenencias y las personas que conoce. Puede relacionarse de forma elemental siempre que su interlocutor hable despacio y con claridad y esté dispuesto a cooperar | **LINGÜÍSTICA (1)**  **PRAGMATICA (2)**  **SOCIOLINGUISTICA (3)**  **A1**   |  | | --- | | Listening:1,3,5,6,7,9,11 | | Reading : 1,2,3 | | Writing : 2,3,4 | | Monologue: 2,3,4,5,6,7,8,9 | | Conversation : 2,3,4,5,6 | | |  |  |  | | --- | --- | --- | | KNOWING |  |  | | • Identifies essential information related to daily personal care routines in short written texts with simple language.  • Recognizes vocabulary related to daily routines and personal care.  • Identifies the structure of Yes/No questions  DOING  Formulates questions related to personal care routines.  • Answers with short phrases the questions on personal care routines based on vocabulary and expressions studied.  • Writes down in a pre-established forms short expressions and words related to personal care routines from a short and simple oral presentation.  • Makes a list of the healthiest daily personal care activities based on the notes taken.  BEING  Assumes a responsible position before personal care.  • Respects taking turns.  • Values the contributions of classmates in class. | | | | • Describes personal care habits and routines.  • Gives and requests personal information and daily activities.  • Expresses likes and interests.  • Describes parts of the body. | **Participates in a very short conversation.**  **2.Requests and provide clarification on how names and unknown words are spelled**  **3.Understands and uses familiar words and short phrases about routines, daily activities and preferences.**  **4.Understands instructions and expresses them orally and written form.**  **5.Describes the basic characteristics of people, things and places.**  **6.Answers questions related to “what, who and when” after reading or listening to a short and simple text.**  **7.Writes basic personal information in pre-established forms.**  **8.Understands the topic and general information of a short and simple text**. | **Parts of the body**  • Arm  • Legs  • Chest  • Brain  **Expressions of time related to routines**  • I eat dinner at 6.  • Before going to bed, I…  • I wake up at  • Everyday  • First, second, then…  • In the morning…  • In the evening…  • In the afternoon…  • At night…  **Expressions for personal care**  **• In the morning...** I brush my teeth.  • I visit the doctor…  • Take a shower  • Brush teeth  • Comb hair  • Exercise  • Eat healthy  • Drink water  • Sleep wel  **Grammar**  **• Present tense**  • Yes/No questions (Do you…? Yes, I do...; No, I don´t.)  • Adverbs of frequency |

PERIODO 3 GRADO 6

**GRADO 6**

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| --- | --- |
| **META/GOAL** | **OBJETIVOS/OBJECTIVES** |
| Especificar acciones de ahorro de energía en la comunidad.  Specify actions to save energy in the community. | Exchange information about daily activities  • through questions and sentences.  • Identify phrases and expressions about daily activities in short oral and written texts.  • Make simple sentences about daily activities in oral and written form. |

**TAREAS/PROYECTOS Y PROBLEMAS POR GRADOS Y PERIODOS**

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| **TERCER PERIODO** | Identify energy saving strategies in a text related to the subject. 2. Interview classmates on energy saving actions. 3. Make a filmed interview based on the questionnaire designed.  4. Identify the energy saving strategies mostly used in the community. 5. Report through a narrative written text the results obtained from the questionnaire using adequate bibliographical sources. 6. Prepare a graph to report the results of the interview |

**PERIODO/MODULO 3**

SUSTAINABILITY

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| **ESTANDARES** | **COMPETENCIAS** | | **INDICADORES DE DESEMPEÑO (SABER-HACER-SER)/ PERFORMANCE INDICATORS (KNOWING-DOING-BEING)** | **LOGROS /LANGUAGE FUNCTIONS** | **DBA** | **CONTENIDO /CONTENT** |
| **A1:** Es capaz de comprender y utilizar expresiones cotidianas de uso muy frecuente, así como, frases sencillas destinadas a satisfacer necesidades de tipo inmediato. Puede presentarse a sí mismo y a otros, pedir y dar información personal básica sobre su domicilio, sus pertenencias y las personas que conoce. Puede relacionarse de forma elemental siempre que su interlocutor hable despacio y con claridad y esté dispuesto a cooperar  **A2; :** Es capaz de comprender frases y expresiones de uso frecuente relacionadas con áreas de experiencia que le son especialmente relevantes (información básica sobre sí mismo y su familia, compras, lugares de interés, ocupaciones, etc.). Sabe comunicarse a la hora de llevar a cabo tareas simples y cotidianas que no requieran más que intercambios sencillos y directos de información sobre cuestiones que le son conocidas o habituales. Sabe describir en términos sencillos aspectos de su pasado y su entorno, así como cuestiones relacionadas con sus necesidades inmediatas. | **LINGÜÍSTICA (1)**  **PRAGMATICA (2)**  **SOCIOLINGUISTICA (3)**  **A1**   |  |  | | --- | --- | | Listening: 3, 5, 6, 9 |  | | Reading:1,2,6 |  | | Writing: 2,3 |  | | Monologue: 3,6,7,9 |  | | Conversation 3,4,5,6 | | | **LINGÜÍSTICA (1)**  **PRAGMATICA (2)**  **SOCIOLINGUISTICA (3)**   |  | | --- | | **A2.1**  Listening: 1,7 | | Reading:9 | | Writing: 1,2,5,7 | | Monologue:,, 2,4,5,9 | |  | | |  |  |  | | --- | --- | --- | | KNOWING |  |  | | • Recognizes vocabulary regarding saving energy.  • Identifies Wh-questions structure  • Distinguishes sequences in an oral or written text | | |   DOING  Formulates previously prepared questions about daily activities related to topics of interest.  • Takes notes about words and expressions related to energy saving activities reported by peers.  • Proposes simple actions to save energy.  BEING  Values the importance of saving energy.  • Respects the environment. | Describe actions in a simple and logical sequence.  • Give and request information on a subject.  • Clarify information. | **Participates in a very short conversation.**  **2.Requests and provide clarification on how names and unknown words are spelled**  **3.Understands and uses familiar words and short phrases about routines, daily activities and preferences.**  **4.Understands instructions and expresses them orally and written form.** | **Conectors**  • And  • First  • Second  • Later  **Electrical devices**  • Light bulb  • Appliances  • Fridge, refrigerator  • Stove  • Air conditioning  • Heater  **Expressions to describe energy saving actions**  • Turn off the lights  • Cook with gas  • Close the refrigerator door  • Turn off the fan/air  **Expressions to report results and trends**  • Most people say that televisions consume a lot of energy. One way to save energy is….  • There are many ways to save energy.  • Marcos tells me that he unplugs the appliances when he is not home.  • When do you shut down your computer?  **Grammar**  **• Wh- questions**  **• Present tense** |

PERIODO 4 GRADO 6

**GRADO 6**

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| --- | --- |
| **META/GOAL** | **OBJETIVOS/OBJECTIVES** |
| Definir rasgos propios de la colombianidad (identidad nacional colombiana).  Define own traits of national Colombian identity. | Identifies phrases and expressions related to characteristics of persons, celebrations and places in short oral and written texts.  • Produces simple sentences about characteristics of persons, celebrations and places orally and in writing.  • Exchanges information about characteristics of persons and places through questions and sentences. |

**TAREAS/PROYECTOS Y PROBLEMAS POR GRADOS Y PERIODOS**

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| **CUARTO PERIODO** | Identify in a written text the most outstanding characteristics of the population of each continent. 2. Classify information considering the division of the five continents.  3. Prepare and apply a “trivia”game after reading. 4. Present through presentations the different ethnicities, cultures and customs each continent has. 5. Organize stands to present a sample of the different cultures considering the readings, research and presentations made in class. 6. Socialize in a community meeting (Diversity Day) including artistic, gastronomical and cultural representations.   |  |  |  | | --- | --- | --- | | **PATH 2) PROJECT WORLD CULTURES DAY** | | | | **For the teacher** Activate prior knowledge of students about countries, nationalities, language, celebrations and customs.  write down the answers given on the board. Organize the class in groups of four students. Assign each group a reading on a country. When they have summarized the main ideas of the reading, they are explained how to organize the stands to present a sample of the different cultures considering the readings and research. Suggest to the students paths such as the following: • Bring objects, food, clothing, etc., of the assigned country • Make a poster and an oral presentation about the country.  While the students work on their presentations, supervise their work to take notes about teamwork, cooperation and collaboration, poster design, etc. Finally, socialize in a community meeting (Diversity Day) including artistic, gastronomical and cultural representations. | | | | **What do you know or understand?**  From the results/ knowledge previously shared, the students work in groups to summarize the readings assigned and organize and assign responsibilities in the group. | **What do you want to know or understand?**  They must identify what  vocabulary, structures or  expressions must be used to  carry out the activity. Roles inside the group must be  assigned to carry out the task in  the best way possible. | **What did you learn?**  Students present their projects to the group to  socialize at the community meeting (Diversity Day) including artistic, gastronomical and cultural  representations. The students complete a form previously prepared about what they liked the  most of the presentations | |

**GRADO 6**

**PERIODO/MODULO 4**

GLOBALIZATION: VALUE OF OCAL CULTURES

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| **ESTANDARES** | **COMPETENCIAS** | | **INDICADORES DE DESEMPEÑO (SABER-HACER-SER)/ PERFORMANCE INDICATORS (KNOWING-DOING-BEING)** | **LOGROS /LANGUAGE FUNCTIONS** | **DBA** | **CONTENIDO /CONTENT** |
| **A1:** Es capaz de comprender y utilizar expresiones cotidianas de uso muy frecuente, así como, frases sencillas destinadas a satisfacer necesidades de tipo inmediato. Puede presentarse a sí mismo y a otros, pedir y dar información personal básica sobre su domicilio, sus pertenencias y las personas que conoce. Puede relacionarse de forma elemental siempre que su interlocutor hable despacio y con claridad y esté dispuesto a cooperar  **A2: :** Es capaz de comprender frases y expresiones de uso frecuente relacionadas con áreas de experiencia que le son especialmente relevantes (información básica sobre sí mismo y su familia, compras, lugares de interés, ocupaciones, etc.). Sabe comunicarse a la hora de llevar a cabo tareas simples y cotidianas que no requieran más que intercambios sencillos y directos de información sobre cuestiones que le son conocidas o habituales. Sabe describir en términos sencillos aspectos de su pasado y su entorno, así como cuestiones relacionadas con sus necesidades inmediatas. | **LINGÜÍSTICA (1)**  **PRAGMATICA (2)**  **SOCIOLINGUISTICA (3)**  **A1**   |  |  | | --- | --- | | Listening: 3,5,6 |  | | Reading:1,6,8 |  | | Writing: 3,4,6 |  | | Monologue: 3,4,6,7,8,9 |  | | Conversation:1,4,5,6 | | **LINGÜÍSTICA (1)**  **PRAGMATICA (2)**  **SOCIOLINGUISTICA (3)**   |  | | --- | | **A2.1**  Listening: 1,7 | | Reading:9 | | Writing: 1,2,5,7 | | Monologue:,, 2,4,5,9 | |  | | |  |  |  | | --- | --- | --- | | KNOWING |  |  | | •  Identifies information related to particular characteristics of some countries such as food, clothing and celebrations.  • Recognizes vocabulary related to food, clothing, celebrations, countries and nationalities.  • Differentiates characteristics of persons, animals and things.  • Identifies the structure of Whquestions | | |   DOING  .  Provides, orally and in writing, information about countries, celebrations and customs.  • Uses simple sentences to express information about countries, food, clothing and celebrations.  • Formulates questions to obtain specific information about the countries presented.  BEING  Values own cultural identity.  • Respects customs and traditions of others. | Describes characteristics of a culture.  • Establishes comparisons between countries.  • Requests and gives information.  • Describes persons, places and customs. | **5.Describes the basic characteristics of people, things and places.**  **6.Answers questions related to “what, who and when” after reading or listening to a short and simple text.**  **7.Writes basic personal information in pre-established forms.**  **8.Understands the topic and general information of a short and simple text**. | **Countries and Nationalities**  • Colombia/ Colombian  • United States of America/ American  • Japan/ Japanese  • China/ Chinese  **Food**  **Celebrations**  **Clothing**  **Adjectives**  • Sweet, sour, delicious, bitter, juicy, ripe, etc.  • Exciting, boring, interesting, etc.  • Beautiful, old fashioned, modern, ugly, etc.  • Tall, small, short, big, intelligent, etc.  **Expressions for likes and dislikes**  • I prefer to walk.  • I love to eat pizza.  • I do not like vegetables.  **Expressions to describe persons**  • She is tall.  • He is really funny.  • They do not look happy.  • Colombians are…  • They use…  • **Present tense**  **• Wh- questions** |

PERIODO 1 GRADO 7

**Grado 7**

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| **META/GOAL** | **OBJETIVOS/OBJECTIVES** |
| Definir actividades para el cuidado personal integral a nivel físico (cuerpo), intelectual (mente); emocional (psicológico), social (relaciones) y espiritual (creencias).  Define activities for integral personal care at the physical (body), intellectual (mind), emotional (psychological), and spiritual (beliefs) level. | Identifies expressions about daily topics using short descriptive oral and written texts.  • Makes a simple oral description and previously rehearsed about daily topics.  • Exchanges information about daily topics through questions and answers.  • Makes a series of descriptive sentences about daily topics. |

**TAREAS/PROYECTOS Y PROBLEMAS POR GRADOS Y PERIODOS**

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| **PERIODO 1** | Identify personal care levels: physical (body), intellectual (mind); emotional (psychological), social (relations) and spiritual (beliefs). 2. Relate personal care activities with levels to which they belong based on a text provided completing a classification table. 3. Keep a record of the personal care habits during a week in each level. 4. Present action plan to improve personal care habits. 5. Request arguments for classmates on the action plan proposed orally. 6. Describe the activities carried out in each level, advantages and disadvantages of the plan. 7. Prepare an assessment report of the activities presented in class |

**GRAMMAR FOR 7TH GRADERS:** Present and future tense • Present of “like”**,** • **Modals: can • Adverbs of frequency • Yes/No questions,** Imperatives to give recommendations and suggestions. • Modals: must, have to, should, could, etc. • Present and past tense.**.• Imperative**

**• Modals, Comparative and superlative ,• Connectors of sequence • Present and past tense and continuous verb tense. • Present perfect tense**

**GRADO 7**

**PERIODO/MODULO 1**

**HEALTH: INTEGRAL PERSONAL CARE**

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| **ESTANDARES** | **COMPETENCIAS** | **INDICADORES DE DESEMPEÑO (SABER-HACER-SER)/ PERFORMANCE INDICATORS (KNOWING-DOING-BEING)** | **LOGROS /LANGUAGE FUNCTIONS** | **DBA** | **CONTENIDO /CONTENT** |
| **A2 :** Es capaz de comprender frases y expresiones de uso frecuente relacionadas con áreas de experiencia que le son especialmente relevantes (información básica sobre sí mismo y su familia, compras, lugares de interés, ocupaciones, etc.). Sabe comunicarse a la hora de llevar a cabo tareas simples y cotidianas que no requieran más que intercambios sencillos y directos de información sobre cuestiones que le son conocidas o habituales. Sabe describir en términos sencillos aspectos de su pasado y su entorno, así como cuestiones relacionadas con sus necesidades inmediatas. | **LINGÜÍSTICA (1)**  **PRAGMATICA (2)**  **SOCIOLINGUISTICA (3)**  **A2.1**   |  |  | | --- | --- | | Listening: 1,2,4,6,8 |  | | Reading:2,3,4,9 |  | | Writing: 4,5,6,7,8 |  | | Monologue: 1,2,3,4,5,8 |  | | Conversation:4,6,7,8,9 | | |  |  |  | | --- | --- | --- | | KNOWING |  |  | | Identifies expressions and words related to recreational activities and the frequency of them.  • Distinguishes personal care levels (physical, intellectual, emotional, social and spiritual).  • Recognizes expressions of daily routines, hobbies and future plans.  • Identifies basic structures of simple present and future tense | | |   DOING  .  Completes a form with information related to personal care activities and their corresponding levels (physical, intellectual, emotional, social and spiritual) based on a simple written text and on the vocabulary and expressions studied.  • Makes Yes/No questions previously prepared about personal care habits with adequate pronunciation and intonation.  • Prepares a list of simple sentences about personal care activities and their corresponding level with the help of the teacher and classmates.  • Expresses recreational activities through simple sentences based on a template and with the support of photos and images.  BEING  • Interiorizes the importance of integral personal care.  • Values and respects the opinions of classmates. | Gives and requests personal information and about daily activities.  • Expresses likes , hobbies and interests.  • Expresses future plans.  • Describes habits and routines about personal care, nutrition and physical activity.  • Expresses physical and mental ability.  • Describes beliefs and emotions.  • Describes health conditions. . | 1. Participates in short conversations providing information about him or herself as well as about familiar people, places, and events.  2. Orally describes people, activities, events and personal experiences orally.  Writes short and simple texts about familiar actions, experiences and plans. | **Hobbies**  • Play sports  • Dance  • Listen to music  • Go to the movies  • Watch TV  • Ride a bike  • Collect things  • Play videogames  **Relations of Time**  • Everyday  • Once/ twice a week/month, year  • Every two weeks  • Always  • Never  • Recently  • Regularly  **Personal care level: Physical, intellectual, emotional, social and spiritual activities**  • Meditation  • Pray  • Workout  • Camping  • Ride horses  **Expressions to describe habits**  • I exercise once a week.  • I always go to church on Sunday.  • Juan reads every day.  **Expressions to show interests and tastes**  • My favorite activity is…  • I like to dance.  • I really like swimming.  • When do you ….?  • I like to….  • I am going to….  • I have always….  • Do you like to bike ride?  • Do you enjoy swimming?  **Expressions to explain**  • Exercising is physical because it is good for my body and my health.  • I like to run since it is good for my physical condition.  **Expressions to show reflection** • I think I have good social self-care habits.  **Present and future tense**  • **Present of “like”**  • **Wh- questions**  • **Modals: can**  **• Adverbs of frequency**  **• Yes/No questions** |

PERIODO 2 GRADO 7

**GRADO 7**

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| **META/GOAL** | **OBJETIVOS/OBJECTIVES** |
| Proponer acciones de convivencia e inclusión en el aula.  Propose actions for getting along and inclusion in the classroom. | IMake a short narration on daily activities in the classroom and the immediate environment orally and in writing.  • Identify phrases and expressions related to daily activities in the immediate environment in simple oral and written texts.  • Exchange information on daily activities in the classroom and the immediate environment using questions and answers  IDENTIFIES expressions about daily topics using short descriptive oral and written texts.  • Makes a simple oral description and previously rehearsed about daily topics.  • Exchanges information about daily topics through questions and answers.  • Makes a series of descriptive sentences about daily topics. |

**TAREAS/PROYECTOS Y PROBLEMAS POR GRADOS Y PERIODOS**

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| **SEGUNDO PERIODO** | 1. Make a list of actions that contribute to healthy coexistence in the classroom. 2. Identify the way in which different persons handle their emotions in programs of different sources: television, soap operas, or movies. 3. Observe short videos about recommendations to maintain healthy coexistence in the classroom. 4. Analyze different cases and identify the positive/negative actions and their respective consequences. 5. Give recommendations and suggestions about handling actions of coexistence in specific situationsgiven orally and in writing. |

**PERIODO/MODULO 2**

**DEMOCRACY AND PEACE**

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| **ESTANDARES** | **COMPETENCIAS** | **INDICADORES DE DESEMPEÑO (SABER-HACER-SER)/ PERFORMANCE INDICATORS (KNOWING-DOING-BEING)** | **LOGROS /LANGUAGE FUNCTIONS** | **DBA** | **CONTENIDO /CONTENT** |
| **A2: :** Es capaz de comprender frases y expresiones de uso frecuente relacionadas con áreas de experiencia que le son especialmente relevantes (información básica sobre sí mismo y su familia, compras, lugares de interés, ocupaciones, etc.). Sabe comunicarse a la hora de llevar a cabo tareas simples y cotidianas que no requieran más que intercambios sencillos y directos de información sobre cuestiones que le son conocidas o habituales. Sabe describir en términos sencillos aspectos de su pasado y su entorno, así como cuestiones relacionadas con sus necesidades inmediatas. | **LINGÜÍSTICA (1)**  **PRAGMATICA (2)**  **SOCIOLINGUISTICA (3**  **A2.1**   |  |  | | --- | --- | | Listening: 1,3,4,6,7 |  | | Reading:1,2,3,4,6,7,9 |  | | Writing: 2,4,5,6,7,8 |  | | Monologue: 2,4,5 |  | | Conversation:5,6,7,9,10 | | |  |  |  | | --- | --- | --- | | KNOWING |  |  | | Identifies words and expressions related to handling emotions in short descriptive written texts with simple language.  • Recognizes expressions related to feelings, emotions, values, qualities, etc.  • Distinguishes expressions used to make suggestions and recommendations.  • Identifies basic structures of present and past tense | | |   DOING  .  Briefly and simply narrates a personal situation of coexistence based on a given template.  • Jointly builds the basic standards to maintain healthy coexistence in the classroom.  • Produces short descriptive texts describing values and qualities of peers and/or family members.  • Exchanges suggestions and recommendations about specific situations in the classroom  BEING  Accepts suggestions and recommendations of others.  • Collaborates in achieving a nice atmosphere in the classroom.  • Respects differences. | Describe past experiences.  Express moods.  Give and request information.  Ask for and give apologies.  Give instructions. | 3.Understands the main idea and some details related to activities, places and people in a short descriptive text.  4.Recognizes specific information related to objects, people, and actions in written and oral texts. Writes short and simple texts about familiar actions, experiences and plans.  5.Understands the main idea and some details related to activities, places and people in a short descriptive text.  6.Recognizes specific information related to objects, people, and actions in written and oral texts.  7.Gives and follows instructions, recommendations, and suggestions.  8.Describes actions related to a subject in his/her family or school environment. | **Feelings and Emotions** • Anger: angry, happiness: happy, sadness: sad, depressions: depressed, motivation: motivated.  **Ethical values** • Respect, honesty, humility, responsibility, etc.  **Personal qualities.**  • Quiet, talkative, tolerant, humble, polite, etc.  **Connectors**  • Because, since, as, as a result of, therefore, for this reason  **Expressions about emotions**  • I am really angry.  • He is just exciting.  • Some of Sara’s frustration is from depression.  • Tomas is happy.  • He should not have so much rage.  • All of us get tired sometimes.  **Expressions to recommend**  • My recommendation is  • We should….  • As a consequence, you have to/ need to  • Why don´t you…?  • Let’s think about…?  Grammar  • Imperatives to give recommendations and suggestions.  • Modals: must, have to, should, could, etc.  • Present and past tense. |

PERIODO 3 GRADO 7

**GRADO 7**

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| **META/GOAL** | **OBJETIVOS/OBJECTIVES** |
| Especificar actividades para la conservación del medio ambiente en la comunidad.  Specify activities for environmental conservation in the community. | Exchanges information on daily activities based on questions and answers.  • Identifies words and expressions about daily activities in short oral and written texts.  • Makes a simple description of daily activities orally and in writing. |

**TAREAS/PROYECTOS Y PROBLEMAS POR GRADOS Y PERIODOS**

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| **TERCER PERIODO** | Identify strategies for environmental conservation in a text related to the subject. 2. Design a questionnaire to inquire about environmental conservation strategies used in the educational community. 3. Perform a filmed interview based on a questionnaire previously designed. 4. Identify the environmental conservation strategies mostly used in the community. 5. Report through a descriptive written text the results obtained from the questionnaire using adequate bibliographical sources.. 6. Make a dramatization considering the good and bad practices identified in the information analyzed   |  |  |  | | --- | --- | --- | | (PATH 2) PROJECT: | | | | **For the teacher** Talk to the students about what they know about environmental conservation. Write down the ideas suggested on the board. Once they have shared their prior knowledge on the subject, they are told that they will be doing a project in English on environmental conservation in their community, especially in their Educational Institution and on the barriers that interfere in achieving it and that, they must plan their learning path. Clearly explain that they must include activities of listening, reading, speaking and writing. While the students work on their plans, supervise and take notes on the errors that arise in order to go through them as a group in grammar, vocabulary and functions workshops. These workshops may include:  1. Modeling an oral report and discussing with the students the times and language required. 2. Modeling a brief report of a written investigation. Analyze the parts, type of language required. 3. Modeling a dramatization: analyze the parts, actors, language used according to the context. 4. Modeling a brief reflection: The parties, the language used. Suggested projects include: • Present to the class an oral report on the written research work describing the most common strategies that the members of the educational community use for environmental conservation.  • Make a dramatization to encourage the care for the environment | | | | **What do you know or understand**  From the results/ knowledge previously shared, the students work in pairs or groups to complete the table of what they already know or understand and can also work in small groups to:  • Present a table of actions that contribute to environmental conservation.  • Design a survey to identify the most common barriers for environmental conservation.  • Graphically report the results of a survey on existing barriers for environmental conservation.  • Register in a pre-established format the environmental conservation activities observed in the community.  • Design a poster to disclose the environmental conservation plan to the class. | **What do you want to know or understand**  • The students must plan project development in stages, giving each stage an objective about what to do and how they will do it.  • They must identify what vocabulary, structures or expressions must be used for the activity.  • Roles must be assigned within the group to carry out the task in the best way possible. | **What did you learn**  • The students present their projects to the group  • The student individually writes a reflection in a pre-established format about what he has learned on the subject and receives feedback from the teacher.  • The students may dramatize what they have learned while carrying out the project | |

GRADO 7

PERIODO/MODULO 3

SUSTAINABILITY: CONSERVATION

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| **ESTANDARES** | **COMPETENCIAS** | **INDICADORES DE DESEMPEÑO (SABER-HACER-SER)/ PERFORMANCE INDICATORS (KNOWING-DOING-BEING)** | **LOGROS /LANGUAGE FUNCTIONS** | **DBA** | **CONTENIDO /CONTENT** |
| **A2:** Es capaz de comprender frases y expresiones de uso frecuente relacionadas con áreas de experiencia que le son especialmente relevantes (información básica sobre sí mismo y su familia, compras, lugares de interés, ocupaciones, etc.). Sabe comunicarse a la hora de llevar a cabo tareas simples y cotidianas que no requieran más que intercambios sencillos y directos de información sobre cuestiones que le son conocidas o habituales. Sabe describir en términos sencillos aspectos de su pasado y su entorno, así como cuestiones relacionadas con sus necesidades inmediatas | **LINGÜÍSTICA (1)**  **PRAGMATICA (2)**  **SOCIOLINGUISTICA (3)**  **A2.1**   |  |  | | --- | --- | | Listening: 1, 6,7 |  | | Reading:1,4,9 |  | | Writing: 1,2,7 |  | | Monologue: 2,4,5,8,9 |  | | Conversation,6,7,8,9,10 | | |  |  |  | | --- | --- | --- | | **KNOWING** |  |  | | Understands the general idea of a short oral or written text about an academic subject.  • Identifies Wh-questions in questions to obtain specific information.  • Identifies basic structures of present and past tense, and present perfect tense.  • Recognizes expressions related to the environment. | | |   **DOING**  Exchanges information related to academic subjects.  • Produces oral or written texts providing information about a topic of interest.  • Proposes simple actions for environmental conservation.  **BEING**  • Respects the environment.  • Values the opinions of his peers. | Gives and receives information.  • Gives and receives recommendations and suggestions.  • Describes situations and events.   1. • Proposes improvement actions | Understands the main idea and some details related to activities, places and people in a short descriptive text.  6.Recognizes specific information related to objects, people, and actions in written and oral texts.  7.Gives and follows instructions, recommendations, and suggestions.  8.Describes actions related to a subject in his/her family or school environment. | **Conservation**  **•** Protect, preserve, avoid, save  • Animals, oceans/land, plants.  • Natural resources  • Global warming  **Expressions related to environmental conservation**  • He recycles paper and plastic.  • Please turn off the light.  • The water is shut off.  • What do you do to protect/save/ preserve the environment?  • The weather is heating up.  • Antarctica ice is melting.  • What do you do to protect the environment?  • In order to protect the environment, I …  **Grammar**  • “**Wh-questions”**  **• Present and past tense**  **• Present perfect tense**  **• Imperative**  **• Modals** |

PERIODO 4 GRADO 7

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| **META/GOAL** | **OBJETIVOS/OBJECTIVES** |
| Reconocer las características culturales de algunos países.  Recognize cultural characteristics in some countries. | Produce a short descriptive text on the characteristics of the person and places in an oral and written way.  Exchange information on characteristics of persons and places using questions and answers.  Identify phrases and expressions related to particular characteristics of persons and places in short descriptive texts. |

**GRADO 7**

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| **CUARTO PERIODO** | |  |  |  | | --- | --- | --- | | **PROJECT** | | | | **For the teacher**  Talk to the students about what they know on the cultural characteristics of some countries. Write down the ideas suggested on the board. When they have shared their prior knowledge on the subject, they are told that they will carry out a project in English on the cultural characteristics of some countries. Clearly explain to them that they must include listening, reading, speaking and writing activities.  While the students work on their plans, supervise and take notes on errors that arise to go over them as a group in grammar, vocabulary and functions workshops. These workshops may include:  1. Modeling an oral report to discuss with the students the moments and language required to do so  2. Modeling a brief reflection: The parties, the language used. Suggested projects include:  • Identify, compare and evaluate characteristic traits of a culture.  • Prepare an oral presentation comparing the characteristic traits of a culture.  • Produce oral and written texts arguing your points of view on the importance of cultural diversity. | | | | **What do you know or understand**  From the results/ knowledge previously shared, the students work in pairs or groups to complete the table of what they already know or understand and can also work in small groups to:  • Identify oral or written texts related to cultural diversity in the different countries.  • Complete a comparative table of the characteristic traits of each culture/country (language, religion, ideology, education, politics, economics, geography, etc.).  • Make a presentation of the comparative analysis and corresponding actions proposal. | **What do you want to know or**  **understand**  • Students must plan the development of the project in stages, giving each stage an objective about what to do and how they will do it.  • They must identify what vocabulary, structures or expressions they must use to carry out the activity  • They must assign roles within the group to carry out the task in the best way possible. | **What did you learn**  • Students present their projects to the group.  • The student individually writes down a reflection in a preestablished format of what he has learned about the subject and receives feedback from the tea | |

**GRADO 7**

**PERIODO/MODULO 4**

**GLOBALIZATION**

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| **ESTANDARES** | **COMPETENCIAS** | **INDICADORES DE DESEMPEÑO (SABER-HACER-SER)/ PERFORMANCE INDICATORS (KNOWING-DOING-BEING)** | **LOGROS /LANGUAGE FUNCTIONS** | **DBA** | **CONTENIDO /CONTENT** |
| A2 **:** Es capaz de comprender frases y expresiones de uso frecuente relacionadas con áreas de experiencia que le son especialmente relevantes (información básica sobre sí mismo y su familia, compras, lugares de interés, ocupaciones, etc.). Sabe comunicarse a la hora de llevar a cabo tareas simples y cotidianas que no requieran más que intercambios sencillos y directos de información sobre cuestiones que le son conocidas o habituales. Sabe describir en términos sencillos aspectos de su pasado y su entorno, así como cuestiones relacionadas con sus necesidades inmediatas | **LINGÜÍSTICA (1)**  **PRAGMATICA (2)**  **SOCIOLINGUISTICA (3)**  **A2.1**   |  |  | | --- | --- | | Listening: 1, 6,7 |  | | Reading:1,4,9 |  | | Writing: 1,5,7 |  | | Monologue: 2,4,5,6,8 |  | | Conversation,7,9 | | |  | | --- | | I  **KNOWING:**  Identifies information related to subjects of general interest.  • Identifies similarities and differences between persons, places, animals and things.  • Identifies basic structures of present and past tense, and present perfect tense.  • Recognizes expressions related to biodiversity, sports, weather, seasons, etc. . |   **DOING**  . Prepares a comparative chart of different cultural characteristics of some previously assigned countries.  • Exchanges information related to cultural characteristics of some countries.  • Produces oral or written texts, providing information about cultural characteristics of some countries .  **BEING**  Respects cultural differences.  • Values the contributions of his classmates. | Give and receive information.  • Describe habits, persons and places.  • Establish comparisons and contrasts.  • Express points of view | Understands the main idea and some details related to activities, places and people in a short descriptive text.  6.Recognizes specific information related to objects, people, and actions in written and oral texts.  7.Gives and follows instructions, recommendations, and suggestions.  8.Describes actions related to a subject in his/her family or school environment. | **Countries and Nationalities**  • Colombia/ Colombian  • United States of America/ American  • Japan/ Japanese  • China/ Chinese  **Biodiversity**  • Animals and plants  • Oceans, rivers, mountains, valleys, etc.  **Sports**  • Soccer, football, baseball, basketball  • Jumping, skating, canoeing, body boarding, etc.  • Chess, Pool, Billiard, etc.  **Weather** • Sunny, cloudy, snowy, windy (Hot, warm, cold)  **Seasons**  • Winter, Summer, Spring, Fall.  Cardinal points  • North, South, East, West.  **Qualities**  • Fast, slow, big, small, old, new, modern, far, near, etc.  **Expressions to compare and contrast:**  • This country has a larger population than...  • It is bigger than…  • It is difficult when  • It has the most…  • It is the best/worst  **Expressions to give reasons**  • This country has better education because...  • This country has more economic resources because…  **Grammar**  **• Comparative and superlative**  **• Connectors of sequence**  **• Present and past tense and continuous verb tense.**  **• Present perfect tense** |

PERIODO 1 GRADO 8

**GRADO 8**

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| **META/GOAL** | **OBJETIVOS/OBJECTIVES** |
| Evaluar el impacto de las acciones humanas en el medio ambiente en el país.  Evaluate the impact of human actions on the environment in the country | Describe situations related to daily subjects of general interest in an oral and written way.  Prepare a simple descriptive text on daily subjects of general interest.  Exchange information on daily subjects of general interest through dialogue.  Identify information on daily subjects of general interest in short narrative oral and written texts. |

**GRADO 8**

**TAREAS/PROYECTOS Y PROBLEMAS**

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| **PRIMER PERIODO** | Complete a work sheet using an audiovisual text that describes a community, the persons that comprise it, their activities and their impact on the environment.  2. Design an outline of what information is necessary to learn about a community, their actions; how it will be obtained and organized.  3. Investigate about the activities of persons, business, industries of the community assigned and their impact or footprint in the environment.  4. Represent graphically the information obtained on the subject.  5. Present his community to the class with help from a poster.  6. Interact with peers to complete a form that gathers information on other communities presented.  7. Summarize the positive and negative human actions for the environment in an atlas of the human footprint in the community.  8. Create a list of actions to reduce the human footprint. |

GRAMMAR FOR 8TH GRADERS: • **Adverbs of frequency and sequence • Possessive adjectives: her, his, my, their, your • Wh-questions • Present tense**

**• Infinitive/gerund,** Present perfect tense • Past tense , IMPERATIVES, **First conditional • Modals: should, can, ought to, must Present perfect, present perfect continuous tense • Modals of possibility • Future perfect tense • Adjectives • Adverbs of manner, sequence, place • • Third conditional**

**GRADO 8**

**PERIODO/MODULO 1**

**SUSTAINABILITY**

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| **ESTANDARES** | **COMPETENCIAS** | **INDICADORES DE DESEMPEÑO (SABER-HACER-SER)/ PERFORMANCE INDICATORS (KNOWING-DOING-BEING)** | **LOGROS /LANGUAGE FUNCTIONS** | **DBA** | **CONTENIDO /CONTENT** |
| A2: Es capaz de comprender frases y expresiones de uso frecuente relacionadas con áreas de experiencia que le son especialmente relevantes (información básica sobre sí mismo y su familia, compras, lugares de interés, ocupaciones, etc.). Sabe comunicarse a la hora de llevar a cabo tareas simples y cotidianas que no requieran más que intercambios sencillos y directos de información sobre cuestiones que le son conocidas o habituales. Sabe describir en términos sencillos aspectos de su pasado y su entorno, así como cuestiones relacionadas con sus necesidades inmediatas. | **LINGÜÍSTICA (1)**  **PRAGMATICA (2)**  **SOCIOLINGUISTICA (3)**  **A2.2**   |  |  | | --- | --- | | Listening: 3,6,7 |  | | Reading:1,2,3,7 |  | | Writing: 1,3,6 |  | | Monologue: 1,5,6 |  | | Conversation:1,5,7 | | |  |  |  | | --- | --- | --- | | KNOWING |  |  |   Recognizes vocabulary related to the environment.  • Identifies basic descriptive structures.  • Identifies the structure of information questions.  • Recognizes expressions of opinion.  • Identifies stages of the writing process.  • Identifies the sections of a descriptive text  DOING  Presents, orally and rehearsed, the impact of diverse human actions in the environment with pertinent vocabulary.  • Requests information from classmates about human actions in the environment through information questions previously rehearsed.  • Identifies basic arguments in brief written texts  • Expresses opinions or gives information orally, spontaneously and with simple vocabulary.  • Prepares a written descriptive text about human actions in the environment with information related to facts, details and references based on the writing process.  BEING  • Shows respect for the environment through the promotion of responsible practices.  • Recognizes his own environmental practices and those of others.  . | Present self to a group.  • Describe human actions.  • Request information on actions.  • Give suggestions to improve practices.  • Express opinions on actions.  • Discuss good and bad practices. | 1.Requests and provides information about experiences and plans in a clear and brief manner.  2.Explains in written form different situations and facts in a coherent and simple manner.  3.Recognizes specific information in short oral and written texts on topics of general interest  Exchanges information about academic and general interest topics, through simple conversations, dialogues, and role-plays.  5. Makes Recommendations to people in his/her community about what to do, when, and how.  6.Makes brief presentations on academic topics related to his/her school environment or community.  Expresses emotions and feelings about a situation or specific topic related to his/her family or school and presents supporting reasons in a clear and simple manner.  8.Briefly narrates current facts, daily situations or personal experiences orally and in written form. | **Human Actions**  • Plant trees  • Throw garbage  • Mining  • Agriculture  **Environmental practices**  • Reducing carbon print  • Recycle  • Waste  **Expressions to describe human**  **actions in the environment**  • Save the whales.  • Recycling paper saves the trees in forest.  • Using plastic bottles as planters is a good idea.  **Expressions to give an opinion**  • I (really) think that …  • I believe (that) …  • I’m sure that …  • In my opinion / My opinion is …  • I agree with …  • I guess/imagine …  • I have no doubt that / I’m certain that …  • I strongly believe that …  **Expressions to quote in a text:**  **• According to …**  **Grammar**  • **Adverbs of frequency and sequence**  **• Possessive adjectives: her, his, my, their, your**  **• Wh-questions**  **• Present tense**  **• Infinitive/gerund** |

PERIODO 2 GRADO 8

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| **META/GOAL** | **OBJETIVOS/OBJECTIVES** |
| Formular iniciativas para la prevención de desórdenes alimenticios.  Formulate initiative for the prevention of eating disorders | Prepares oral and written texts on recommendations regarding topics of general interest.  • Exchanges information on topics of general interest through conversation.  • Identifies information on topics of general interest in short descriptive oral and written texts. |

GRADO 8

**TAREAS/PROYECTOS Y PROBLEMAS**

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| **SEGUNDO PERIODO** | Read a brief text provided by the teacher related to eating disorders .  2. Complete a form summarizing the information obtained.  3. Research with my peers about the most frequent eating disorders in the following aspects  a. definition b. origin c. symptoms d. treatment 4. Ask the opinion of the members of the school, family and social community about the causes of the prevalence of eating disorders in current society through a survey prepared in class. 5. Produce a written or visual text that summarizes the causes for the prevalence of eating disorders in current society. 6. Produce an eating disorders prevention plan. |

**PERIODO/MODULO 2**

**HEALTH: EATING DISORDERS**

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| **ESTANDARES** | **COMPETENCIAS** | **INDICADORES DE DESEMPEÑO (SABER-HACER-SER)/ PERFORMANCE INDICATORS (KNOWING-DOING-BEING)** | **LOGROS /LANGUAGE FUNCTIONS** | **DBA** | **CONTENIDO /CONTENT** |
| A2: Es capaz de comprender frases y expresiones de uso frecuente relacionadas con áreas de experiencia que le son especialmente relevantes (información básica sobre sí mismo y su familia, compras, lugares de interés, ocupaciones, etc.). Sabe comunicarse a la hora de llevar a cabo tareas simples y cotidianas que no requieran más que intercambios sencillos y directos de información sobre cuestiones que le son conocidas o habituales. Sabe describir en términos sencillos aspectos de su pasado y su entorno, así como cuestiones relacionadas con sus necesidades inmediatas. | **LINGÜÍSTICA (1)**  **PRAGMATICA (2)**  **SOCIOLINGUISTICA (3)**  **A2.2**   |  |  | | --- | --- | | Listening: 1,2,5,6 |  | | Reading:2,3,6,8 |  | | Writing: 1,3,5,6 |  | | Monologue: 2,6 |  | | Conversation:1,3,4,5 | | |  |  |  | | --- | --- | --- | | KNOWING |  |  |   Identifies symptoms, parts of the body, and treatments in a brief and simple written text.  • Identifies relevant facts, specific details and references.  • Recognizes the structure of information questions.  • Identifies basic descriptive structures.  • Recognizes expressions of opinion, recommendation.  • Identifies the stages of the writing process.  • Identifies the sections of a report  DOING  • Makes previously prepared questions on eating disorders based on a defined format.  • Explains and expresses opinions on eating disorders briefly and simply based on a given sample and with clear pronunciation.  • Presents an eating disorder prevention plan assigned with clear and simple language.  • Prepares a written and simple report based on notes taken and an established sample.  BEING  • Recognizes his role in the prevention of diseases.  • Recognizes negative health practices. | Gives suggestions, recommendations.  • Gives and requests information.  • Expresses conditions.  • Describes past experiences.  • Describes diseases, symptoms, parts of the body, treatments.  • Describes eating routines. | Requests and provides information about experiences and plans in a clear and brief manner.  2.Explains in written form different situations and facts in a coherent and simple manner.  3.Recognizes specific information in short oral and written texts on topics of general interest  Exchanges information about academic and general interest topics, through simple conversations, dialogues, and role-plays.  5. Makes Recommendations to people in his/her community about what to do, when, and how.  6.Makes brief presentations on academic topics related to his/her school environment or community.  Expresses emotions and feelings about a situation or specific topic related to his/her family or school and presents supporting reasons in a clear and simple manner.  8.Briefly narrates current facts, daily situations or personal experiences orally and in written form. | **Parts of the body**  • Head  • Stomach  • Arm  • Back  **Symptoms and medication**  • Flu  • Headache  • Stomachache  • Broken bone  **Diseases/ eating disorders**  • Bulimia  • Overweight  • Obese/ obesity  • Anorexia  **Transitions**  • Next  • In addition to  • Then  **Expressions to describe symptoms**  • My arm itches.  • I have a headache.  • I sometimes take pills.  • My doctor gave me a shot.  • I have a prescription for medicine  • My throat is sore.  • I’ve got a fever  **Expressions to introduce a subject:**  • Today I will talk about.  • Good morning. My purpose today is…  **Expressions to develop content:**  • Moving on to my next point,  • Now, let me move to my second point.  **Expressions to conclude:**  • In sum  • I tried to  • To conclude…  • In conclusion  • Now, to sum up...  • I think this can be prevented by….  **Grammar**  • **Adverbs of frequency and sequence.**  **• Possessive adjectives: her, his, my, their, your**  **• Wh-questions**  **• Adverbs of frequency and sequence**  **• Imperatives--Take…, drink…; Don´t…..**  **• Present perfect tense**  **• Past tense** |

PERIODO 3 GRADO 8

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| **META/GOAL** | **OBJETIVOS/OBJECTIVES** |
| Reconocer el papel del lenguaje (positivo y negativo) en la construcción de paz en la comunidad.  Recognize the role of language (positive and negative) in the construction of peace in the community | Describes orally and in writing situations related to topics of general interest.  • Identifies facts and opinions in medium length simple oral and written texts related to topics of general interest.  • Exchanges information on topics of general interest through role-playing. |

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| TERCER PERIODO | |  |  |  | | --- | --- | --- | | PROJECT | | | | **For the teacher**  Talk to the students on the role of language in the construction of peace in the community. Write down suggested ideas on the board. When they have shared their prior knowledge on the subject, they are told that they will be carrying out a written project in English to analyze the role of language (positive and negative) in the construction of peace in the community. Clearly explain they must include listening, reading, speaking and writing activities. While students work on their plans, supervise and take notes on the areas that arise to go through them as a group in grammar, vocabulary and functions workshops or mini-lessons. These workshops may include:  2. Modeling the writing process of the text going through the different stages from brainstorming, initial draft and review.  3. Help define the aspects to investigate and the necessary products or strategies  Suggested projects include  • Identification of words that heal or hurt in the classroom, the school, the community.  • Language (positive/negative) in the community’s media.  • Language (positive/negative) in the family. | | | | **What do you know or understand**  From the results/ knowledge previously shared, students work in pairs or groups to complete the table with what they already know or understand and can work in small groups to:  • Create a survey and gather the necessary information.  • Prepare a presentation to share their results.  • Make an awareness campaign.  • Present it to the class and to the school. | **What do you want to know or**  **understand**  • Students must plan the development of the project in stages, giving each stage an objective and a strategy for what they will do.  • They must identify what vocabulary, structures or expressions they must use tocarry out the activity.  • They must assign roles within the group to carry out the task in the best way possible. | **What did you learn**  • Students present their projects to the group.  • Each student writes a reflection in a preestablished form about what hey have learned and receives feedback from the teacher. | |

GRADO 8

PERIODO/MODULO 3

DEMOCRACY AND PEACE: LANGUAGE IN THE CONSTRUCTION OF PEACE

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| **ESTANDARES** | **COMPETENCIAS** | **INDICADORES DE DESEMPEÑO (SABER-HACER-SER)/ PERFORMANCE INDICATORS (KNOWING-DOING-BEING)** | **LOGROS /LANGUAGE FUNCTIONS** | **DBA** | **CONTENIDO /CONTENT** |
| A2: Es capaz de comprender frases y expresiones de uso frecuente relacionadas con áreas de experiencia que le son especialmente relevantes (información básica sobre sí mismo y su familia, compras, lugares de interés, ocupaciones, etc.). Sabe comunicarse a la hora de llevar a cabo tareas simples y cotidianas que no requieran más que intercambios sencillos y directos de información sobre cuestiones que le son conocidas o habituales. Sabe describir en términos sencillos aspectos de su pasado y su entorno, así como cuestiones relacionadas con sus necesidades inmediatas. | **LINGÜÍSTICA (1)**  **PRAGMATICA (2)**  **SOCIOLINGUISTICA (3)**  **A2.2**   |  | | --- | | Listening: 2,4,5,7 | | Reading:2,3,7 | | Writing: 1,3,5,6 | | Monologue: 1,3,5,6 | | Conversation:2,3,5,6 | | |  |  |  | | --- | --- | --- | | KNOWING |  |  |   • Recognizes positive and negative language.  • Identifies basic narrative structures.  • Identifies the structure of information questions.  • Recognizes expressions of opinion, points of view  • Identifies the stages of the writing process.  DOING  Shows comprehension of general and specific ideas in oral and written texts by completing preestablished forms.  • Narrates a case of positive/negative language use based on a provided template.  • Organizes information gathered from different bibliographical sources in tables and graphs.  • Presents opinions on the use of positive/negative language following a previously prepared presentation plan.  • Produces, in writing and following the writing process, a personal plan for constructive use of the language.  BEING  • Shows respect for opinions expressed by his peers.  • Recognizes his responsibility in the construction of peace in his community.  • Recognizes positive/ negative uses of language. | Justifies points of view.  • Expresses facts and opinions.  • Expresses conditions.  • Describes past experiences.  • Expresses dreams, future plans. | Requests and provides information about experiences and plans in a clear and brief manner.  2.Explains in written form different situations and facts in a coherent and simple manner.  3.Recognizes specific information in short oral and written texts on topics of general interest  Exchanges information about academic and general interest topics, through simple conversations, dialogues, and role-plays.  5. Makes Recommendations to people in his/her community about what to do, when, and how.  6.Makes brief presentations on academic topics related to his/her school environment or community.  Expresses emotions and feelings about a situation or specific topic related to his/her family or school and presents supporting reasons in a clear and simple manner.  8.Briefly narrates current facts, daily situations or personal experiences orally and in written form. | **Positive and negative vocabulary**  • Like  • Dislike  • Bad taste  • Fat  • Ugly  • Super skinny  **Expressions to narrate**  • One day I went for a walk.  • Marcos has been sick for a while.  • My mother used to say mean things.  **Expressions to argue and support**  points of view  • I agree, I disagree, I believe, I think, in my opinion, I’m sorry, I can’t agree with …Jorge  • Exactly! I couldn’t agree more.  • Perhaps, but …  • That’s true.  • I’m sorry, but I disagree.  • I’m afraid that isn’t right.  • You’re absolutely correct!.  • That may be the case, however, …  • You should, shouldn´t  **Grammar**  • **Present perfect/ past tense**  **• First conditional**  **• Modals: should, can, ought to, must** |

PERIODO 4 GRADO 8

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| **META/GOAL** | **OBJETIVOS/OBJECTIVES** |
| Determinar el impacto del consumismo en los jóvenes.  Determine the impact of consumerism in adolescents | Identifies relevant information on academic subjects in medium length narrative oral and written texts.  • Prepares narrative oral and written texts on academic subjects.  • Exchanges information through questions and expressions |

GRADO 8

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| CUARTO PERIODO | |  |  | | --- | --- | | **PROBLEM** | | | **For the teacher:** | **Problem** | | • Identify oral or written texts related to consumerism in adolescents (videos/ commercials) and advertisement’s role in the creation of these needs.  • Design activities of analysis of texts that lead students to the creation of a list of their own consumption needs.  • Guide the students in the comparison of their actual consumption needs vs those created by society.  • Provide and model an oral text related to a presentation on the comparative analysis and corresponding analysis of consumption needs.  • Monitor the presentations prepared regarding contents and language needs to provide support.  • Support students in the definition of advertisement and in the identification of strategies used to lead adolescents to unnecessary consumption.  • Accompany students in the construction of an argumentative text titled Do´s and Don´ts related to unnecessary consumerism.  • Evaluate the work presented following rubrics and evaluation criteria previously shared with the students. | Students organize in groups of 4 to:  • Identify, compare and assess the real and created  consumption needs.  • Prepare an oral presentation comparing and assessing the needs discussed and identifying sources where needs are created.  • Produce a written text proposing strategies on how to avoid the influence of advertisement in the creation of needs: Do´s & Don´ts. | |

GRADO 8

PERIODO/MODULO 4

GLOBALIZATION: CONSUMERISM

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| **ESTANDARES** | **COMPETENCIAS** | **INDICADORES DE DESEMPEÑO (SABER-HACER-SER)/ PERFORMANCE INDICATORS (KNOWING-DOING-BEING)** | **LOGROS /LANGUAGE FUNCTIONS** | **DBA** | **CONTENIDO /CONTENT** |
| A2: Es capaz de comprender frases y expresiones de uso frecuente relacionadas con áreas de experiencia que le son especialmente relevantes (información básica sobre sí mismo y su familia, compras, lugares de interés, ocupaciones, etc.). Sabe comunicarse a la hora de llevar a cabo tareas simples y cotidianas que no requieran más que intercambios sencillos y directos de información sobre cuestiones que le son conocidas o habituales. Sabe describir en términos sencillos aspectos de su pasado y su entorno, así como cuestiones relacionadas con sus necesidades inmediatas. | **LINGÜÍSTICA (1)**  **PRAGMATICA (2)**  **SOCIOLINGUISTICA (3)**  **A2.2**   |  | | --- | | Listening: 2,4,6,7 | | Reading:3,5,6,7 | | Writing: 3,4,5,6 | | Monologue: 3,5 | | Conversation:2,3,4,5 | | |  |  |  | | --- | --- | --- | | KNOWING |  |  |   Recognizes vocabulary on consumption and consumerism, fashion, technology, needs.  • Identifies the structure of a survey.  • Recognizes expressions of opinion, points of view.  DOING  • Prepares a classification chart with the consumption needs of adolescents through a previously established format.  • Prepares, with help, a survey related to consumption through information questions (Whquestions).  • Prepares and presents the classification chart based on the categories of consumption needs.  • Produces a simple and structured argumentative text based on previously consulted bibliographical references.  BEING  • Shows respect for the opinions expressed by his peers.  • Recognizes characteristics of responsible consumption.  • Actively participates in planned activities. | • Expresses opinions.  • Justifies points of view.  • Formulates and answers questions on a subject.  • Expresses conditions.  • Describes past experiences.  • Expresses future plans. | Requests and provides information about experiences and plans in a clear and brief manner.  2.Explains in written form different situations and facts in a coherent and simple manner.  3.Recognizes specific information in short oral and written texts on topics of general interest  Exchanges information about academic and general interest topics, through simple conversations, dialogues, and role-plays.  5. Makes Recommendations to people in his/her community about what to do, when, and how.  6.Makes brief presentations on academic topics related to his/her school environment or community.  Expresses emotions and feelings about a situation or specific topic related to his/her family or school and presents supporting reasons in a clear and simple manner.  8.Briefly narrates current facts, daily situations or personal experiences orally and in written form. | Consumerism  • Buy and sell  • Over packaging  • Disposable income  • Fashion  • Technology  Words in favor and against  • Like, similar as, same in the same way, the same as similarly  • As well as  • Although, yet, while, instead, unless, unlike, on the contrary, contrary to…  Expressions to propose/present  a solution  • If …then  • Whether or not…..  • I have a proposal (to make)  • I would like to put forward a proposal (formal)  • You should …  • You must/ mustn´t  • This is the result  • I´d like to…  **Grammar:**  • **Present perfect, present perfect continuous tense**  **• Modals of possibility**  **• Future perfect tense**  **• Adjectives**  **• Adverbs of manner, sequence, place**  **• Imperatives**  **• Third conditional** |

PERIODO 1 GRADO 9

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| **META/GOAL** | **OBJETIVOS/OBJECTIVES** |
| Valorar el impacto de las TIC en la vida diaria.  Value the impact of ICT in daily life | • Exchanges information on academic subjects through role-playing.  • Produces medium length narrative oral and written texts related to academic subjects.  • Identifies relations of cause and effect in medium length narrative oral and written texts related to academic subjects. |

GRADO 9

TAREAS/PROYECTOS Y PROBLEMAS

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| **PRIMER PERIODO** | 1. Identify daily activities related to the use of ICT by classmates through a survey. 2. Investigate the effects of ICT in daily life using narrative written texts reviewed   Prepare an analysis chart of the similarities and differences on the impact of ICT on daily life identified in the survey and in the investigation. 4. Hold a debate on the impact of ICT on daily life. 5. Write a descriptive text on the impact of ICT on daily life. |

**GRAMMAR FOR 9TH GRADERS: Conditionals. • Modals of obligation: Should, ought to, had better. • Comparative and superlative. • Present perfect tense. • Future perfect tense.** Present, past and future tense • Present, past and future perfect tense • Modals • Reported speech

**GRADO 9**

**PERIODO/MODULO** 1

GLOBALIZATION: SOCIAL PHENOMENA

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| **ESTANDARES** | **COMPETENCIAS** | **INDICADORES DE DESEMPEÑO (SABER-HACER-SER)/ PERFORMANCE INDICATORS (KNOWING-DOING-BEING)** | **LOGROS /LANGUAGE FUNCTIONS** | **DBA** | **CONTENIDO /CONTENT** |
| **B1:** Es capaz de comprender los puntos principales de textos claros y en lengua estándar si tratan sobre cuestiones que le son conocidas, ya sea en situaciones de trabajo, de estudio o de ocio. Sabe desenvolverse en la mayor parte de las situaciones que pueden surgir durante un viaje por zonas donde se utiliza la lengua. Es capaz de producir textos sencillos y coherentes sobre temas que le son familiares o en los que tiene un interés personal. Puede describir experiencias, acontecimientos, deseos y aspiraciones, así como justificar brevemente sus opiniones o explicar sus planes. | **LINGÜÍSTICA (1)**  **PRAGMATICA (2)**  **SOCIOLINGUISTICA (3)**  **B 1.1**   |  | | --- | | Listening: 2,3,7,8 | | Reading:4,6,8,9,10 | | Writing: 4,5,6,7,10 | | Monologue: 3,4,6,7 | | Conversation:1,2,4 | | |  |  |  | | --- | --- | --- | | KNOWING |  |  |   .  Recognizes opinions and points of view.  • Recognizes vocabulary related to current social phenomena.  • Identifies the chronological order of past and future actions.  • Infers consequences derived from an action  DOING  • Identifies ideas related to the effects of ICT in daily life in narrative oral and written texts used in class.  • Requests information on daily activities related to the use of ICT through previously prepared information questions (Whquestions).  • Gives information on daily activities related to the use of ICT through adequate vocabulary and structures.  • Presents the effect of ICT on daily life in an oral and rehearsed way.  • Requests justification of the information orally presented by peers.  • Prepares a narrative written text on the effects of ICT on daily life based on information obtained from different sources  BEING  Respects the points of view of others.  • Actively participates in class activities.  • Recognizes advantages and disadvantages of ICT on daily life | Gives opinions on current social phenomena.  • Justifies points of view on current social phenomena.  • Gives and requests information related to current social phenomena.  • Describes past experiences and future plans related to current social phenomena.  • Expresses conditions related to current social phenomena | 1. Explains reasons behind plans and actions related to his/her personal, school and community environment.  2.Recognizes cause and effect relationships in short written texts on academic topics.  Summarizes information s/he has read or listened to on academic and school related topics through a structured written text.  4.Makes short presentations on academic topics of interest.  5.Expresses his/her opinion on an academic topic discussed in class.  Identifies the type, purpose, and parts of a short written or oral text and shares ideas with classmates.  7.Exchanges information about academic and general interest topics in a conversation.  8.Produces medium length texts making recommendations or suggestions related to situations of academic, social, or personal interest. | **Information technologies**  • Social network  • Application (Apps)  • Blogs  • Download / upload  • Website  • Save as  • Password  • Access  **Connectors of cause and effect:**  • Consequently  • As a result  • Therefore  • For this reason  • Because  • As  • Since  **Expressions to suggest**  • If I were you, I would…  • Have you thought about…?  • Why don't you…?  • In your position, I would…"  • You should perhaps…"  • You could always  **Expressions to give an opinion**  • I (really) think that …  • I believe (that) …  • I’m sure that …  • In my opinion / My opinion is …  • I agree with …  • I guess/imagine …  • I have no doubt that / I’m certain that …  • I strongly believe that …  • I’ve never really thought about this before, but …  • My personal opinion is that / Personally, my opinion is that  • To be honest / In my honest opinion, …  • I could be wrong, but …  • I’m positive that …  • I’m pretty sure that …  • It seems to me that …  • Some people may disagree with me, but …  • This is just my opinion, but  **GRAMMAR**  **Conditionals.**  **• Modals of obligation: Should, ought to, had better.**  **• Comparative and superlative.**  **• Present perfect tense.**  **• Future perfect tense.** |

PERIODO 2 GRADO 9

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| **META/GOAL** | **OBJETIVOS/OBJECTIVES** |
| Proponer acciones de reducción de inequidades (género, acceso a educación) en la comunidad.  Propose actions to reduce inequities (gender, access to education) in the community | •  Produces medium length narrative oral and written texts on topics related to the social environment.  • Exchanges information on topics related to the social environment through conversation.  • Identifies relations of contrast and addition in medium length oral and written texts on topics related to the social environment. |

**GRADO 9**

TAREAS/PROYECTOS Y PROBLEMAS

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| **SEGUNDO PERIODO** | Investigate and summarize texts addressed to adolescents on social inequity issues (gender, access to education, health). 2. Share situations of social inequity in their environment. 3. In groups, identify similarities and differences in situations of inequity described. Decide in the same groups on actions to propose to decrease such inequi.  5. Write a medium length descriptive text on the possible actions to decrease inequity in different scopes of society |

**PERIODO/MODULO** 2

SUSTAINABILITY: REDUCTION OF INEQUITIES

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| **ESTANDARES** | **COMPETENCIAS** | **INDICADORES DE DESEMPEÑO (SABER-HACER-SER)/ PERFORMANCE INDICATORS (KNOWING-DOING-BEING)** | **LOGROS /LANGUAGE FUNCTIONS** | **DBA** | **CONTENIDO /CONTENT** |
| **B1:** Es capaz de comprender los puntos principales de textos claros y en lengua estándar si tratan sobre cuestiones que le son conocidas, ya sea en situaciones de trabajo, de estudio o de ocio. Sabe desenvolverse en la mayor parte de las situaciones que pueden surgir durante un viaje por zonas donde se utiliza la lengua. Es capaz de producir textos sencillos y coherentes sobre temas que le son familiares o en los que tiene un interés personal. Puede describir experiencias, acontecimientos, deseos y aspiraciones, así como justificar brevemente sus opiniones o explicar sus planes. | |  | | --- | | **B1.1**  Listening: 2,7,8 | | Reading: 6,8,9, | | Writing:5,7,10 | | Monologue: 3,6,7 | | Conversation:1,2,4 | | |  |  |  | | --- | --- | --- | | KNOWING |  |  |   • Recognizes situations of inequity in subjects such as access to education and gender.  • Recognizes the structure of narrative written texts.  • Distinguishes relations of contrast and addition.  • Identifies basic structures of past, future and conditional tenses.  DOING  •Identifies ideas related to situations of lack of equity in society in oral and written descriptive texts used in class.  • Describes, orally, situations of lack of equity related to their personal environment.  • Formulates clarification questions about the descriptions of situations of inequity reported by classmates.  • Identifies, with help, similarities and differences in the stories told about situations of inequity in the social environment.  • Expresses his opinion about possible actions to handle inequity problems.  BEING  Values and respects differences.  • Recognizes the importance of equity in society.  • Assumes a critical position regarding social subjects of interest. | Expresses agreements and disagreements on topics related to the social environment.  • Justifies points of view on topics related to the social environment.  • Gives opinions on topics related to the social environment.  • Expresses future plans and conditions on topics related to the social environment.  • Describes past experiences | 5.Expresses his/her opinion on an academic topic discussed in class.  Identifies the type, purpose, and parts of a short written or oral text and shares ideas with classmates.  7.Exchanges information about academic and general interest topics in a conversation.  8.Produces medium length texts making recommendations or suggestions related to situations of academic, social, or personal interest. | **Opposites**  • Woman – women  • Man – Men  • Child- children  • Person –People  • Just - Unjust  • Wrong - right  • Fair – unfair  • Lack of…  **Expressions of contrast and addition**  • Compared to…  • In addition to…  • Nevertheless…  • Whereas….  • On the other hand…  • However…  • Despite….  • Moreover…  • Besides…  **Expressions to request clarification**  • Could you expand a little bit on what you said about …?  • Could you be more specific about…?  • Something else I’d like to know is…  • If I have understood you correctly, your point is that…  • I didn’t understand what you said about…  • I’m sorry; could you repeat what you said about …?  • Sorry, but I’m not quite clear about…  **Expressions to make an oral**  **presentation**  • Today, we would like to present...  • Good afternoon, our purpose today is…  • My group members are… and I am…  **Expressions to summarize ideas**  • On the whole…  • Basically he/she is saying that….  • In this text, the author argues that….  • To support the main claim, the author provides evidence that suggests  • That…  **GRAMMAR**  **Present, past and future tense**  **• Present, past and future perfect tense**  **• Conditionals**  **• Modals**  **• Reported speech** |

**GRADO 9**

TAREAS/PROYECTOS Y PROBLEMAS

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| **TERCER PERIODO** | |  |  |  | | --- | --- | --- | | **PROJECT** | | | | **For the teacher**  Activate prior knowledge of students on the prevention of the most common disease in their environment. Write down the ideas suggested on the board. When they have shared their prior knowledge on the subject, explain that they will carry out a project to create a campaign for the prevention of a common illness in their community. Clearly explain that the campaign must include listening, reading, speaking and writing activities. Suggest to students paths such as: • Investigate about the characteristics, symptoms and forms of prevention of a disease assigned. • Represent graphically the information on symptoms and the prevention plan for the disease assigned.  • Make a written report on the disease assigned following a model provided by the teacher and practiced in class. • Select and organize the pertinent information to create a plan for disease prevention following a model provided. • Make a poster and an oral presentation describing the disease, the symptoms and the forms of prevention.  • Interact with the class to evaluate the prevention plans presented. While the students work in their campaigns, supervise their work and take notes on areas that arise to go through them as a group in grammar, vocabulary and functions workshops or mini-lessons. These workshops may include: 1. Modeling the writing process of the text going through the different stages from brainstorming, initial draft and review. 2. Help define the lists of characteristics and social behaviors. | | | | **What do you know or understand**  From the results/ knowledge previously shared, students work in groups to summarize what they already know on  the subject and decide on the steps to follow. | **What do you want to know or understand**  • The students must plan the development of the project in stages, giving each stage an objective on what to do and how to do it.  • They must identify what vocabulary structures or expressions must be used in the activity.  • They must assign roles within the group to carry out the task in the best way possible. | **What did you learn**  • Students present their projects to the class.  • The student individually writes a reflection in a preestablished format about what he has learned on the subject and receives feedback from the teacher. | |

PERIODO 3 GRADO 9

**GRADO 9**

**PERIODO/MODULO** 3

HEALTH: DISEASE PREVENTION

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| **META/GOAL** | **OBJETIVOS/OBJECTIVES** |
| Establecer prácticas de prevención de enfermedades en la región.  Establish illness prevention practices in the region. | •• Prepare oral and written texts on recommendations of subjects of interest.  • Exchange information on subjects of interest through forums.  • Identify information on subjects of interest in short descriptive oral and written texts. |

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| **ESTANDARES** | **COMPETENCIAS** | **INDICADORES DE DESEMPEÑO (SABER-HACER-SER)/ PERFORMANCE INDICATORS (KNOWING-DOING-BEING)** | **LOGROS /LANGUAGE FUNCTIONS** | **DBA** | **CONTENIDO /CONTENT** | |
| Es capaz de comprender los puntos principales de textos claros y en lengua estándar si tratan sobre cuestiones que le son conocidas, ya sea en situaciones de trabajo, de estudio o de ocio. Sabe desenvolverse en la mayor parte de las situaciones que pueden surgir durante un viaje por zonas donde se utiliza la lengua. Es capaz de producir textos sencillos y coherentes sobre temas que le son familiares o en los que tiene un interés personal. Puede describir experiencias, acontecimientos, deseos y aspiraciones, así como justificar brevemente sus opiniones o explicar sus planes. | **B1.1**   |  |  | | --- | --- | | Listening: 1,5,7,10 |  | | Reading: 4,7,8,11 |  | | Writing:6,7,8 |  | | Monologue: 3,5,6, |  | | Conversation:1,4,6 | | |  |  |  | | --- | --- | --- | | KNOWING |  |  |   . Identifies preventable diseases in their environment.  • Recognizes vocabulary and expressions related to common preventable diseases.  • Selects pertinent bibliographical sources for his work.  • Chooses appropriate information to support points of view  DOING  Identifies information related to preventable diseases in medium length oral and written texts.  • Formulates questions on the most common methods of prevention of a disease common to their context.  • Orally presents the methods of disease prevention.  • Presents a prevention plan of a disease assigned based on relevant facts, specific details and references.  • Expresses, orally, opinions on prevention plans presented by classmates.  BEING  Recognizes the active role in disease prevention.  • Respects the points of view of others.  • Expresses disagreements in a respectful way | Give recommendations on subjects of general interest.  • Express opinions on subjects of general interest.  • Express agreements and disagreements related to subjects of general interest.  • Describe past experiences and future plans.  • Give and request information on subjects of general interest.  • Report information presented by his peers.  • Express actions following a logical sequence. | .Expresses his/her opinion on an academic topic discussed in class.  Identifies the type, purpose, and parts of a short written or oral text and shares ideas with classmates.  7.Exchanges information about academic and general interest topics in a conversation.  8.Produces medium length texts making recommendations or suggestions related to situations of academic, social, or personal interest. | **Parts of the body**  • Abdomen  • Heart  • Back  • Kidney  • Liver  • Lung  • Backbone  • Skull  **Diseases and symptoms**  • Dengue  • Chikunguya  • Influenza (Flu)  • Malaria  • Mosquito bite  • Viral infection  • Muscle pain  • Fatigue  • Virus  • Parasite  • Anaemia  • Rash  • Nausea  **Transition words**  • Therefore  • Consequently  • Accordingly  • Thus  • Hence  • As a result  **Expressions to describe symptoms**  • Germs can spread diseases such as  • The flu is a contagious disease.  • I am suffering from…  • My doctor told me I have…  • I am feeling sick.  Expressions to quote  • According to …(2000)  • The author states . . .  • The author suggests . . .  • As … states . . .  **Expressions to introduce a subject:**  • Today's topic is...  • What I want to do today is...  • What we are going to cover today is...  • Today, I am going to talk about..  • **Expresiones para concluir**:  • I tried to demonstrate…  • In conclusion  • Now, to sum up...  • I think this can be  prevented by…. 7  **GRAMMAR**  **Adverbs of frequency and sequence**  **• Imperatives: Take…, drink…; Don´t…**  **• Modals: should, would, ought to, had better**  **• Present perfect tense**  **• Past tense**  **.**  **•** |

PERIODO 4 GRADO 9

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| **META/GOAL** | **OBJETIVOS/OBJECTIVES** |
| Generar conciencia sobre los derechos de los ciudadanos.  Generate awareness about citizens’ rights | Identifies points in favor and against oral and written texts related to social topics.  • Produces medium length argumentative oral and written texts about social topics.  • Exchanges information about social topics in a debate |

**GRADO 9**

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| **CUARTO PERIODO** | |  |  | | --- | --- | | **PROBLEM** | | | **For the teacher:** | **Problem** | | • Identify oral or written texts related to the exercise of citizens’ rights.  • Design activities of analysis of the texts that lead students to assess their role as citizens to identify actions to exercise in civil society.  • Guide the students in the comparison of civil citizens’ rights proposed and those exercised in their community.  • Provide and model oral and written texts on the presentation of the comparative analysis and the corresponding proposal of actions.  • Monitor the content of the presentations prepared to provide support  • Accompany students in the construction of an argumentative text titled Do´s and Don´ts related to the exercise of citizens’ rights.  • Assess the work presented following rubrics and assessment criteria previously shared with the students. | The students organize in groups of 3 or 4 to:  • Identify, compare and assess real citizens’ rights and those exercised by the members of their community.  • Prepare an oral presentation comparing and  assessing the exercise of citizens’ rights.  • Produce oral and written texts proposing actions for the adequate exercise of citizens’ rights: Do´s & Don´ts. | |

**GRADO 9**

**PERIODO/MODULO** 4

DEMOCRACY AND PEACE: CITIZENS’ RIGHTS

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| **ESTANDARES** | **COMPETENCIAS** | **INDICADORES DE DESEMPEÑO (SABER-HACER-SER)/ PERFORMANCE INDICATORS (KNOWING-DOING-BEING)** | **LOGROS /LANGUAGE FUNCTIONS** | **DBA** | **CONTENIDO /CONTENT** |
| Es capaz de comprender los puntos principales de textos claros y en lengua estándar si tratan sobre cuestiones que le son conocidas, ya sea en situaciones de trabajo, de estudio o de ocio. Sabe desenvolverse en la mayor parte de las situaciones que pueden surgir durante un viaje por zonas donde se utiliza la lengua. Es capaz de producir textos sencillos y coherentes sobre temas que le son familiares o en los que tiene un interés personal. Puede describir experiencias, acontecimientos, deseos y aspiraciones, así como justificar brevemente sus opiniones o explicar sus planes. | **B1.1**   |  |  | | --- | --- | | Listening: 1,5,7,10 |  | | Reading: 4,7,8,11 |  | | Writing:6,7,8 |  | | Monologue: 3,5,6, |  | | Conversation:1,4,6 | | |  |  |  | | --- | --- | --- | | KNOWING |  |  |   Identifies information related to citizens' rights.  • Recognizes vocabulary and expressions related to citizens' rights.  • Selects relevant bibliographical sources.  • Chooses appropriate information to support points of view.  DOING  Identifies specific information related to citizens' rights in oral and written texts.  • Requested information on citizens' rights exercised by their families.  • Develops a comparative table on the rights of citizens and the general identified by colleagues in the class.  • Presents actions of generation of awareness of citizens' rights.  • Expresses orally and with solid arguments, opinions on the actions suggested by the classmates of the class.  BEING  Recognizes own civil rights as a citizen.  • Identifies its role as a citizen in the community.  • Respects the views of others.  • Express disagreements in a respectful manner | Expresses opinions about social topics.  • Expresses agreements and disagreements related to social topics.  • Describes past experiences and future plans.  • Gives and requests information on social topics.  • Expresses actions following a logical sequence. | Expresses his/her opinion on an academic topic discussed in class.  Identifies the type, purpose, and parts of a short written or oral text and shares ideas with classmates.  7.Exchanges information about academic and general interest topics in a conversation.  8.Produces medium length texts making recommendations or suggestions related to situations of academic, social, or personal interest. | **Rights**  • Right to vote freely  • Right to receive health, and basic services  • Dignity and identity  • Civil disobedience  **Expressions of advantages and**  **disadvantages**  • One advantage could be...  • The main disadvantage of this is…  • The good point is…  • The best part about... is  **Expressions to present a project**  • Today, we would like to present...  • Good afternoon, our purpose today is…  • My group members are… and I am…  **Expressions to explain policies**  • In the past, women could not vote….  • The Government planned  **Grammar**  • **Past tense**  **• Past perfect tense**  **• Present tense**  **• Conditionals** |

PERIODO 1 GRADO 10

**GRADO 10**

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| **META/GOAL** | **OBJETIVOS/OBJECTIVES** |
| Impulsar el uso de prácticas éticas y de convivencia ciudadana (ej. No respeta la fila, plagio) en el entorno escolar.  Promote ethical behaviors regarding citizenship and living together (e.g. cutting in line, plagiarism) competences in school. | Distinguish the main information of oral texts related to academic subjects of interest.  • Identify general and specific information in narrative oral and written texts related to academic subjects of interest.  • Prepare a written text of recommendations on academic subjects of interest.  • Make an oral presentavtion on academic subjects of interest.  • Exchange opinions in a round table on academic subjects of interest. |

**TAREAS/PROYECTOS Y PROBELMAS POR PERIODOS**

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| **PRIMER PERIODO** | |  |  |  | | --- | --- | --- | | PROJECT | | | | **For the teacher** Activate the prior knowledge of students on the most common ethical and coexistence practices in their community. Write down the ideas suggested on the board. When they have shared their previous knowledge on the subject, they are told they will be carrying out a project to create an advertisement campaign to promote awareness about these practices at school. Clearly explain that the campaign must include listening, reading, speaking and writing activities. Suggest to the students paths such as:  • Record a video of classmates performing practices incorrectly. • Design a poster on the basic rules to coexist in the classroom. • Make posters to encourage the use of ethical and citizen coexistence practices within the school environment (restrooms, cafeteria, hallways, library, etc.) • Dramatize the impact of using ethical and citizen coexistence practices in the school environment. While students work on their projects, monitor their work and take notes on teamwork | | | | **What do you know or**  **understand**  From the results/knowledge previously shared, students work in groups to reach  agreements on the topic  and decide on steps to  follow. | **What do you want to know or understand**  • Students must plan the development of the project in stages, giving each stage an objective on what to do and how to do it.  • They must identify what vocabulary, structures or expressions should be used in the activity.  • They must assign roles within the group to carry out the task in the best way possible. | **What did you learn**  • Students present their projects to the class and the educational community.  • The student individually writes a reflection on the importance of ethical and citizen coexistence practices in the school environment and receives feedback from the teacher. | |

**GRAMMAR FOR 10TH GRADERS:** Present, past and future tense and perfect tense • Conditionals • Modals • Reported speech Future tense • Questions with which? • This/These, that/those, one/ones • Too + adjetives Present tense and continuous verb tense • Past tense and continuous verb tense • Infinitives of purpose It’s + adjective+ infinitive

**GRADO 10**

**PERIODO/MODULO** 1

DEMOCRACY AND PEACE: DUTIES

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| **ESTANDARES** | **COMPETENCIAS** | **INDICADORES DE DESEMPEÑO (SABER-HACER-SER)/ PERFORMANCE INDICATORS (KNOWING-DOING-BEING)** | **LOGROS /LANGUAGE FUNCTIONS** | **DBA** | **CONTENIDO /CONTENT** |
| Es capaz de comprender los puntos principales de textos claros y en lengua estándar si tratan sobre cuestiones que le son conocidas, ya sea en situaciones de trabajo, de estudio o de ocio. Sabe desenvolverse en la mayor parte de las situaciones que pueden surgir durante un viaje por zonas donde se utiliza la lengua. Es capaz de producir textos sencillos y coherentes sobre temas que le son familiares o en los que tiene un interés personal. Puede describir experiencias, acontecimientos, deseos y aspiraciones, así como justificar brevemente sus opiniones o explicar sus planes. | **B1.2**   |  |  | | --- | --- | | Listening: 2,5,6,7,9 |  | | Reading: 3,6,7,10 |  | | Writing:1,2,6 |  | | Monologue: 2,3,5,6, |  | | Conversation:2,3,4,6 | | |  |  |  | | --- | --- | --- | | KNOWING |  |  |   Recognizes general and specific information in narrative and descriptive oral and written texts related to subjects of academic interest.  • Distinguishes expressions related to: cause/effect, summary, clarification, etc.  • Identifies basic structures of present, past and future tense and perfect tense.  • Differentiates the structures of real and unreal conditionals  DOING  Prepares written texts on recommendations on subjects of academic interest.  • Makes an oral presentation on subjects of academic interest.  • Exchanges opinions in a round table on subjects of academic interest.  • Summarizes, with the help of classmates, information about causes and solutions to a conflict between teachers and students based on paraphrasing strategies studied.  • Asks questions and requests clarifications in a survey addressed to students and teachers on possible school conflicts, using clear pronunciation and adequate intonation.  BEING  Values and respects the opinion of others.  • Recognizes the importance of language in conflict resolution.  • Appreciates cultural contributions of his community and other communities.  • Assumes a critical position regarding academic and social subjects of interest | Request information on social practices and activities.  • Express agreements and disagreements.  • Express conditions.  • Request clarification on information presented by peers.  • Summarize oral and written information obtained from different sources.  • Support opinions with valid arguments. | 1.Recognizes general and specific information in written and oral opinion texts and discussions on familiar topics.  2.Explains ideas presented in an oral or written text about topics of interest or that are familiar through the use of previous knowledge, inferences or interpretations. | **School problems and how to**  **handle them**  • Cheating  • Using electronic devices in class  • Plagiarism  **Expressions to request**  **clarificatio**n  • Could you expand a little bit on what you said about …?  • Could you be more specific about…?  • Something else I’d like to know is…  • If I have understood you correctly, your point is that…  • I didn’t understand what you said about…  • I’m sorry; could you repeat what you said about …?  • Sorry, but I’m not quite clear about  **Expressions to make an oral presentation**  • Today, we would like to present...  • Good afternoon, our purpose today is…  • My group members are… and I am…  **Expressions of cause and effect**  • Because of...then  • In spite of, it was…  • Therefore, because of A, B happened.  **Expressions to summarize ideas**  • On the whole…  • Basically he/she is saying that….  • In this text, the author argues that….  • To support the main claim, the author provides evidence that suggests  • That…  **Grammar**  • **Present, past and future tense and perfect tense**  **• Conditionals**  **• Modals**  **• Reported speech** |

PERIODO 2 GRADO 10

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| **META/GOAL** | **OBJETIVOS/OBJECTIVES** |
| Evaluar el impacto en la salud de prácticas culturales y sociales (piercings, tatuajes, deportes extremos y sedentarismo).  Evaluate the impact of cultural and social practices (piercings, tattoos, extreme sports, and sedentary lifestyle) on health | • Recognizes implicit information in argumentative oral and written texts related to subjects of interest.  • Produces simple argumentative oral and written texts on subjects of interest.  • Exchanges opinions in spontaneous conversations. |

**GRADO 10**

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| **SEGUNDO PERIODO** | |  |  |  | | --- | --- | --- | | PROJECT | | | | **For the teacher** Activate the prior knowledge of students on the impact of cultural and social practices on health, such as the use of piercings, tattoos, extreme sports and sedentary lifestyle in adolescence. Write down the ideas suggested on the board. When they have shared their prior knowledge on the subject, explain that they will be conducting a survey among adolescents in their environment on the impact these practices have on the health of adolescents. Clearly explain that the survey must include listening, reading, speaking and writing activities. Suggest to the students paths such as: • Focus the survey on one of these subjects: extreme sports, piercings, tattoos, etc.  • Record a video of classmates answering the survey. • Design a graph with the results of the survey. • Present the results of the survey. • Draft an argumentative text in which the student justifies his position on the subject. While students work on their projects, supervise their work and take notes on teamwork | | | | **What do you know or**  **understand**  From the results/ knowledge previously shared, students work in groups to reach  agreements on the subject  and decide on steps to  follow. | **What do you want to know or understand**  • Students must plan the development of the project in stages, giving each stage an objective about what to do and how to do it.  • They must identify vocabulary, structures orexpressions they must use in the activity.  • They must assign roles within the group to carry out the task in the best way possible. | **What did you learn**  • Students present their projects to the class.  • The student individually writes an argumentative text defending his points of view and receives feedback from the teacher | |

**GRADO 10**

**PERIODO/MODULO** 2

HEALTH: CULTURAL AND SOCIAL PRACTICES

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| **ESTANDARES** | **COMPETENCIAS** | **INDICADORES DE DESEMPEÑO (SABER-HACER-SER)/ PERFORMANCE INDICATORS (KNOWING-DOING-BEING)** | **LOGROS /LANGUAGE FUNCTIONS** | **DBA** | **CONTENIDO /CONTENT** |
| Es capaz de comprender los puntos principales de textos claros y en lengua estándar si tratan sobre cuestiones que le son conocidas, ya sea en situaciones de trabajo, de estudio o de ocio. Sabe desenvolverse en la mayor parte de las situaciones que pueden surgir durante un viaje por zonas donde se utiliza la lengua. Es capaz de producir textos sencillos y coherentes sobre temas que le son familiares o en los que tiene un interés personal. Puede describir experiencias, acontecimientos, deseos y aspiraciones, así como justificar brevemente sus opiniones o explicar sus planes. | **B1.2**   |  |  | | --- | --- | | Listening: 2,3,,7,9,10 |  | | Reading: 1,2,3,4, 6,7,8 |  | | Writing:1,2,4,5,7 |  | | Monologue: 2,3,4,5,6,8 |  | | Conversation:1,2,3,4,6 | | |  |  |  | | --- | --- | --- | | KNOWING |  |  |   Recognizes words and expressions about certain cultural and social practices in readings and oral texts.  • Identifies information about the most common cultural and social practices.  • Recognizes general and specific information in narrative and descriptive oral and written texts related to academic subjects of interest.  • Distinguishes expressions related to: cause/effect, summary, etc.  • Identifies basic structures of present, past and future tense and perfect tense.  • Differentiates real and unreal conditional structures  DOING  Produces advertising texts on cultural and social practices causing health problems for people.  • Orally and respectfully justifies his point of view on the most effective campaign based on vocabulary, expressions and structures studied.  • Makes an oral presentation of an advertisement campaign clearly and with confidence.  BEING  • Respects personal and cultural differences.  • Recognizes consequences of certain cultural and social health practices of people | Expresses agreements and disagreements based on valid reasons.  • Recognizes different points of view.  • Requests clarification about information presented by peers.  • Expresses agreements and disagreements through different points of view.  • Justifies a point of view.  • Defends a point of view with valid arguments  . | .Recognizes general and specific information in written and oral opinion texts and discussions on familiar topics.  2.Explains ideas presented in an oral or written text about topics of interest or that are familiar through the use of previous knowledge, inferences or interpretations. | **Extreme sports:**  • Skateboarding  • Windsurfing  • Parachute  • Jet skis  • Rock climbing  • Motocross  **Eating disorders:**  • Anorexia  • Bulimia  Health in general:  • Body image  • Nutrition  • Symptom  • Binge  • Purge  **Expressions to clarify:**  • What I hear you say is….  • If I….  • You should have….  • In sum,  **Expressions to present a project:**  • Today, we would like to present...  • Good afternoon, our purpose today is…  • My group members are… and I am…  **Expressions to give an opinion:**  • I think that…  • It is my opinion that…  • I really believe that…  **Expression to describe conditions**  • If A…., then B….  • Given these conditions, we will…  • Whether or not…  **Expressions to talk about customs:**  • They normally use/ dress …  • They pierce their ears with spacers.  • Some have tattoos everywhere.  **Expressions to describe tables or diagrams**  • This diagram demonstrates a rise in illness.  • This table shows a slight decrease in hospitalization.  **Expressions to talk about consequences**  • If that happened to me, I could live  with it.  • I would be scared, if I got an infection.  • He got sick, because his pierced his ear himself.  **Grammar**  **• Present, past and future tense and perfect tense**  **• Conditionals**  **• Modals** |

PERIODO 3 GRADO 10

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| **META/GOAL** | **OBJETIVOS/OBJECTIVES** |
| Analizar el fenómeno de la Moda Desechable.  Analyze the Fast Fashion phenomenon. | Identifies the point of view of the author in argumentative oral and written texts related to academic subjects.  • Participates in conversations on academic subjects.  • Expresses points of view in simple argumentative written and oral texts on academic subjects. |

**GRADO 10**

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| **TERCER PERIODO** | |  |  |  | | --- | --- | --- | | **PROJECT** | | | | **For the teacher** Activate the prior knowledge of students about the fast fashion phenomenon. Write down the ideas suggested on the board.  When they have shared their prior knowledge on the subject, explain to them that they will have a debate on the subject. Clearly explain that the debate must include listening, reading, speaking and writing activities. Suggest to the students paths such as: • Search for information from reliable sources. • Prepare to defend or attack points of view.  • Use notes as aids. • Dramatize the fast fashion phenomenon. While the students work in their projects, supervise their work and take notes on teamwork. | | | | **What do you know or understand**  From the results/ knowledge previously shared, students work in groups to reach agreements on the subject and decide on the steps to follow. | **What do you want to know or**  **understand**  • Students must plan the development of the project in stages, giving each stage an objective on what to do and how to do it.  • They must identify what vocabulary, structures or expressions they must use for the activity.  • They must prepare with good arguments to defend or attack during the debate. | **What did you learn**  • Students are divided into two groups, defense and attack, and regardless of their position they must present valid arguments.  • After the debate, the student individually writes an argumentative text reflecting his opinion on the subject. | |

**GRADO 10**

**PERIODO/MODULO** 3

SUSTAINABILITY: FAST FASHION

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| **ESTANDARES** | **COMPETENCIAS** | **INDICADORES DE DESEMPEÑO (SABER-HACER-SER)/ PERFORMANCE INDICATORS (KNOWING-DOING-BEING)** | **LOGROS /LANGUAGE FUNCTIONS** | **DBA** | **CONTENIDO /CONTENT** |
| Es capaz de comprender los puntos principales de textos claros y en lengua estándar si tratan sobre cuestiones que le son conocidas, ya sea en situaciones de trabajo, de estudio o de ocio. Sabe desenvolverse en la mayor parte de las situaciones que pueden surgir durante un viaje por zonas donde se utiliza la lengua. Es capaz de producir textos sencillos y coherentes sobre temas que le son familiares o en los que tiene un interés personal. Puede describir experiencias, acontecimientos, deseos y aspiraciones, así como justificar brevemente sus opiniones o explicar sus planes. | **B1.2**   |  |  | | --- | --- | | Listening: 2,5,6,8 |  | | Reading: 1,3,4,6,7,8,10 |  | | Writing:1,2,3,6 |  | | Monologue: 1,2,3,6,8 |  | | Conversation:2,3,4,6 | | |  |  |  | | --- | --- | --- | | KNOWING |  |  |   • Summarizes relevant information in texts related to the fashion phenomenon, using strategies to prepare summaries.  • Recognizes general and specific information in narrative and descriptive oral and written texts related to academic subjects of interest.  • Distinguishes expressions related to fashion.  • Identifies basic structures of present, past and future tense.  • Differentiates the structures of real and unreal conditionals.  DOING  Formulates questions about fast fashion and its effects on the community using defined expressions.  • Shares his position about the subject of interest orally  • Supports in writing a position about the subject of interest using structured reasons following a defined sample.  • Makes an oral presentation about academic subjects of interest  BEING  Values and respects the opinion of others.  • Assumes a critical position about academic and social subjects of interest | • Asks questions and gives opinions and points of view.  • Justifies points of view.  • Identifies and describes objects.  • Talks about preferences | 3.Writes narrative, descriptive and explanatory texts related to topics of interest or that are familiar to him/her.  4.Composes clear and well-structured oral or written messages taking into consideration the context in which they are produced  Exchanges opinions on topics of personal, social, or academic interest.  . | **Clothing, accessories and fashion**  • Jeans, T-shirt, shoes, blouse, popular trends, bag etc.  • Long/short sleeves /sleeveless - Side-pocket/Inside-pockets - V-neck/ Round neck - Low neckline - Hooded - Tight/lose - Baggy - Colorful /extravagant  • Striped,checked, plaid/tartan, patterned, flowery/ floral  • Cotton, leather, silk, fur, denim, wool , suede, linen, rubber, nylon  • Model/supermodel/male model, designer, hairdesser, tailor, Fashion victim, Street market clothes  **Expressions about fashion**  • To be trendy/cool/fashionable/ unfashionable.  • To be in fashion.  • To come into fashion.  • To go out of fashion.  • To wear designer labels. To be stylish.  • To follow the latest fashion.  • To be interested in fashion.  • To shop in trendy stores.  • To spend money on clothes/buying clothes.  **Expressions of opinion**  • In my opinion, that one would be better.  • If you ask me, that one's better.  • In my way of thinking, this one's fine.  • I think is that one's better.  • For me, that one's better.  • I believe that…  • I'm not so sure about that…  **Present and past tense**  **• Present perfect tense**  **• Future tense**  **• Questions with which?**  **• Conditionals**  **• This/These, that/those, one/ones**  **• Too + adjetives** |

PERIODO 4 GRADO 10

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| **META/GOAL** | **OBJETIVOS/OBJECTIVES** |
| . Valorar el papel de la globalización en los productos de uso cotidiano.  Value the role of globalization in the use of everyday products. | Recognizes general and specific ideas in short argumentative written texts on academic and scientific subjects.  • Structures argumentative oral and written texts about academic and scientific subjects.  • Expresses opinions about academic and scientific subjects in spontaneous interactions. |

**GRADO 10**

**TAREAS/PROYECTO Y PROBLEMAS POR GRADOS**

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| **CUARTO PERIODO** | |  |  | | --- | --- | | **PROBLEM** | | | **For the teacher** | **Problem** | | • Identify oral and written texts related to the role of globalization in the use of everyday products.  • Design activities of analysis of texts that lead students to assess the role of globalization in the use of everyday products.  • Guide the students in the comparison of advantages and disadvantages related to globalization in the use of everyday products.  • Provide and model oral and written texts on the presentation of the comparative analysis and the corresponding proposal of actions.  • Monitor the content of the presentations prepared to provide support.  • Accompany the students in the construction of an argumentative text titled advantages and disadvantages of globalization in the use of everyday products.  • Assess the work presented following the rubrics and criteria previously shared with the students. | The students are organized in groups of 3 or 4 to:  • Identify, compare and assess globalization in the use of everyday products.  • Prepare an oral presentation comparing and assessing globalization in the use of everyday products.  • Produce oral and written texts arguing the advantages and disadvantages of globalization in the use of everyday products. | |

**GRADO10**

**PERIODO/MODULO** 4

GLOBALIZATION: EVERYDAY GLOBALIZATION

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| **ESTANDARES** | **COMPETENCIAS** | **INDICADORES DE DESEMPEÑO (SABER-HACER-SER)/ PERFORMANCE INDICATORS (KNOWING-DOING-BEING)** | **LOGROS /LANGUAGE FUNCTIONS** | **DBA** | **CONTENIDO /CONTENT** |
| Es capaz de comprender los puntos principales de textos claros y en lengua estándar si tratan sobre cuestiones que le son conocidas, ya sea en situaciones de trabajo, de estudio o de ocio. Sabe desenvolverse en la mayor parte de las situaciones que pueden surgir durante un viaje por zonas donde se utiliza la lengua. Es capaz de producir textos sencillos y coherentes sobre temas que le son familiares o en los que tiene un interés personal. Puede describir experiencias, acontecimientos, deseos y aspiraciones, así como justificar brevemente sus opiniones o explicar sus planes. | **B1.2**   |  |  | | --- | --- | | Listening: 2,4,5,7,9,10 |  | | Reading: 1,3,5,67,10 |  | | Writing: 1,2,4,6 |  | | Monologue: 1,2,3,4,5,6 |  | | Conversation:1,2,3,4 | | |  |  |  | | --- | --- | --- | | KNOWING |  |  |   Summarizes relevant information in texts related to the globalization phenomenon.  • Recognizes general and specific information in narrative and descriptive oral and written texts related to academic subjects of interest.  • Distinguishes vocabulary and expressions related to globalization.  • Identifies basic structures of present, past and future tense.  • Differentiates the structure and use of the infinitive and gerund.  DOING  Formulates questions about globalization and its effects on the community using expressions defined.  • Shares a position about subjects of interest orally.  • Supports in writing a position about the subject of interest using structured reasons following a defined sample.  • Makes an oral presentation about academic subjects of interest.  BEING  Values and respects the opinion of others.  • Assumes a critical position about academic and social subjects of interest | • Expresses agreements and disagreements.  • Requests clarifications.  • Justifies points of view.  • Expresses conditions and opinions.  • Predicts future actions as a result of certain conditions.  • Makes hypotheses about advantages and disadvantages of a subject discussed. | 6.Holds spontaneous and simple conversations on topics of personal or academic interest or that are familiar to him/her.  7.Responds to questions and inquiries after an oral presentation on general or academic topics of interest | **Globalization**  • Affluence  • Manufacturing  • Technology  • Outsoource  • Dominate  • Emerge  • Capitalize  • Communication  • Appliances and devices  **Expressions to predict and give a hypothesis**  • I predict / imagine that…  • Given… I hypothesize that…  • If I use …then I predict… will happen.  • Based on past results, I predict…  • I deduced …. after analyzing … further.  • I discerned that because….  • I foresee …because….  **Expressions to infer**  • Based on … I infer that …  • I infer that… based on…  • My conjecture on… is….  • I anticipate that  Expressions to justify  • I believe this because…  • My primary reason for thinking so is…  • Perhaps the most convincing reason for this is…  **Expressions to persuade**  • Based on the evidence presented so far, I believe that…  • Although some people claim that…, opponents argue that….  • It is vital to consider…  • The advantages of … outweigh the disadvantages of … insofar as…  • The statistics are misleading because they do/not show…  • These [facts/reasons/data] strongly suggest that… Yet some argue..  **Grammar**  **• Present tense and continuous**  **verb tense**  **• Past tense and continuous verb tense**  **• Infinitives of purpose**  **It’s + adjective+ infinitive**  **• Gerunds**  **• Modals**  **• Reported Speech** |

PERIODO 1 GRADO 11

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| **META/GOAL** | **OBJETIVOS/OBJECTIVES** |
| Proponer acciones de sostenibilidad a partir de los 17 objetivos propuestos por la ONU.  Propose sustainable actions based on the 17 proposed UN objectives. | Expresses points of view in simple argumentative written and oral texts about academic subjects.  • Identifies explicit and implicit information in different types of texts about subjects of general interest.  • Structures different types of texts related to general and personal topics of interest.  • Exchanges oral information about topics of general and personal interest in debates |

**GRADO 11**

**TAREAS/PROYECTOS Y PROBLEMAS POR PERIODOS**

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| **PRIMER PERIODO** | |  |  |  | | --- | --- | --- | | PROJECT | | | | **For the teacher**  Talk to the students about what they know about the 17 objectives proposed by the UN, and explore their knowledge on subjects related to these objectives. Write down the ideas suggested on the board. When they have shared their prior knowledge on the subject, explain they will be carrying out a project in English about the sustainability actions that should be considered in Colombia considering these objectives and that they must propose their learning path. Clearly explain to them that they must include listening, reading, speaking and writing activities.While the students work on their plans, supervise and take notes on errors that arise to review them as agroup in grammar, vocabulary and functions workshops. These workshops may include:  1. Modeling an oral report and discussing with the students the moments and language required to do so.  2. Modeling the writing process of an argumentative text providing the different stages from brainstorming, initial draft and review.  Suggested projects include:  1. Present to the class an oral report on the written research work describing the possible actions to perform based on the 17 objectives established by the UN.  2. Show their knowledge through oral presentations, using graphs, tables, photos, etc. | | | | **What do you know or understand**  From the results/ knowledge previously shared, students work in pairs or groups to complete the table  with what they know or understand and can also work in small groups to:  • Present a list of sustainability actions based on the 17 objectives proposed by the UN.  • Design a survey to determine how much other people know about those objectives and what actions  their friends and teachers propose.  • Design posters to disclose the most relevant sustainability actions. | **What do you want to know or**  **understand**  • Students must plan the development of the project in stages, giving each stage an objective on what to do and how to do it.  • They must identify what vocabulary, structures or expressions they must use for the activity.  • They must assign roles within the group to carry out the task in the best way possible. | **What did you learn**  • Students present their projects to the group and select the best proposals of sustainability actions.  • The student writes an argumentative text presenting his position on the subject and receives feedback from the teacher | |

**GRAMMAR FOR 11TH GRADERS: ALL TENSES REVIEW • Conditionals • • Reported Speech • Connectors of cause and effect** **• Adverbs and intensifiers**

**GRADO11**

**PERIODO/MODULO** 1

SUSTAINABILITY: SUSTAINABILITY ACTIONS

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| **ESTANDARES** | **COMPETENCIAS** | **INDICADORES DE DESEMPEÑO (SABER-HACER-SER)/ PERFORMANCE INDICATORS (KNOWING-DOING-BEING)** | **LOGROS /LANGUAGE FUNCTIONS** | **DBA** | **CONTENIDO /CONTENT** |
| Es capaz de comprender los puntos principales de textos claros y en lengua estándar si tratan sobre cuestiones que le son conocidas, ya sea en situaciones de trabajo, de estudio o de ocio. Sabe desenvolverse en la mayor parte de las situaciones que pueden surgir durante un viaje por zonas donde se utiliza la lengua. Es capaz de producir textos sencillos y coherentes sobre temas que le son familiares o en los que tiene un interés personal. Puede describir experiencias, acontecimientos, deseos y aspiraciones, así como justificar brevemente sus opiniones o explicar sus planes | **B1.2**   |  |  | | --- | --- | | Listening: 1,2,5,6,7 |  | | Reading: 2,3,4,5,6,10 |  | | Writing: 1,2,3,5,9 |  | | Monologue: 2,3,4,5,6,7 |  | | Conversation:1,2,3,7 | | |  |  |  | | --- | --- | --- | | KNOWING |  |  |   Identifies specific information about a topic of interest in oral and written texts.  • Defines the causes and effects of a topic of general interest.  • Identifies basic structures of present, past and future tense and perfect tense.  • Differentiates the structures of real and unreal conditionals.  DOING  Expresses orally points of view about topics of interest.  • Supports points of view orally and in writing, about topics of general interest, making use of expressions and structures studied.  • Identifies the characteristics and key aspects of a topic of general interest  BEING  Values and respects the opinion of others.  • Assumes a critical position about academic and social subjects of interest.  • Is interested in the common good | Describes characteristics of defined topics.  • Makes presentations about assigned topics.  • Justifies opinions based on quotes and references.  • Expresses opinions and points of view.  • Requests clarification. | **1.**Identifies the purpose of medium length oral and written texts related to topics of general and academic interest and shares it with others.  2.Explains orally and in written forms the causes and effects as well as the problem and the solution of a given situation. | **Words related to the 17 objectives of the UN**  • Poverty, hunger, health, education.  • Equality, gender, inequality.  • Environment, climate, oceans, seas, marine resources, ecosystems, water, energy, sanitation.  • Justice, peaceful, inclusion, safety  • Employment, economy, industrialization  **Expressions to request clarification, further information**  • Would you please repeat?  • Can I ask a question?  • Sorry, I am not sure what you mean  • What I hear you saying is… Am I right?  **Expressions of cause and effect**  • Because of...then  • In spite of, it was…  • Therefore, because of A, B happened.  **Expressions to propose actions**  • I suggest we…  • If we did… we could make the world a better place.  • I propose…  • Taking poverty into consideration, we could  • The point is to help change by improving health conditions  **Grammar**  • **ALL TENSES REVIEW**  **• Conditionals**  **• Present and past tense**  **• Reported Speech**  **• Connectors of cause and effect** |

PERIODO 2 GRADO 11

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| **META/GOAL** | **OBJETIVOS/OBJECTIVES** |
| Plantear rutas para la obtención de servicios de salud en mi comunidad.  Pose routes for obtaining health services in my community | Produces simple oral and written argumentative texts about subjects of other disciplines.  • Identifies specific information in long written argumentative texts related to subjects of other disciplines.  • Exchanges, orally, opinions and ideas in spontaneous interactions about subjects of other disciplines. |

**GRADO 11**

**TAREAS/PROYECTOS Y PROBLEMAS POR PERIODOS**

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| **SEGUNDO PERIODO** | |  |  | | --- | --- | | PROBLEM | | | **For the teacher** | **Problem** | | • Explain to the students that they will work mostly autonomously in this module. They must decide and make all the decisions up to the learning plan.  • Provide and model oral and written texts on the presentation of the paths to follow to obtain health services in their community.  • Later, students make their plans to approach the problem situation presented: types of texts, sources, activities and products that will allow them to find solutions to the same. | In groups of 3 or 4 students, work to:  • Investigate the most common health care problems in their community and create a list.  • Propose possible alternatives of solution to such problems.  • Propose paths to obtain health services in their community.  • Support opinions in a round table.  • Produce a written text proposing conclusions reached on this subject. | |

**GRADO 11**

**PERIODO/MODULO** 2

HEALTH: HEALTH SERVICES

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| **ESTANDARES** | **COMPETENCIAS** | **INDICADORES DE DESEMPEÑO (SABER-HACER-SER)/ PERFORMANCE INDICATORS (KNOWING-DOING-BEING)** | **LOGROS /LANGUAGE FUNCTIONS** | **DBA** | **CONTENIDO /CONTENT** |
| Es capaz de comprender los puntos principales de textos claros y en lengua estándar si tratan sobre cuestiones que le son conocidas, ya sea en situaciones de trabajo, de estudio o de ocio. Sabe desenvolverse en la mayor parte de las situaciones que pueden surgir durante un viaje por zonas donde se utiliza la lengua. Es capaz de producir textos sencillos y coherentes sobre temas que le son familiares o en los que tiene un interés personal. Puede describir experiencias, acontecimientos, deseos y aspiraciones, así como justificar brevemente sus opiniones o explicar sus planes | **B1.2**   |  |  | | --- | --- | | Listening: 1,2,3,5,7,10 |  | | Reading:  1, 2,3, 6, 7, 8 ,10 |  | | Writing: 1,2,3,4,7,8 |  | | Monologue: 1,2,3,4,,6,7 |  | | Conversation:1,2,3,4,5,7 | | |  |  |  | | --- | --- | --- | | KNOWING |  |  |   Identifies specific information about a topic of interest in oral and written texts.  • Distinguishes points of view and expressions that indicate advantage and disadvantage about topics of interest.  • Recognizes the vocabulary related to health services, bibliographic sources, comparisons, etc.  DOING  Classifies information of different types of texts about health services based on defined categories and a provided format.  • Prepares a simple written text about community health services.  • Expresses orally points of view on subjects of interest.  BEING  Respects the opinions of others.  • Shows interest for the common good | .  Expresses opinions on subjects defined.  • Justifies points of view.  • Expresses agreements and disagreements.  • Describes experiences, events, and feelings.  • Establishes comparisons between defined subjects.  • Gives accurate information. | Identifies and contrasts opinions of the author(s) in oral and written texts related to his/her school environment.  4.Writes opinion texts about academic topics using a clear and simple structure. | **Health Services**  • X-rays  • Doctor appointments  • Laboratory  • Dentist  • Women’s health  • Pediatrics  **Expressions to express comparison**  • They both show/have/etc.  • The top one looks more… than the bottom one.  • This system shows/has… but the other system is…  • It is quite difficult to compare them.  • This one is not as…as the other one.  • They’re both quite similar…  • Both of them have got… in them.  **Expressions to summarize** information  • In conclusion…  • To sum up…  • In short…  **Expressions to present advantages and disadvantages**  • On the other hand…  • The good/bad thing is/ are  • One advantage/disadvantage is  **Expressions to quote bibliographical** sources  • According to…  • John Doe reported…  • In a report posted in…  Expressions to complain:  • I have a complaint to make. ...  • Sorry to bother you but...  • I'm sorry to say this but...  • I'm afraid I've got a complaint about...  • I'm afraid there is a problem with...  • Excuse me but there is a problem about...  • I want to complain about...  • I'm angry about...  Expressions to answer complaints:  Positive response to complaints:  • I'm so sorry, but this will never occur / happen again.  • I'm sorry, we promise never to make that mistake again.  • I'm really sorry; we'll do our utmost/best not to make the same mistake again.  Negative response to complaints:  • Sorry there is nothing we can do about that.  • I'm afraid there isn't much we can do about that.  **GRAMMAR**  **• Reported speech**  **• Present, past and future simple tense**  **• Present and past continuous tense**  **• Past perfect tense** |

PERIODO 3 GRADO 11

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| **META/GOAL** | **OBJETIVOS/OBJECTIVES** |
| Evaluar acciones cotidianas de reconciliación para la construcción de paz.  Evaluate daily reconciliation actions for the construction of peace. | IIdentifies main points and specific information in different written and oral texts about personal and academic topics of interest.  • Expresses points of view about personal and academic topics of interest.  • Exchanges information orally about personal and academic topics of interest. |

**GRADO 11**

**TAREAS/PROYECTOS Y PROBLEMAS POR PERIODOS**

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| **TERCER PERIODO** | |  |  | | --- | --- | | PROBLEM | | | **For the teacher:** | **Problem** | | • Explain to the students that they will be working mostly autonomously in this module. They must decide and make all the decisions up to the learning plan.  • To create awareness of the subject it is necessary to carry out an exploratory activity to stimulate the natural curiosity of the students about everyday actions of reconciliation for the construction of peace.  • Then, the students make their plans to approach the problem situation presented: types of texts, sources, activities and products that allow searching for solutions to the same. | In pairs (both genders), work on one of the following problems:  • Propose everyday actions that contribute to the reconciliation inside the family.  • Propose alternative solutions to conflict in the Institution.  • Propose everyday actions that contribute to reconciliation in the community.  Work options:  • Inquire about situations that generate conflict among family members, the Educational Institution and the community in general.  • Present possible alternatives of solution to these conflict situations.  • Analyze the information obtained.  • Support opinions in debate. | |

**GRADO11**

**PERIODO/MODULO** 3

DEMOCRACY AND PEACE: RECONCILIATION

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| **ESTANDARES** | **COMPETENCIAS** | **INDICADORES DE DESEMPEÑO (SABER-HACER-SER)/ PERFORMANCE INDICATORS (KNOWING-DOING-BEING)** | **LOGROS /LANGUAGE FUNCTIONS** | **DBA** | **CONTENIDO /CONTENT** |
| Es capaz de comprender los puntos principales de textos claros y en lengua estándar si tratan sobre cuestiones que le son conocidas, ya sea en situaciones de trabajo, de estudio o de ocio. Sabe desenvolverse en la mayor parte de las situaciones que pueden surgir durante un viaje por zonas donde se utiliza la lengua. Es capaz de producir textos sencillos y coherentes sobre temas que le son familiares o en los que tiene un interés personal. Puede describir experiencias, acontecimientos, deseos y aspiraciones, así como justificar brevemente sus opiniones o explicar sus planes | **B1.2**   |  |  | | --- | --- | | Listening: 1,2,3,5,7,9 |  | | Reading:  1, 2,3, 5,6, 7, 8 ,10 |  | | Writing:  1,3,4,5,6,8,9 |  | | Monologue: 1,3,4,5,8 |  | | Conversation:1,2,3,6,7 | | |  |  |  | | --- | --- | --- | | KNOWING |  |  |   Identifies relevant information in a text of general interest.  • Recognizes the mechanisms for citizen participation.  • Distinguishes expressions related to social values.  • Differentiates the structures of real and unreal conditionals.  DOING  Expresses orally and clearly the rights as citizens.  • Participates in a prepared discussion on the role of the community as driver of change.  • Evaluates orally and in writing the existing channels of citizen participation.  BEING  Respects differences.  • Shows interest for the common good.  • Values others’ points of view. | Expresses opinions on defined subjects.  • Justifies points of view.  • Expresses agreements and disagreements.  • Describes experiences, events, and feelings.  • Defends a proposal with valid arguments | 5.Expresses his/her position on a familiar topic in written and oral form, taking into consideration his/her audience | Social Value  • Peace, cooperation, collaboration, love, honesty, etc.  • Equality, dignity, sacrifice, acceptance, etc.  • Integration, unity, humanitarianism, inclusion, etc.  • Forgiveness, absolution, reconciliation, amnesty, clemency, etc.  Citizen participation  • Election  • Vote for  • Democracy  • Opinions  • Civil protection  • Human rights  Expressions to present a topic  • Today, we would like to discuss…  • On today’s agenda, we want to express…  • The major theme today is…  Expressions to defend points of view and opinions  • My opinion/view is that…  • I hold the opinion that…  • I have the feeling that…  • I would say that…  Expressions to summarize sources  • Also, according to … and … the idea is… Expressing similarities and differences  • Holmes and Watson agree that…  • Differing viewpoints demonstrate that  **Grammar**  **• Third conditional**  **• Adverbs and intensifiers** |

PERIODO 4GRADO 11

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| **META/GOAL** | **OBJETIVOS/OBJECTIVES** |
| Promover el uso responsable de la tecnología para la protección de la privacidad.  Promote the responsible use of technology to protect privacy. | • Identifies explicit and implicit information in argumentative texts related to academic topics.  • Structure medium length argumentative written texts about academic topics.  • Exchange information orally about a subject of general interest.  • Support orally personal points of view about an established academic subjec |

**GRADO11**

**TAREAS/PROYECTOS Y PROBLEMAS POR PERIODOS**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **CUARTO PERIODO** | |  |  | | --- | --- | | PROBLEM | | | **For the teacher** | **Problem** | | • Explain to the students that they will be working mostly autonomously in this module.  • They must decide and make all the decisions up to the learning plan.  • To create awareness of the subject an exploratory lesson is necessary. The teacher makes a presentation of daily situations that illustrate the responsible use of technology for the protection of privacy.  • Then, the students make their plans to approach the problem situation presented: types of texts, sources, activities and products that will allow searching for solutions to the same. | Individually, work on one of the following problems:  • What would you do to prevent cyber bullying?  • What actions would you propose to prevent the invasion of privacy of persons in social networks?  • What alternatives are more viable to prevent videos of fights, discussions, mockery, etc. from circulating so easily in social networks, violating the privacy of those who appear in the same?  Work options:  • Propose actions that promote the responsible use of technology to protect privacy.  • Inquire about problems and create a list of the same.  • Analyze the information obtained.  • Prepare solution alternatives, following the writing stages.  • Hand in a final essay. | |

**GRADO 11**

**PERIODO/MODULO** 4

GLOBALIZATION: TECHNOLOGY AND PRIVACY

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| **ESTANDARES** | **COMPETENCIAS** | **INDICADORES DE DESEMPEÑO (SABER-HACER-SER)/ PERFORMANCE INDICATORS (KNOWING-DOING-BEING)** | **LOGROS /LANGUAGE FUNCTIONS** | **DBA** | **CONTENIDO /CONTENT** |
| Es capaz de comprender los puntos principales de textos claros y en lengua estándar si tratan sobre cuestiones que le son conocidas, ya sea en situaciones de trabajo, de estudio o de ocio. Sabe desenvolverse en la mayor parte de las situaciones que pueden surgir durante un viaje por zonas donde se utiliza la lengua. Es capaz de producir textos sencillos y coherentes sobre temas que le son familiares o en los que tiene un interés personal. Puede describir experiencias, acontecimientos, deseos y aspiraciones, así como justificar brevemente sus opiniones o explicar sus planes | **B1.2**   |  |  | | --- | --- | | Listening: 3,5,6,7,8,9 |  | | Reading:  1, 2,5 ,10 |  | | Writing:  1,2,6,8,9 |  | | Monologue: 2,3,5,6 |  | | Conversation:1,2,3,6 | | |  |  |  | | --- | --- | --- | | KNOWING |  |  |   • Identifies essential information in an oral or written text.  • Defines causes and effects in a topic of general interest.  • Recognizes expressions related to social networks, mass media, rules of etiquette, etc.  • Differentiates the structure of real and unreal conditionals  DOING    Classifies key information of different sources about topics of general interest.  • Proposes orally and in writing strategies that contribute to the respect for privacy through the use of technology.  • Prepares a narrative written text about topics of general interest.  BEING  Is interested in standards of common courtesy.  • Tolerates differences.  • Respects established turns. | Expresses opinions.  • Justifies points of view.  • Expresses agreements and disagreements.  • Describes experiences, events, and feelings | 6.Expresses orally his/her point of view about a controversial topic previously studied.  7.Maintains previously prepared formal discussions about academic topics.  8.Narrates personal experiences or familiar stories in oral or written form | **Social networks**  • Twitter  • Facebook  • Youtube  • Google +  • Badoo  • Linkedin  • Reddit  • Instagram  **Expressions for rules on etiquette**  • Remember the Human.  • Adhere to the same standards of behavior online that you follow in real life.  • Know where you are in cyberspace.  • Respect other people's time and bandwidth.  • Make yourself look good online.  • Share expert knowledge.  • Respect other people's privacy.  • Do not abuse your power.  • Be forgiving of other people's mistakes.  **Expressions related to opinions**  • I think that …  • I consider ….  • I agree …  • I disagree …  • Bearing in mind…  • I believe…  • In my opinion, that one would be better.  • If you ask me, this one is better.  • I think, this one is fine  • I'm not so sure about that…  **Grammar**  **• Third conditional** |

1. LINEAMIENTOS CURRICULARES. Idiomas extranjeros. MINISTERIO DE EDUCACIÓN NACIONAL. [↑](#footnote-ref-1)