



**INSTITUCIÓN EDUCATIVA SAN JOSÉ**  
Aprobado por resolución municipal 461 de 25 de febrero de 2009  
NIT. 811039369-3 DANE. 105360000083  
**“VIVIMOS LA EXCELENCIA EDUCATIVA”**  
**ESTRUCTURA GENERAL DE ÁREA**



SC-CER  
326600

**Área: TRANSVERSAL LENGUA EXTRANJERA**

**Objetivo general del área:**

Los cambios educativos generados en el país en el área de Inglés, conllevan a una reflexión sobre la necesidad de articular diferentes estrategias para dar respuestas a las exigencias del mundo globalizado del siglo XXI. Y como resultado, se debe elaborar un plan de estudio determinado por un aspecto legal, epistemológico, pedagógico, axiológico, psicológico, sociológico y una filosofía que parten de las políticas educativas enmarcadas en la Ley General de Educación Ley 115 de 1994, la cual se entiende desde una dimensión amplia y compleja, ya que incluye “el conjunto de criterios, planes de estudio, programas, metodologías y procesos que contribuyen en la formación integral y a la construcción de la identidad nacional, regional y local incluyendo los recursos humanos, académicos y físicos para poner en práctica las políticas y llevar a cabo el PEI” (Artículo 76 Ley General de Educación, Ley 115 de 1994). Estos son: los DBA y el Currículo Sugerido sobre la enseñanza de lenguas extranjeras. Además, se tiene en cuenta los lineamientos impartidos por la Secretaría de Educación Municipal, la cual sugiere implementar la plataforma de Duolingo, My ABC y Bunny Bonita, en los procesos académicos con los cuales se busca fortalecer las competencias en la enseñanza aprendizaje de la lengua extranjera Inglés desde el ciclo de primaria, fundamentado en modelos educativos que atiendan y desarrollen capacidades para desenvolverse en diferentes contextos socio-culturales del país y del mundo, a través de los cuales se promueva el respeto por la diversidad cultural, sus habilidades para integrar saberes, trabajar en equipo y comprender mejor la realidad mundial y sus efectos sobre el contexto colombiano. Para alcanzar el objetivo principal del área de Inglés, se implementarán los siguientes aspectos en cada uno de los niveles del proceso formativo:

- Brindar la posibilidad de tener mayor contacto y experiencia con otra lengua y otra cultura.

	<b>ESTRUCTURA GENERAL DEL ÁREA</b>	
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- Emplear el inglés como medio de comunicación para acceder a los cambios culturales, tecnológicos y sociales del mundo moderno.
- Integrar las cuatro habilidades básicas de la lengua: escucha, habla, lectura y escritura; con el propósito de adquirir elementos sólidos para comprender la lengua extranjera.
- Valorar el estudio de los idiomas extranjeros como un medio de enriquecimiento cognoscitivo y como un instrumento de investigación muy útil para su desempeño académico y profesional.
- Fortalecer las competencias comunicativas de las estudiantes a través del uso del idioma en sus actuaciones diarias dentro y fuera del aula.

### **Fines del sistema educativo colombiano:**

De acuerdo con el Art. 67 de la Constitución Política colombiana y según la Ley 115/94, el área de idioma inglés aporta a los fines de la educación por lo siguiente:

- Adquisición y generación de conocimientos científicos, técnicos, humanísticos, históricos, sociales, geográficos y estéticos, mediante la apropiación de hábitos intelectuales adecuados para el desarrollo del saber. Los niveles de vida de nuestra comunidad no excluyen a ninguno de sus miembros de dichas adquisiciones y desarrollos.
- Acceso al conocimiento, la ciencia, la técnica, bienes y valores de la cultura, fomento de la investigación y estímulo a la creación artística en sus diferentes manifestaciones.
- Promoción de la persona en sociedad; estimular la capacidad para crear, investigar, adoptar tecnologías pertinentes a los procesos de desarrollo, que permitan al educando su ingreso al sector productivo del país.
- Resaltar el actual proceso de globalización y apertura permanentes del mundo actual y el papel del idioma inglés en el mismo.

### **Marco conceptual del área:**

El fundamento teórico en la enseñanza del inglés se basa en el aspecto semántico comunicativo. Es importante brindar las construcciones que se refieren al significado y a la comunicación, pues son dos caras de una misma moneda y nunca pueden desligarse, ya que el hombre posee la facultad de dar significado y sentido a los signos, interactuar y vincularse a la cultura.

Las cuatro habilidades lingüísticas: escuchar, hablar, leer y escribir, siempre se desarrollan como una clara función social y pedagógica dentro de los procesos, no sólo como instrumentos sino como perspectivas a la significación, es decir, la lengua en el mundo de la cultura.

El lenguaje y el pensamiento son, con el trabajo, las facultades fundamentales del hombre. Para comunicarse requiere de un instrumento que le permita conocer, pensar y hablar de la realidad. De este modo, la lengua es un medio de expresión individual.

De un lado, el habla es la realización individual y el uso concreto que hace cada persona de la lengua.

Hablar es un acto particular de voluntad e inteligencia y en el que se ponen de manifiesto aspectos fisiológicos y psíquicos, al igual que los sociales. La lengua es un instrumento de comunicación, de pensamiento y de conocimiento científico. De ahí que la utilización de ésta deba conducir al hombre a la acción comunitaria y transformadora de la realidad.

Por esto, el contacto con el estilo de vida y cultura de otros países permite al alumno/a desarrollar actitudes de tolerancia y respeto hacia una sociedad multicultural, como lo es la colombiana y aceptar las diferencias sociales de identidad en nuestra nación.

Es importante destacar que la finalidad de esta área no es enseñar una lengua extranjera sino enseñar a comunicarse con ella y esto necesariamente implica uno de los aspectos más importantes del aprendizaje de una segunda lengua: su enfoque desde la perspectiva comunicativa, con la cual se pretende desarrollar nuestro currículo.

Esta comunicación se puede llevar a cabo poniendo en práctica todos los recursos del alumno/a.



Psicomotores, afectivos, creativos, intelectuales, etc. Al igual que los recursos lingüísticos y extra Lingüísticos al alcance del profesor, que permitan incorporarlos durante las distintas etapas y destrezas del aprendizaje. La enseñanza de la lengua extranjera en general, ayuda a una mayor comprensión y dominio de la lengua materna, aplicando las competencias comunicativas que ya tiene el alumno/a. Implica el acceso a un nuevo sistema fonológico y la aplicación de unas estructuras lingüísticas, léxicosemánticas, ligadas a una cultura y diversidad de lenguaje donde debemos considerar los errores que cometan los alumnos/as como objeto de reflexión y orientación y no como un paso hacia atrás.

Podemos decir que el aprendizaje de la lengua extranjera es un proceso de construcción creativa y debe ser al menos en nuestra área, el vehículo de comunicación en el aula.

Las aptitudes comunicativas se estimulan en tanto que el alumno habla, escucha, lee y escribe de realidades naturales y sociales, significativas para él, las incorpora a su pensamiento, al reflexionar sobre ellas y comprenderlas, luego puede expresar apropiadamente el producto de esas reflexiones.

Es necesario destacar la relación que existe entre la lengua y la cultura, entendida ésta como las formas o maneras de vida económica, social, material y espiritual que tiene y produce una comunidad.

### **Marco Legal del área:**

#### **Guía No. 22 Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés**

La Revolución Educativa ha venido dando respuesta a las necesidades de cobertura y calidad que requiere el país para alcanzar mejores condiciones de desarrollo social y económico y mejorar la calidad de vida de la población. Para cumplir este objetivo, el Plan de Desarrollo Educativo de esta administración continúa trabajando tres pilares: ampliar la cobertura educativa, mejorar la calidad de la educación y mejorar la eficiencia del sector educativo.

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En este contexto, con el fin de mejorar la calidad del sistema educativo y con miras a adecuarlo a las exigencias actuales y futuras del país, el Ministerio de Educación Nacional define y socializa estándares para todos los niveles de la educación, de manera que los propósitos del sistema educativo se unifiquen en forma coherente. Así, inicialmente se formularon los estándares básicos de competencia en lenguaje, matemáticas, ciencias naturales, ciencias sociales y ciudadanas. A este grupo de estándares se suman los Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés, los cuales adicionalmente contribuyen a que los estudiantes colombianos se preparen para afrontar las exigencias del mundo globalizado. La cartilla que hoy presentamos es un reto que el Ministerio, a través del Programa Nacional de Bilingüismo, entrega al país con el propósito de contribuir a tener ciudadanos y ciudadanas capaces de comunicarse en inglés, con estándares internacionalmente comparables.

El Gobierno Nacional tiene el compromiso fundamental de crear las condiciones para que los colombianos desarrollen competencias comunicativas en otra lengua. Tener un buen nivel de inglés facilita el acceso a oportunidades laborales y educativas que ayudan a mejorar la calidad de vida. Ser competente en otra lengua es esencial en el mundo globalizado, el cual exige poderse comunicar mejor, abrir fronteras, comprender otros contextos, apropiarse saberes y hacerlos circular, entender y hacerse entender, enriquecerse y jugar un papel decisivo en el desarrollo del país. Ser bilingüe amplía las oportunidades para ser más competentes y competitivos.

Los Estándares de Competencia en Lengua Extranjera: Inglés, al igual que los estándares para otras áreas, constituyen "criterios claros y públicos que permiten establecer cuáles son los niveles básicos de calidad a los que tienen derecho los niños y las niñas de todas las regiones de Colombia". Con ellos, estamos diciéndole a la comunidad educativa y a los padres de familia, qué es lo que los niños y niñas deben aprender al final de cada grupo de niveles y qué deben ser capaces de hacer con eso que aprendieron, para que puedan desenvolverse de manera efectiva en el mundo estudiantil y laboral.

Así mismo, los estándares de inglés constituyen una orientación fundamental para que los profesores de inglés, los directivos y los padres de familia tengan claridad sobre las competencias comunicativas que se espera que desarrollen los niños y niñas de los



niveles Básico y Medio, para ayudarles a lograr la meta planteada en el Documento Visión Colombia 2019. Dicha meta plantea que los estudiantes de Undécimo Grado alcancen un nivel intermedio de competencia en inglés (Nivel B1, según el Marco Común Europeo de Referencia para Lenguas: Aprendizaje, Enseñanza y Evaluación), que les permita comunicarse en el idioma, apropiarse de conocimientos y utilizarlos efectivamente en situaciones reales de comunicación.

El ideal de tener colombianos capaces de comunicarse en inglés con estándares internacionalmente comparables ya no es un sueño, es una realidad y sólo podremos llegar a cumplir los propósitos establecidos si contamos con maestras y maestros convencidos y capaces de llevar a los niños y niñas a comunicarse en este idioma.

### Diagnóstico de necesidades de formación:

Problemas	Actividades
<b>Escucha</b> <ul style="list-style-type: none"><li>● Seguimiento de instrucciones básicas.</li><li>● Ejecución de instrucciones</li><li>● Disposición inadecuada para escuchar.</li><li>● Comprensión del vocabulario básico.</li><li>● Asimilación de mensajes en inglés.</li><li>● Reconocimiento de información oral debido a la falta de práctica auditiva y el conocimiento de palabras y canciones.</li><li>● Comprensión de conversaciones cortas.</li><li>● Comprensión de narraciones e ilustraciones escuchadas.</li></ul>	<ul style="list-style-type: none"><li>● Realizar ejercicios repetitivos con láminas, donde el estudiante tenga que señalar la imagen de acuerdo con lo escuchado.</li><li>● Exponer al estudiante las láminas del vocabulario trabajado continuamente para hacer retroalimentación.</li><li>● Indagar constantemente al estudiante acerca de lo aprendido durante la clase, para que él dé cuenta de lo que aprendió y lo practique.</li><li>● Repetir la instrucción con ayuda de imágenes o dramatizar la instrucción.</li></ul>



- Comprensión de lo que se expresa en inglés.
- Comprensión de textos y mensajes en inglés.

- Realizar lecturas que permitan la motivación y comprensión de los estudiantes por medio de preguntas.
- Practicar el seguimiento de instrucciones en forma dosificada e ir aumentando poco a poco en cantidad.
- Brindar estímulos positivos y motivación constante.
- Acceder a clases de nivelación.
- Dialogar con el estudiante sobre la importancia de la escucha.
- Propiciar un reconocimiento grupal e individual.
- Realizar juegos como: concéntrese, bingo, rompecabezas, busca la pareja, y loterías que permitan captar la atención del estudiante.
- Ver y escuchar películas u otro tipo de material auditivo como programas en inglés, dando cuenta de lo comprendido.
- Realizar dictados verificando la comprensión y retención de información.
- Escuchar cuentos y canciones en inglés y dibujar lo escuchado.
- Llevar tareas dosificadas para realizar en casa.
- Repetir el vocabulario en forma oral, utilizando para ello ilustraciones.
- Realizar dictados con el vocabulario visto (se



	representa por medio de gráficas).
<p><b>Habla</b></p> <ul style="list-style-type: none"> <li>● Articulación inadecuada al pronunciar.</li> <li>● Poco manejo de vocabulario básico que le permita expresarse oralmente en inglés.</li> <li>● Manifestación de inseguridad y temor para expresarse oralmente en inglés.</li> <li>● Poca participación por voluntad propia por temor a equivocarse.</li> <li>● Pronunciación incorrecta de palabras y/o frases simples.</li> <li>● Deficiente elaboración y construcción de preguntas orales.</li> <li>● Poco uso del inglés.</li> <li>● Producción de palabras aisladas y no dentro de una oración o contexto.</li> </ul>	<ul style="list-style-type: none"> <li>● Motivar a los estudiantes por medio de juegos que permitan desarrollar la expresión oral.</li> <li>● Realizar lecturas donde se le permita al estudiante practicar su lectura, pronunciación y vocalización.</li> <li>● Estudiar y practicar oralmente en casa lo aprendido en la clase de inglés.</li> <li>● Interpretar canciones en inglés.</li> <li>● Leerle al estudiante cuentos, historias etc. y hacerle preguntas sobre lo leído.</li> <li>● Asistir a clases particulares y/o cursos de extensión de inglés.</li> <li>● Brindar al estudiante confianza y seguridad por medio de estímulos positivos y motivaciones permanentes para que pueda expresarse en inglés.</li> <li>● Concienciar al estudiante para que comprenda que a partir del error se aprende y hace parte del proceso.</li> <li>● Brindar al estudiante seguridad y confianza para expresarse en forma oral.</li> <li>● Grabar con su voz vocabulario y expresiones sencillas.</li> <li>● Practicar constantemente la</li> </ul>



	<p>expresión oral donde los estudiantes sientan que ellos son capaces de producir y que son entendidos.</p>
<p><b>Lectura</b></p> <ul style="list-style-type: none"> <li>● Comprensión de lo leído en clase o en casa.</li> <li>● Coherencia en textos con imágenes y textos escritos (secuencia lógica de párrafos).</li> <li>● Lectura de párrafos cortos.</li> <li>● Lectura sin traducir palabra por palabra.</li> <li>● Comprensión de lo leído; incluso oraciones y párrafos sencillos.</li> <li>● Pronunciación de palabras</li> <li>● Lectura oral y fallas en la vocalización y pronunciación que de igual manera influyen en la lectura silenciosa, pues dichas fallas no permiten tener una clara comprensión de los eventos narrados.</li> </ul>	<ul style="list-style-type: none"> <li>● Hacer lectura de historias cortas que apoyen la asociación de imágenes con sonidos.</li> <li>● Interpretación de imágenes que tengan secuencia lógica.</li> <li>● Leer cuentos cortos en inglés.</li> <li>● Motivar al estudiante a leer párrafos cortos del libro así no entiendan todo.</li> <li>● Realizar talleres de lectura donde el estudiante pueda afianzar vocabulario, conceptos y oraciones simples, de acuerdo con lo que se esté trabajando.</li> <li>● Utilizar el diccionario como herramienta esencial para las clases.</li> </ul>
<p><b>Escritura</b></p> <ul style="list-style-type: none"> <li>● Comprensión y expresión de mensajes en forma escrita.</li> <li>● Escritura de oraciones con el vocabulario trabajado.</li> <li>● Asociación de palabras e imágenes.</li> <li>● Diferenciación entre la escritura y la</li> </ul>	<ul style="list-style-type: none"> <li>● Hacer ejercicios de aprestamiento motriz en el dibujo y el coloreado.</li> <li>● Hacer transcripciones de textos cortos.</li> <li>● Realizar ejercicios de</li> </ul>



<p>forma cómo se pronuncia.</p> <ul style="list-style-type: none"><li>● Comprensión de instrucciones en forma escrita y vocabulario.</li><li>● Manejo de las estructuras gramaticales</li><li>● Poco estudio de lo trabajado en clase.</li><li>● Vacíos a nivel de la escritura</li><li>● Desmotivación por aprender y escribir en inglés.</li><li>● Comprensión de los textos escritos.</li><li>● Vacíos e inquietudes en la escritura.</li><li>● Vocabulario deficiente que impide una escritura fluida con ideas bien expresadas.</li></ul>	<p>apareamiento palabra e imagen.</p> <ul style="list-style-type: none"><li>● Hacer dictado de palabra e imagen.</li><li>● Repasar diariamente el vocabulario en forma oral y escrita y también con oraciones.</li><li>● Hacer rótulos de palabras trabajadas y pegarlas sobre láminas y objetos.</li><li>● Elaborar loterías con imagen y texto.</li><li>● Corregir las fichas y evaluaciones que haya elaborado con errores.</li><li>● Escuchar canciones y luego escribirlas.</li><li>● Realizar sopas de letras y crucigramas.</li><li>● Completar párrafos cortos del módulo.</li><li>● Corregir constantemente las actividades en clase, en forma grupal.</li><li>● Realizar ejercicios prácticos de escritura y producción de expresiones cotidianas.</li></ul>
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### Metodología STEM:

“Si están preparados los estudiantes de hoy liderarán los avances del mañana”.

El término Stem ha cogido fuerza durante los últimos años en el ámbito de la educación, es más frecuente que en las instituciones o centros educativos deseen implementar en su trabajo este enfoque. En educación este enfoque garantiza el desarrollo de un conocimiento transversal en el que los contenidos de cada una de estas ramas, no se trabaja de manera aislada, sino de forma interdisciplinar para garantizar un aprendizaje contextualizado y significativo.



Nuestra área transversal a las demás áreas del conocimiento, impactará de forma significativa a todas las áreas adoptando la didáctica del trabajo colaborativo en la mayoría de las actividades pues esto hace que el nivel cognitivo de cada estudiante se enriquezca de las diferentes capacidades y de actitudes de sus compañeras, el intercambio de ideas entre sí, posibilitará que podamos construir desde el aula estrategias de aprendizaje auténtico que cultiven en nuestros estudiantes un mayor entendimiento de sus habilidades y propósitos.

### ***Collaborative Learning***

Collaborative learning can occur peer-to-peer or in larger groups. Peer learning, or peer instruction, is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts or find solutions to problems. Similar to the idea that two or three heads are better than one, educational researchers have found that through peer instruction, students teach each other by addressing misunderstandings and clarifying misconceptions.

### ***Why Use Collaborative Learning with stem method?***

Research shows that educational experiences that are active, social, contextual, engaging, and student-owned lead to deeper learning. The benefits of collaborative learning include:

- Development of higher-level thinking, oral communication, self-management, and leadership skills.
- Promotion of student-faculty interaction.
- Increase in student retention, self-esteem, and responsibility.
- Exposure to and an increase in understanding of diverse perspectives.
- Preparation for real life social and employment situations.



## Mapa de relaciones del área



**Listen:** the student listens to the teacher and audios related to the topic assigned.

**Read:** the student reads texts about different subjects and practice some reading strategies.

**Write:** the student practices and improves the writing skills according to the level.

**Speak:** the student can communicate effectively in English and expresses words, sentences and ideas.

## Flexibilización curricular

Dentro de la planeación de cada periodo del año lectivo se tendrán en cuenta adecuaciones curriculares para aquellos estudiantes que presenta algún tipo de problema cognitivo dando cumplimiento a la política de inclusión.

Se tendrá en cuenta dentro de las actividades del área a los alumnos con NEE. Para tal fin se incluyen en cada periodo dos logros básicos para su evaluación. Cabe anotar que el MEN en su artículo primero del Decreto 34 del 11 de enero de 1980 exime a estos



estudiantes del aprendizaje de las lenguas extranjeras en los niveles de Básica Secundaria y Media Vocacional.

### Recursos generales:

Se cuenta con textos guía para los grados sexto, séptimo, octavo, noveno, décimo y undécimo de las series Way to go e English Please entregados por el MEN para cada estudiante. Teniendo en cuenta los planteamientos anteriores, el MEN sugiere implementar la enseñanza del inglés basado en el aprendizaje por tareas (task based learning), aprendizaje por proyectos (Project based learning) y aprendizaje basado en problemas (problems based learning).

Además, la llegada de nuevos programas para el proceso de enseñanza aprendizaje del inglés por computador o smartphone, la página web [WWW.DUOLINGO.COM](http://WWW.DUOLINGO.COM), se da como una herramienta más para el aprendizaje.

FIRST GRADE	SCHEDULE INTENSITY: 3 hours per week
STANDARDS	
<ol style="list-style-type: none"><li>1. Understands and follows instructions related to basic school tasks, verbally and nonverbally.</li><li>2. Understands and makes simple statements, using rehearsed expressions about his/her immediate environment (house and school).</li><li>3. Orders the sequence of main events in a simple short story, by using pictures, after reading or listening to it.</li><li>4. Answers simple questions about basic personal information such as name, age, family and classmates.</li><li>5. Describes some physical characteristics of self and others, through the use of rehearsed words or phrases.</li></ol>	
TRANSFERENCE GOALS	
<ol style="list-style-type: none"><li>1. Identify, visually and orally, in English, some activities for body care and personal hygiene.</li></ol>	



2. Describe, in English, his/ her own physical differences and the ones from his/ her classmates and shows respect towards them.
3. Recognize, visually and orally, in English, and put in practice strategies to take care of the environment in the school.
4. Express and promote, in English, collaboration in their family.

**1st TERM****Classroom research project: Opening**

<b>COMPREHENSIONS</b>	<b>ESSENTIAL QUESTIONS</b>
<ol style="list-style-type: none"><li>1. Recognizes his/ her responsibility to practice daily routines to take care of the body as an important way to be healthy.</li><li>2. Becomes concerned about his/her hygiene and body care.</li></ol>	<ol style="list-style-type: none"><li>1. What is a classroom project?</li><li>2. What do you know about classroom projects?</li><li>3. What would you like to research?</li><li>4. What resources do we need?</li><li>5. Why is important to learn a second language?</li><li>6. How can we include English in our classroom project?</li></ol>
<b>KNOWLEDGE</b>	<b>SKILLS</b>
<ol style="list-style-type: none"><li>1. Identifies vocabulary related to body parts.</li><li>2. Recognizes words and expressions related to routines of body care and personal hygiene.</li><li>3. Identifies words that help him/her follow a sequence in a story or a process.</li></ol>	<ol style="list-style-type: none"><li>1. Answers simple questions that require basic personal information.</li><li>2. Organizes images to represent a sequence in his/her daily routine and retells it in English.</li><li>3. Makes a list of activities required to take care of the body.</li></ol>



4. Identifies the words what/ who/how old to answer basic questions related to personal information.

### **CROSS-CURRICULAR APPROACH IN INTEGRATED AREAS**

Natural Science – P.E.

1. The human as a being through their personal traits (name, country, etc.) and how the human body works (parts of the body)
2. Basic elements of the Earth through the daily use of English to get familiar with them: greetings, date, weather, calendar use.
3. Commands and instructions as part of the development of self-care habits in our environment. Rhythmycal expression and development of senses through nurseries, songs and attention calls.
4. Vocabulary comprehension and development of competences by using places and elements through games and didactics. Teamwork development.
5. Water and light in the nature. Crafting and building with recyclable materials to consolidate vocabulary related.







Math - Arts

1. English vocabulary through sets. Grouping vocabulary according to its characteristics as objects.
2. Counting numbers and working mathematical sequences through routines and habits.
3. Activities, worksheets and content review using different painting and glittery techniques. Modelling in play dough to work shapes and colors. Cutting as a tool for consolidation activities.
4. Simple choreographies using English nurseries and songs.
5. How to collab with family and saving in the house through home utility services such as wáter and electricity, and how does it contribute to the environment. Recycling. Related vocabulary work through simple surveys and data tables.

Social Science – Spanish - Religion

1. Written vocabulary comprehension and Reading through spelling and the alphabet in English.
2. Teaching singular and plural nouns through numbers in English.
3. Textual typology examination of short tales in English with visual aids.

	<b>ESTRUCTURA GENERAL DEL ÁREA</b>	
<ol style="list-style-type: none"> <li>4. Simple phrases and vocabulary recreated in different situations through the comic.</li> <li>5. Healthy habits and routines as basic rules given by God to care our life. Family as part of life. The pray in English.</li> <li>6. Description of public places in Itagüí and prepositions of place. San José Elementary School.</li> <li>7. Public Home utility services: wáter and electricity. Service consumption in home, appliances and objects.</li> </ol>		<b>Evidence of learning and homework</b>
<p><b>DIAGNOSTIC:</b></p> <p>At the beginning of 2019, 1st grade will begin to work with RESEARCH PROJECTS IN THE CLASSROOM</p> <p><b>PHASE 1 Opening</b></p> <ul style="list-style-type: none"> <li>● Definition – Previous Knowledge</li> <li>● Contextualization (stages)</li> <li>● Research Project selection</li> <li>● Hypothesis and forming of questions</li> <li>● Thematic investigation and exploration</li> <li>● Project nominations (group and grade)</li> <li>● Teams and roles Set-up</li> <li>● Project planning. Activities: pedagogical outings, resources, evaluation, discussion</li> </ul> <ul style="list-style-type: none"> <li>● Definition</li> <li>● Exploration</li> <li>● Classroom Project Research</li> </ul>		



- Express his/her preferences about certain food that contributes with the health care.
- Describe his/her personal hygiene routine.
- Identify, orally, words and short instructions, related to body care and personal hygiene.
- Mention, in a simple way, actions he/she practices for his/her personal hygiene.

**2nd TERM****Classroom research project: Project execution**

COMPREHENSIONS	ESSENTIAL QUESTIONS
<ol style="list-style-type: none"><li>1. Respects himself/herself and the others.</li><li>2. Appreciates and respects those who are around without regarding physical or gender differences.</li><li>3. Recognizes his/her responsibility to take care and to keep the school clean.</li><li>4. Promotes actions to take care of the school.</li></ol>	<ul style="list-style-type: none"><li>→ What progress has I had with my classroom project?</li><li>→ What would I add or remove from my classroom project?</li><li>→ What role has English had in my classroom project?</li><li>→ How has English allowed me to integrate the different academic areas of study?</li></ul>
KNOWLEDGE	SKILLS
<ol style="list-style-type: none"><li>1. Identifies phrases such as I like/ I don't like.</li><li>2. Recognizes the possessives my, your, his, her.</li><li>3. Understands the meaning of phrases expressed through the use of imperative Don't.</li><li>4. Identifies the vocabulary related to school objects.</li></ol>	<ol style="list-style-type: none"><li>1. Expresses his/her likes and preferences through</li><li>2. phrases such as I like/ I don't like.</li><li>3. Introduces him/herself, using vocabulary learned.</li><li>4. Introduces, with vocabulary learned, his/ her classmates by using the possessives his/her.</li><li>5. Responds to stimulus given through the use of imperatives.</li></ol>



5. Recognizes the expressions There is/ There are to describe an object or objects and the physical location.

### **CROSS-CURRICULAR APPROACH IN INTEGRATED AREAS**

Natural Science – P.E.

1. The human as a being through their personal traits (name, country, etc.) and how the human body works (parts of the body)
2. Basic elements of the Earth through the daily use of English to get familiar with them: greetings, date, weather, calendar use.
3. Commands and instructions as part of the development of self-care habits in our environment. Rhythmycal expression and development of senses through nurseries, songs and attention calls.
4. Vocabulary comprehension and development of competences by using places and elements through games and didactics. Teamwork development.
5. Water and light in the nature. Crafting and building with recyclable materials to consolidate vocabulary related.

6. Gives simple descriptions about his/her classroom through the use of the expressions There is/ there are.
7. Answers simple yes- no questions to clarify the specific place some objects are found.
8. Makes, through imperatives, a list of the things people should do to keep a clean and organized school.





Math - Arts

1. English vocabulary through sets. Grouping vocabulary according to its characteristics as objects.
2. Counting numbers and working mathematical sequences through routines and habits.
3. Activities, worksheets and content review using different painting and glittery techniques. Modelling in play dough to work shapes and colors. Cutting as a tool for consolidation activities.
4. Simple choreographies using English nurseries and songs.
5. How to collab with family and saving in the house through home utility services such as wáter and electricity, and how does it contribute to the environment. Recycling. Related vocabulary work through simple surveys and data tables.

Social Science – Spanish - Religion

1. Written vocabulary comprehension and Reading through spelling and the alphabet in English.
2. Teaching singular and plural nouns through numbers in English.
3. Textual typology examination of short tales in English with visual aids.

	<b>ESTRUCTURA GENERAL DEL ÁREA</b>	
<ol style="list-style-type: none"> <li>4. Simple phrases and vocabulary recreated in different situations through the comic.</li> <li>5. Healthy habits and routines as basic rules given by God to care our life. Family as part of life. The pray in English.</li> <li>6. Description of public places in Itagüí and prepositions of place. San José Elementary School.</li> <li>7. Public Home utility services: wáter and electricity. Service consumption in home, appliances and objects.</li> </ol>		
<b>Evidence of learning and homework</b>		
<p><b>PHASE 2 Project execution</b></p> <ul style="list-style-type: none"> <li>● Development of the planned activities and research, with an emphasis on STEM methodology.</li> <li>● Selection of materials to continue the process: Blog, field diary, portfolio, protocol, anecdotes, project journal</li> <li>● Describe in a simple way, physical characteristics about his/ her classmates.</li> <li>● Express, with simple words, basic rules of behavior and respect towards the others.</li> <li>● Describe known classroom objects.</li> <li>● Mention what they should or shouldn't do to take care of the school.</li> <li>● Identify, orally, words and short phrases, related to physical characteristics about himself/ herself and his/her classmates.</li> <li>● Mention with simple phrases, physical characteristics about himself/ herself and his/ her classmates.</li> <li>● Recognize words and short phrases related to how to take care of the school.</li> </ul>		

- Mention school objects and some actions to take care of them using simple phrases.

### 3rd TERM

#### Classroom research project: Closing

COMPREHENSIONS	ESSENTIAL QUESTIONS
<ol style="list-style-type: none"> <li>1. Promotes sustainable conservation of resources habits among the members of the family.</li> <li>2. Appreciates the importance of conservation habits.</li> </ol>	<ul style="list-style-type: none"> <li>→ What were the contributions made by the classroom research project to my academic and personal life?</li> <li>→ How does English let me broaden my knowledge?</li> <li>→ What topics would I like to keep learning in English based on my classroom project? -What importance does English have in my school and classroom?</li> </ul>
KNOWLEDGE	SKILLS
<ol style="list-style-type: none"> <li>1. Identifies simple words and phrases referred to saving habits.</li> <li>2. Recognizes some actions that can optimize conservative habits at home and mentions them in English.</li> </ol> <p style="text-align: center;">CROSS-CURRICULAR APPROACH IN INTEGRATED AREAS</p> <p style="text-align: center;">Natural Science – P.E.</p> <ol style="list-style-type: none"> <li>1. The human as a being through their personal traits (name,</li> </ol>	<ol style="list-style-type: none"> <li>1. Describes with simple words and phrases the objects that are in the house.</li> <li>2. Makes a list of actions that optimize conservation at home.</li> </ol>





- country, etc.) and how the human body works (parts of the body)
2. Basic elements of the Earth through the daily use of English to get familiar with them: greetings, date, weather, calendar use.
  3. Commands and instructions as part of the development of self-care habits in our environment.
  4. Rhythmical expression and development of senses through nurseries, songs and attention calls.
  5. Vocabulary comprehension and development of competences by using places and elements through games and didactics.
  6. Teamwork development.
  7. Water and light in the nature. Crafting and building with recyclable materials to consolidate vocabulary related.

#### Math - Arts

1. English vocabulary through sets. Grouping vocabulary according to its characteristics as objects.
2. Counting numbers and working mathematical sequences through routines and habits.
3. Activities, worksheets and content review using different painting and glittery techniques. Modelling in play dough to work



shapes and colors. Cutting as a tool for consolidation activities.

4. Simple choreographies using English nurseries and songs.
5. How to collab with family and saving in the house through home utility services such as wáter and electricity, and how does it contribute to the environment. Recycling. Related vocabulary work through simple surveys and data tables.

#### Social Science – Spanish - Religion

1. Written vocabulary comprehension and Reading through spelling and the alphabet in English.
2. Teaching singular and plural nouns through numbers in English.
3. Textual typology examination of short tales in English with visual aids.
4. Simple phrases and vocabulary recreated in different situations through the comic.
5. Healthy habits and routines as basic rules given by God to care our life. Family as part of life. The pray in English.
6. Description of public places in Itagüí and prepositions of place. San José Elementary School.
7. Public Home utility services: water and electricity. Service

	<b>ESTRUCTURA GENERAL DEL ÁREA</b>	
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consumption in home, appliances and objects.	
<b>Evidence of learning and homework</b>	
<p>PHASE 3 Closing</p> <ul style="list-style-type: none"> <li>● Evaluation of the project.</li> <li>● Project fairs.</li> <li>● Discussion.</li> <li>● Ask and give information about the family.</li> <li>● Describe in a simple way the objects in the house and their location.</li> <li>● Identify words and simple phrases, related to ways to help at home.</li> <li>● Answer very simple questions about habits among family members.</li> </ul>	

<b>SECOND GRADE</b>	<b>SCHEDULE INTENSITY: 3 hours per week</b>
<b>STANDARDS</b>	
<ol style="list-style-type: none"> <li>1. Expresses simple ideas about topics he/she already knows, using simple words or phrases.</li> <li>2. Understands the sequence of a simple short story about familiar topics and retells it using pictures and previously studied words</li> <li>3. Exchanges personal information such as name, age, and where he/she comes from with classmates and teachers, using short simple sentences modeled by the teacher.</li> <li>4. Describes cultural aspects of his/her immediate environment, using known words and expression.</li> </ol>	
<b>TRANSFERENCE GOALS</b>	
<ol style="list-style-type: none"> <li>1. Identify and express in a simple way in English some of the benefits of exercising and having a balanced diet in his/her holistic growth.</li> <li>2. Identify and mention in English the most important rights of boys and girls in their families and school.</li> </ol>	



3. Distinguish and describe in English some characteristics and the importance of other living things in their 5. context.
4. Describe with simple vocabulary in English some cultural differences (traditions, celebrations) among several communities and show respect towards them.

**1st TERM****Classroom research project: Opening**

<b>COMPREHENSIONS</b>	<b>ESSENTIAL QUESTIONS</b>
<ol style="list-style-type: none"><li>1. Promotes important actions regarding the practice of good eating habits to have a healthy life.</li></ol>	<ol style="list-style-type: none"><li>2. What is a classroom project?</li><li>3. What do you know about classroom projects?</li><li>4. What would you like to research?</li><li>5. What resources do we need?</li><li>6. Why is important to learn a second language?</li><li>7. How can we include English in our classroom project?</li></ol>
<b>KNOWLEDGE</b>	<b>SKILLS</b>
<ol style="list-style-type: none"><li>1. Identifies the vocabulary related to common food in his/her context.</li><li>2. Recognizes words and expressions that indicate habits to be healthy</li><li>3. Identifies vocabulary and expressions about possible reasons that may develop health problems.</li></ol>	<ol style="list-style-type: none"><li>1. Classifies and mentions healthy and unhealthy food and drinks in his/her immediate context.</li><li>2. Classifies the activities that foster a good health and mentions them.</li><li>3. Participates in a short conversation about food and habits to have a healthy life.</li><li>4. Makes a list of food and habits to have a healthy life, supported by images.</li></ol>



## **CROSS-CURRICULAR APPROACH IN INTEGRATED AREAS**

### **Natural Science – P.E.**

1. Healthy diet as a self-care practice: fruits, veggies and drinks.
2. Interaction with the environment: animals and hábitats vocabulary.
3. Rhythmical expression through nurseries, songs and attention calls.
4. Vocabulary comprehension and development of competences through games and didactics.
5. Sports and outdoor activities and how they affect in coordination, movement and general performance of the body. Verbs and actions related.

### **Math - Arts**

1. Polygons in English: identification and representation in different places and objects using Wh- Questions.
2. Multiplication: Review numbers up to 100 through simple operations.
3. Reinforce Vocabulary, numbers and verbs by solving simple addition, subtraction and multiplication problems in English.



4. Drawing as a tool to learn vocabulary in English, rhythmical sequences in songs and nurseries in English.
5. Design and use of puppets in dramatizations representing dates and holidays commonly celebrated in English-speaking countries and in Colombia.
6. Expressions related in English.

Social Science – Spanish - Religion

1. Knowing capital letters through daily use of words and phrases in written English (months, days of the week, proper nouns...)
2. Different outdoor activities and sports that we can do in cityscapes and suburbs of the municipality.
3. Tales in English about healthy life and diet and their importance.
4. Learn about animals with the fable.
5. Holidays and celebrations expressed through legends in English.
6. Comic sketching to reinforce and express vocabulary in English. Publicity design and logos for invitations and celebrations. Colors and design.
7. The pray in English as a sign of love and friendship.

**Evidence of learning and homework**

**DIAGNOSTIC:**

At the beginning of 2019, 2ND grade will begin to work on a CLASSROOM RESEARCH PROJECT

**PHASE 1 Opening**

- Definition – previous knowledge
- Contextualization (stages)
- Research project Selection
- Hypothesis and question forming
- Thematic investigation and exploration
- Project nomination (group and grade)
- Teams and roles Set-up
- Project planning. Activities: pedagogical outings, resources, evaluation, discussion.
- Definition
- Exploration
- Classroom Project research
- Ask and give simple information about their favorite food.
- Describe actions that help us to have a healthy life.
- Describe his/her diet in using simple vocabulary.
- Identify simple words and phrases related to food and food habits.
- Exchange, in a simple way, information about their preferences in food habits.
- Describe, orally and in written, using visual aids, healthy eating habits.

**2nd TERM****Classroom research project: Project execution**

COMPREHENSIONS	ESSENTIAL QUESTIONS
<ol style="list-style-type: none"><li>1. Respects his/her classmates.</li><li>2. Celebrates the knowledge he/she has about his/her rights and the rights of other members of the community.</li></ol>	<ul style="list-style-type: none"><li>→ What progress has I had with my classroom project?</li><li>→ What would I add or remove from my classroom project?</li><li>→ What role has English had in my classroom project?</li></ul>





3. Appreciates the presence of other living things in his/her context.
4. Shares with people close to him/her basic rules to preserve other living things in his/her context.

→ How has English allowed me to integrate the different academic areas of study?

### KNOWLEDGE

1. Identifies the words what/who/where to ask questions.
2. Identifies simple words of the vocabulary related to children rights
3. Identifies the characteristics and needs of the living things in his/her context.
4. Identifies the vocabulary, words related to the
5. characteristics of living things.

### CROSS-CURRICULAR APPROACH IN INTEGRATED AREAS

Natural Science – P.E.

1. Healthy diet as a self-care practice: fruits, veggies and drinks.
2. Interaction with the environment: animals and hábitats vocabulary.
3. Rhythmical expression through nurseries, songs and attention calls.

### SKILLS

1. Answers simple questions with what/who/where with a single word.
2. Makes a simple list about the things students can do in their immediate context.
3. Gives instructions getting along with others, about good coexistence habits through the use of imperatives.
4. Introduces himself/ herself and his/her classmates through the use of simple expressions.
5. Identifies the general idea of a story with images related to the rights of boys and girls
6. Describes the characteristics of living things.
7. Asks and answers questions about the presence of other living things in his/her context by using simple vocabulary.
8. Classifies and names living things according to their characteristics.
9. Participates in short conversations using vocabulary related to living things and their basic characteristics.





4. Vocabulary comprehension and development of competences through games and didactics.
5. Sports and outdoor activities and how they affect in coordination, movement and general performance of the body. Verbs and actions related.

Math - Arts

1. Polygons in English: identification and representation in different places and objects using Wh- Questions.
2. Multiplication: Review numbers up to 100 through simple operations.
3. Reinforce Vocabulary, numbers and verbs by solving simple addition, subtraction and multiplication problems in English.
4. Drawing as a tool to learn vocabulary in English, rhythmical sequences in songs and nurseries in English.
5. Design and use of puppets in dramatizations representing dates and holidays commonly celebrated in English-speaking countries and in Colombia. Expressions related in English.

Social Science – Spanish - Religion



	ESTRUCTURA GENERAL DEL ÁREA	
<div><div><div><div><div>1. Knowing capital letters through daily use of words and phrases in written English (months, days of the week, proper nouns...)</div><div>2. Different outdoor activities and sports that we can do in cityscapes and suburbs of the municipality.</div><div>3. Tales in English about healthy life and diet and their importance.</div><div>4. Learn about animals with the fable.</div><div>5. Holidays and celebrations expressed through legends in English.</div><div>6. Comic sketching to reinforce and express vocabulary in English. Publicity design and logos for invitations and celebrations.</div><div>7. The pray in English as a sign of love and friendship.</div></div></div><div></div></div></div>		
Evidence of learning and homework		

**PHASE 2 Project execution**

- Development of the planned activities and research, with an emphasis on STEM methodology.
- Selection of materials to continue the process: Blog, field diary, portfolio, protocol, anecdotes, project journal
- Ask and give simple information about their rights.
- Give and follow simple instructions.
- Exchange information about what they can or can't do regarding their rights.
- Describe other living things and the place where they can be found.
- Ask and give basic information about other living things.
- Give instructions in English in the classroom.
- Recognize simple words or phrases related to the rights of boys and girls.
- Number actions to respect the rights of boys and girls through simple phrases previously practiced.
- Understand simple phrases in short oral or written texts, such as tales with images.
- Identify simple phrases and words about other living things around him/ her.
- Mention some physical characteristics of some other living things.
- Understand simple phrases in short oral or written texts, by using images related to other living things.

**3ER TERM****Classroom research project: Closing**

<b>COMPREHENSIONS</b>	<b>ESSENTIAL QUESTIONS</b>
<ol style="list-style-type: none"><li>1. Respects and appreciates the cultural expressions of different groups he/she knows.</li><li>2. Promotes the preservation of traditions of the different cultural groups studied.</li></ol>	<ul style="list-style-type: none"><li>→ What were the contributions made by the classroom research project to my academic and personal life?</li><li>→ How does English let me broaden my knowledge?</li><li>→ What topics would I like to keep learning in English based on my</li></ul>

	<b>ESTRUCTURA GENERAL DEL ÁREA</b>	
	classroom project? -What importance does English have in my school and classroom?	
<b>KNOWLEDGE</b>	<b>SKILLS</b>	
<ol style="list-style-type: none"> <li>1. Identifies words related to cultural activities, celebrations, race and traditions.</li> <li>2. Identifies words that allow him/her to describe physical particularities among different communities.</li> </ol> <p>CROSS-CURRICULAR APPROACH IN INTEGRATED AREAS</p> <p>Natural Science – P.E.</p> <ol style="list-style-type: none"> <li>1. Healthy diet as a self-care practice: fruits, veggies and drinks.</li> <li>2. Interaction with the environment: animals and hábitats vocabulary.</li> <li>3. Rhythmical expression through nurseries, songs and attention calls.</li> <li>4. Vocabulary comprehension and development of competences through games and didactics.</li> <li>5. Sports and outdoor activities and how they affect in coordination, movement and general performance of the body. Verbs and actions related.</li> </ol>	<ol style="list-style-type: none"> <li>1. Makes a list based on traditions of different cultural groups.</li> <li>2. Expresses what he/ she likes or does not like about the groups studied.</li> <li>3. Describes pictures, through simple words, stating what is happening.</li> </ol>	



Math - Arts

1. Polygons in English: identification and representation in different places and objects using Wh- Questions.
2. Multiplication: Review numbers up to 100 through simple operations.
3. Reinforce Vocabulary, numbers and verbs by solving simple addition, subtraction and multiplication problems in English.
4. Drawing as a tool to learn vocabulary in English, rhythmical sequences in songs and nurseries in English.
5. Design and use of puppets in dramatizations representing dates and holidays commonly celebrated in English-speaking countries and in Colombia. Expressions related in English.

Social Science – Spanish - Religion

1. Knowing capital letters through daily use of words and phrases in written English (months, days of the week, proper nouns...)
2. Different outdoor activities and sports that we can do in cityscapes and suburbs of the municipality.

	<b>ESTRUCTURA GENERAL DEL ÁREA</b>	
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3. Tales in English about healthy life and diet and their importance.
4. Learn about animals with the fable.
5. Holidays and celebrations expressed through legends in English.
6. Comic sketching to reinforce and express vocabulary in English. Publicity design and logos for invitations and celebrations.
7. The pray in English as a sign of love and friendship.

### **Evidence of learning and homework**



#### **PHASE 3 Closing**

- Evaluation of the project.
- Project fairs.
- Discussion.
- Express likes about cultural activities.
- Describe what others are doing at the moment of speaking.
- Mention basic customs of his/her region.
- Identify simple words and phrases related to cultural traditions in a community.
- Describe with simple phrases the elements in his/her own community or another community.
- Understand a sequence of events in a short oral or written text, supported by images.

**THIRD GRADE**

**SCHEDULE INTENSITY: 3 hours per week**



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STANDARDS		
<ol style="list-style-type: none"> <li>1. Understands and describes details in short, simple texts related to familiar topics, based on images and known phrases.</li> <li>2. Answers simple questions about descriptive short texts, in written or oral form, related to familiar and classroom topics.</li> <li>3. Exchanges ideas and simple opinions with classmates and teachers, following models or using images.</li> <li>4. Describes things, places, people, and communities, in oral or written form, using simple phrases.</li> </ol>		
TRANSFERENCE GOALS		
<ol style="list-style-type: none"> <li>1. Recognize and express using simple language in English the rules and responsibilities to prevent health problems in their local context.</li> <li>2. Establish in English their duties as a member of a community using simple language.</li> <li>3. Identify and express the effects of their actions on their local environment (neighborhood, district, city, town) using simple phrases in English.</li> <li>4. Recognize and present in English good practices for the responsible use of technology.</li> </ol>		
1st TERM		
Classroom research project: Opening		
COMPREHENSIONS	ESSENTIAL QUESTIONS	
<ol style="list-style-type: none"> <li>1. Recognizes his /her responsibility in the prevention of diseases in their community.</li> <li>2. Promotes actions for the prevention of these diseases at home.</li> </ol>	<ol style="list-style-type: none"> <li>1. What is a classroom project?</li> <li>2. What do you know about classroom projects?</li> <li>3. What would you like to research?</li> <li>4. What resources do we need?</li> <li>5. Why is important to learn a second language?</li> <li>6. How can we include English in our classroom project?</li> </ol>	



KNOWLEDGE	SKILLS
<ol style="list-style-type: none"><li>1. Recognizes the vocabulary to name the body parts.</li><li>2. Identifies the vocabulary of common diseases in his /her context.</li><li>3. Recognizes words and expressions of the rules to prevent health problems.</li><li>4. Identifies vocabulary and expressions about the causes and symptoms of common diseases in the community.</li></ol> <p><b>CROSS-CURRICULAR APPROACH IN INTEGRATED AREAS</b></p> <p>Natural Science – P.E.</p> <ol style="list-style-type: none"><li>1. Symptoms and diseases and their prevention with proper hygiene habits.</li><li>2. Animals: vocabulary and classification.</li><li>3. Renewable and non-renewable energy sources as part of positive and negative actions of the human being in the environment, causes and consequences.</li><li>4. Consumption habits with technological devices as part of the cares needed to have a healthy body.</li></ol>	<ol style="list-style-type: none"><li>8. Describes the symptoms of common diseases, using body parts vocabulary and simple language.</li><li>9. Classifies the causes and symptoms of common viral diseases in the context, using pictures.</li><li>10. Participates in a short conversation about common diseases.</li><li>11. Makes a simple list of rules to prevent common diseases and makes an illustration of it.</li></ol>



5. Commands in English as part of the following of instructions in class.
6. Target practice and object placement in different places through games. Games that promote integration and healthy competition to reinforce teamwork, team spirit and laterality: right and left.
7. Simple Choreography and dance arrangement through nurseries and songs in English.

Math - Arts

1. Vocabulary work (numbers and shapes mostly) through sequences.
2. Addition, subtraction and multiplication: vocabulary and simple operations to work reading comprehension.
3. Vocabulary consolidation and reinforcement, and following of instructions through artistic activities that require the use of color and lines. Craftings with folding technique.
4. Use of fractions in English with board games.
5. Musical instruments presented in nurseries, games, songs and group dynamics.
6. Division as part of the formulation and solving of problems.
7. Commands, following of instructions, colors and shapes



practice through the design and analysis of native and foreigner national symbols (flag and badge)

Social Science – Spanish - Religion

1. Adjectives to describe symptoms.
2. Religious celebrations in English-speaker countries: Easter and St. Patrick's Day as a representation of the Holy Trinity. Values expressed through the celebration.
3. Sentence structure and its parts: subject, verb and predicate expressed in English grammar and the daily use of the language.
4. Telling the time in English using the clock and measuring the time.
5. Poster design with expressions and vocabulary in English about causes and consequences in the environment.
6. Reading and design of comics about related topics to develop comprehension.
7. Animals from Antioquia and Itagüí (vocabulary).

### **Evidence of learning and homework**



DIAGNOSTIC:  
At the beginning of 2019, 3rd grade will begin to work on a CLASSROOM RESEARCH PROJECT

**PHASE 1 Opening**

- Definition – previous knowledge
- Contextualization (stages)
- Research project selection
- Hypothesis and question forming
- Thematic investigation and exploration
- Project nomination (group and grade)
- Teams and roles set-up
- Project planning. Activities: pedagogical outings, resources, evaluation, discussion.
- Definition
- Exploration
- Classroom Project Research
- Give and ask for information about symptoms of diseases in their community.
- Give simple instructions.
- Describe in simple sentences, the symptoms of common diseases in their community.
- Understand phrases in short, simple written texts, supported by images, related to health problems.
- Identify words and phrases related to common health problems in their community.
- Exchange information about symptoms and ways to prevent health problems in their community.

**2nd TERM****Classroom research project: Project execution**

<b>COMPREHENSION</b>	<b>ESSENTIAL QUESTIONS</b>
<ol style="list-style-type: none"><li>1. Shows a respectful attitude toward their peers and the environment.</li><li>2. Behaves appropriately in school.</li><li>3. Works in a team to make their school community a better place to be.</li></ol>	<ul style="list-style-type: none"><li>→ What progress has I had with my classroom project?</li><li>→ What would I add or remove from my classroom project?</li><li>→ What role has English had in my classroom project?</li></ul>

	ESTRUCTURA GENERAL DEL ÁREA	
4. Recognizes that their decisions and personal actions have consequences for others and the environment.	→ How has English allowed me to integrate the different academic areas of study?	
KNOWLEDGE	SKILLS	
<div><div><div>1. Identifies words and basic expressions related to their duties at home, school, and community.</div><div>2. Identifies the words what/where to ask questions.</div><div>3. Recognizes possessives our, their.</div><div>4. Identifies simple vocabulary related to elements of the environment in their context.</div><div>5. Recognizes expressions related to human actions against the environment.</div><div>6. Identifies phrases and expressions to talk about causes and effects.</div></div><div><div>CROSS-CURRICULAR APPROACH IN INTEGRATED AREAS</div><div>Natural Science – P.E.</div><div><div>1. Symptoms and diseases and their prevention with proper hygiene habits.</div><div>2. Animals: vocabulary and classification.</div><div>3. Renewable and non-renewable energy sources as part of positive and negative actions of the human being in the</div></div></div></div>	<div><div>1. Follows and gives basic classroom instructions.</div><div>2. Writes and says simple phrases with familiar vocabulary.</div><div>3. Makes a list of commitments as citizen.</div><div>4. Asks and answers questions about their everyday actions.</div><div>5. Illustrates or represents their duties as citizens in different ways (drawings, drama, etc.).</div><div>6. Recognizes some specific details in written and oral texts related to their duties.</div><div>7. Classifies causes and effects within an environmental situation, using images.</div><div>8. Expresses, using phrases previously rehearsed, the causes and consequences of an environment-related situation.</div><div>9. Understands specific details about the environment, in a short text, if the language is familiar.</div><div>10. Describes environmental problems in their immediate community, using previously studied phrases.</div></div>	



environment, causes and consequences.

4. Consumption habits with technological devices as part of the cares needed to have a healthy body.
5. Commands in English as part of the following of instructions in class.
6. Target practice and object placement in different places through games. Games that promote integration and healthy competition to reinforce teamwork, team spirit and laterality: right and left.
7. Simple Choreography and dance arrangement through nurseries and songs in English.

#### Math - Arts

1. Vocabulary work (numbers and shapes mostly) through sequences.
2. Addition, subtraction and multiplication: vocabulary and simple operations to work reading comprehension.
3. Vocabulary consolidation and reinforcement, and following of instructions through artistic activities that require the use of color and lines. Craftings with folding technique.
4. Use of fractions in English with board games.







5. Musical instruments presented in nurseries, games, songs and group dynamics.
6. Division as part of the formulation and solving of problems.
7. Commands, following of instructions, colors and shapes practice through the design and analysis of native and foreigner national symbols (flag and badge)

Social Science – Spanish - Religion

1. Adjectives to describe symptoms.
2. Religious celebrations in English-speaker countries: Easter and St. Patrick's Day as a representation of the Holy Trinity. Values expressed through the celebration.
3. Sentence structure and its parts: subject, verb and predicate expressed in English grammar and the daily use of the language.
4. Telling the time in English using the clock and measuring the time.
5. Poster design with expressions and vocabulary in English about causes and consequences in the environment.
6. Reading and design of comics about related topics to develop comprehension.



	ESTRUCTURA GENERAL DEL ÁREA		
7. Animals from Antioquia and Itagüí (vocabulary).			
Evidence of learning and homework			
PHASE 2 Project execution			
<ul style="list-style-type: none"><li>• Development of the planned activities and research, with an emphasis on STEM methodology.</li><li>• Selection of materials to continue the process: Blog, field diary, portfolio, protocol, anecdotes, project journal.</li><li>• Express with simple phrases their duties at home, school and community.</li><li>• Give and ask for simple information about everyday actions related to their responsibilities in the community.</li><li>• Give simple instructions to take care of their community.</li><li>• Mention the causes and consequences of a given situation with the support of images.</li><li>• Describe everyday actions related to the environment.</li><li>• Give simple warnings, previously rehearsed, about the environment.</li><li>• Identify words and phrases about the duties of students.</li><li>• Understand short and simple sentences in written texts, supported by images, related to the duties of students.</li><li>• Present simple ideas orally about the duties and rights of students.</li><li>• Identify causes and consequences about the environment in short, simple oral and written texts.</li><li>• Exchange information about the effects of humans on the environment through previously rehearsed phrases.</li><li>• Produce simple sentences about causes and consequences of human actions on the environment.</li></ul>			
3RD TERM			
Classroom research project: Closing			
COMPREHENSIONS		ESSENTIAL QUESTIONS	
1. Recognizes and respects similarities and differences		→ What were the contributions made by the classroom research project to my academic and personal life?	

	ESTRUCTURA GENERAL DEL ÁREA		
<p>among people regarding their age and the use of technology.</p> <p>2. Identifies some possible risks of using technology.</p> <p>3. Recognizes that access and use of technology is not equal for everyone.</p>		<p>→ How does English let me broaden my knowledge?</p> <p>→ What topics would I like to keep learning in English based on my classroom project? -What importance does English have in my school and classroom?</p>	
KNOWLEDGE		SKILLS	
<p>1. 1. Identifies vocabulary and expressions related to technology.</p> <p>2. Recognizes frequency adverbs such as always, sometimes, never.</p> <p>3. Uses the word to (+ infinitive) to talk about the use of an object.</p> <p>4. Recognizes the question how often do you...? to ask about the frequency of an action.</p> <p>5. Uses might to express possibility</p>		<p>8. Asks and answers questions about habits related to the use of technology.</p> <p>9. Describes technological elements they regularly use.</p> <p>10. Talks about the use of an object using rehearsed phrases.</p> <p>11. Compares the use of technology among the people in their community.</p>	
CROSS-CURRICULAR APPROACH IN INTEGRATED AREAS			
Natural Science – P.E.			
<p>1. Symptoms and diseases and their prevention with proper hygiene habits.</p> <p>2. Animals: vocabulary and classification.</p>			



3. Renewable and nonrenewable energy sources as part of positive and negative actions of the human being in the environment, causes and consequences.
4. Consumption habits with technological devices as part of the cares needed to have a healthy body.
5. Commands in English as part of the following of instructions in class.
6. Target practice and object placement in different places through games. Games that promote integration and healthy competition to reinforce teamwork, team spirit and laterality: right and left.
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Math - Arts

1. Vocabulary work (numbers and shapes mostly) through sequences.
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#### Social Science – Spanish - Religion

1. Adjectives to describe symptoms.
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	<b>ESTRUCTURA GENERAL DEL ÁREA</b>	
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6. Reading and design of comics about related topics to develop comprehension.
7. Animals from Antioquia and Itagüí (vocabulary).

### **Evidence of learning and homework**

#### **PHASE 3 Closing**

- Evaluation of the project.
- Project fairs.
- Discussion.
- Give and ask for simple information about the use of technology.
- Describe routines related to the use of technology.
- Name elements of technology and their use.
- Understand phrases in written and oral descriptive texts, about technological objects and their function.
- Exchange information about the use of technology, through previously rehearsed phrases.
- Present simple ideas, orally about good practices of the use of technology.



#### **FOURTH GRADE**

**SCHEDULE INTENSITY: 3 hours per week**

#### **STANDARDS**

- Understand general and specific information from a short text about known themes of interest.
- Produce a short and simple written text or verbal response to answer “what? who? when? and where?” about an event or anecdote.
- Exchange information about habits, likes and preferences about known themes based on models given by the teacher.
- Explain causes and consequences of a situation using simple sentences, written and orally, using an established model.


<b>TRANSFERENCE GOALS</b>	
<b>1st TERM</b>	
<b>FRASE INTRODUCTORIA</b>	
<b>COMPREHENSIONS</b>	<b>ESSENTIAL QUESTIONS</b>
<p>The students will understand...</p> <ol style="list-style-type: none"> <li>1. The value of taking care of their body.</li> <li>2. How to encourage actions to avoid consuming substances that are harmful to their health.</li> </ol>	<p>→ What is a classroom project?</p> <p>→ What would you like to research?</p> <p>→ 3. What resources do we need?</p>
<b>KNOWLEDGE</b>	<b>SKILLS</b>
<p>The students will know how to...</p> <ol style="list-style-type: none"> <li>1. Use WH- questions to ask for specific information.</li> <li>2. Recognize English vocabulary related to substances that are harmful to our health in short, written texts.</li> <li>3. Identify the principal effects of certain damaging substances on our health in short, written texts.</li> <li>4. Recognize words and expressions to give recommendations and suggestions about the use of substances that damage our health.               <ol style="list-style-type: none"> <li>a. The classification of geometric figures.</li> <li>b. The rights of children that protect them against bullying.</li> </ol> </li> </ol>	<p>The students will be able to...</p> <ol style="list-style-type: none"> <li>1. Ask for information specifically using WH- questions.</li> <li>2. Understand and associate damaging substances with the effects that they produce from written texts in English.</li> <li>3. Give suggestions or recommendations about the consumption of certain substances.</li> <li>4. Exchange information about the effects of certain substances that are harmful to our health.</li> <li>5. Make a list of products that contain harmful substances.</li> </ol>

	ESTRUCTURA GENERAL DEL ÁREA	
<div>5. Structure of sentences and grammatical elements: nouns, adjectives, verbs, pronouns. Interrogative and exclamatory sentences.<div><div>a. The trophic levels are categories that classify living beings by how they get energy.</div><div>b. Letters and their forms.</div></div></div>		
Evidence of learning and homework		
<div><div><div><div>● Definition – previous knowledge</div><div>● Contextualization (stages)</div><div>● Selection of a research project</div><div>● Thematic investigation and exploration</div><div>● Project nomination (group and grade)</div><div>● Confirmation of teams and roles</div><div>● Project planning. Activities: pedagogical outings, resources, evaluation, discussion</div><div>● Definition</div><div>● Exploration</div><div>● Classroom research project</div><div>● Give and request information about eating habits.</div><div>● Give suggestions and recommendations about the consumption of certain substances.</div><div>● Express the causes and effects of eating habits using simple sentences.</div><div>● Make simple sentence that describe the consequences of certain substances on human beings.</div><div>● Give and request information about eating habits.</div><div>● Give suggestions and recommendations about the consumption of certain substances.</div><div>● Express the causes and effects of eating habits using simple sentences.</div><div>● Make simple sentence that describe the consequences of certain substances on human beings.</div></div></div></div>		
2nd TERM		

**Classroom research project: Project execution**

COMPREHENSIONS	ESSENTIAL QUESTIONS
<p><b>The students will understand how to...</b></p> <ol style="list-style-type: none"><li>1. Respect the opinions and positions of their classmates in relation to themes of common interest.</li><li>2. Respectfully express their opinions.</li><li>3. Examine the importance of the environment.</li><li>4. Promote actions to take care of environment.</li></ol>	<ol style="list-style-type: none"><li>1. How do you show respect for the opinions of your classmates?</li><li>2. In what manner do you express your opinions without offending others?</li><li>3. How do you participate in taking care of the environment?</li><li>4. What actions do you do to help take care of the environment?</li></ol>
KNOWLEDGE	SKILLS
<p><b>The students will know how to...</b></p> <ol style="list-style-type: none"><li>1. Identify words and expressions to ask for apologies.</li><li>2. Identify words and expressions to express agreement and disagreement.</li><li>3. Examine certain vocabulary and structures related to describing your own qualities and the qualities of others.</li><li>4. Understand the concepts and processes related to the maintenance of the environment.</li><li>5. Establish what practices can improve or deteriorate the environment.</li><li>6. The importance of distinguishing the locations of the cardinal directions in specific situations.</li></ol>	<p><b>The students will be able to...</b></p> <ol style="list-style-type: none"><li>1. Give and request apologies in a simple manner by examining an error or mistake.</li><li>2. Describe in a simple manner their qualities and the qualities of other people.</li><li>3. Express their opinions avoiding offending or making their classmates uncomfortable.</li><li>4. Propose solutions to environmental problems in their community.</li><li>5. Compare human actions that positively or negatively affect the environment.</li><li>6. Design a campaign to take care of the environment in their school and community.</li></ol>



	<div data-bbox="609 134 1081 165" data-label="Page-Header"> <p>ESTRUCTURA GENERAL DEL ÁREA</p> </div> <div data-bbox="1442 113 1479 155" data-label="Image"> </div>	
<ol style="list-style-type: none"> <li>7. Analyze the characteristics of ancient cultures inhabiting the local territories when the Spanish arrived.</li> <li>8. Verbal and non-verbal codes of communication.</li> <li>9. Possible mixes of substances in human foods.</li> <li>10. The human body as a medium of expression.</li> </ol>		
<p><b>Evidence of learning and homework</b></p>		
<div data-bbox="609 764 1066 806" data-label="Section-Header"> <p><b>PHASE 2 Project execution</b></p> </div> <div data-bbox="196 852 1479 1892" data-label="List-Group"> <ul style="list-style-type: none"> <li>● Development of the planned activities and research, with an emphasis on STEM methodology.</li> <li>● Selection of materials to continue the process: Blog, field diary, portfolio, protocol, anecdotes, project journal</li> <li>● Give and request apologies using simple phrases.</li> <li>● Talk about your own qualities in English.</li> <li>● Express agreement and disagreement in a simple manner.</li> <li>● Ask for information about the preferences of others.</li> <li>● Identify vocabulary and expressions to give and ask for apologies.</li> <li>● Describe yourself using learned vocabulary and expressions.</li> <li>● Express agreements, disagreements and apologies using simple sentences in a simple conversation.</li> <li>● Understand specific information from narrative texts about common conflicts between classmates.</li> <li>● Make simple comparisons about actions to take care of the environment.</li> <li>● Describe the characteristics of your immediate environment.</li> <li>● Give and request information about daily activities related to the environment.</li> <li>● Produce short, written text and oral responses related to the environment using an established model.</li> <li>● Exchange information about the characteristics of your immediate environment.</li> <li>● Identify relevant information about the deterioration of the environment in descriptive, short texts.</li> </ul> </div>		



- Understand the general idea and specific information in short and simple narrative texts about environmental themes.

**3rd TERM****Classroom research project: Closing**

<b>COMPREHENSIONS</b>	<b>ESSENTIAL QUESTIONS</b>
<p>The students will understand how to...</p> <ol style="list-style-type: none"><li>1. Understand their role as a member of the global community.</li><li>2. Recognize that their actions have consequences on others.</li></ol>	<ol style="list-style-type: none"><li>3. What is a global community?</li><li>4. Who makes up a global community?</li><li>5. What consequences do positive or negative actions have on others?</li></ol>
<b>KNOWLEDGE</b>	<b>SKILLS</b>
<p>The students will know how to...</p> <ol style="list-style-type: none"><li>1. Identify vocabulary referring to a global community.</li><li>2. Examine the structure of the present continuous.</li><li>3. Identify phrases and expressions to talk about causes and consequences.</li><li>4. Planning for variation in the occurrence of events.</li><li>5. Colombian population: descendants from Africa, raizales, mixed, indigenous, and white.</li><li>6. The use of graphic organizers.</li><li>7. Daytime and nighttime events.</li><li>8. Musical rhythms in foreign music: Christmas carols</li></ol>	<p>The students will be able to...</p> <ol style="list-style-type: none"><li>1. Classify causes and consequences of a situation related to the global community.</li><li>2. Express how their actions affect the global community.</li><li>3. Describe the actions of their community and how they affect the global community.</li></ol>

### Evidence of learning and homework

#### PHASE 3 Closing

- Evaluation of the project.
- Project fair.
- Discussion.
- Describe the activities that they do daily.
- Express their opinion about the actions you observe in others.
- Give and request information about daily activities in their surroundings and their community.
- Mention causes and possible effects of human actions on the life of others.
- Identify specific information about the effects of their actions on the world in short descriptive narrative texts.
- Recognize the relations of cause and effects in short written texts and orally.
- Describe the activities that they do daily and their consequences for others in the world.
- Exchange information about the relationships among different communities in the world using simple sentences

FIFTH GRADE	SCHEDULE INTENSITY: 3H/W
STANDARDS	
<ul style="list-style-type: none"> <li>● Understand general and specific information in a short narrative text about known themes of interest.</li> <li>● Produce a short and simple narrative text or speech that responds to “what? who? when? and where?” about an event or anecdote.</li> <li>● Exchange information about habits, likes and preferences about known themes using models presented by the teacher.</li> <li>● Explain causes and consequences of a situation using simple sentences orally or written following an established model.</li> </ul>	
TRANSFERENCE GOALS	





*The students will be able to independently use their knowledge to...*

- Propose actions to take care of their body and relationships with others using simple language.
- Recognize and express positive actions to build a peaceful environment with others through language.
- Establish simple comparisons and appreciate similarities and differences among the communities in their city or municipality (age, socioeconomic status, marginalized groups).
- Recognize and mention the importance of mass media on their daily lives using simple language.

1st TERM

**Classroom research project: Opening**

COMPREHENSIONS	ESSENTIAL QUESTIONS
<p>The students will understand how to...</p> <ol style="list-style-type: none"><li>1. Show with their actions that they respect themselves and others.</li><li>2. Respect the decisions and opinions of others.</li></ol>	<ul style="list-style-type: none"><li>→ What is a classroom project?</li><li>→ What would you like to research?</li><li>→ What resources do we need?</li><li>→ How can I show respect toward others with my actions?</li></ul>
KNOWLEDGE	SKILLS
<p>The students will know how to...</p> <ol style="list-style-type: none"><li>1. Identify words and expressions related to managing their hygiene.</li><li>2. Identify the structure of a simple question with “what?” “who?” and “where?”.</li><li>3. Recognize the structures “I like...” and “I don’t like...” to talk about likes and dislikes.</li></ol>	<p>The students will be able to...</p> <ol style="list-style-type: none"><li>1. Describe their daily routine and hobbies.</li><li>2. Ask and answer questions about daily activities and hobbies.</li><li>3. Express what they like and don’t like.</li><li>4. Interact with their classmates about themes of interest related to taking care of their own bodies and the bodies of others.</li></ol>



	<b>ESTRUCTURA GENERAL DEL ÁREA</b>	
<ol style="list-style-type: none"> <li>4. Recognize vocabulary and structures related to daily activities and hobbies.</li> <li>5. Identify the imperative form of known verbs.</li> <li>6. Math, Art: The relationship between numbers and points on a timeline and of number pairs on a grid. (Timeline representing daily routines.</li> <li>7. Spanish, Social Studies, Religion: Describe yourself and others using adjectives that express value of human life.</li> <li>8. Recognize the importance of good hygiene for personal care.</li> </ol>		<b>Evidence of learning and homework</b>
<p>PHASE 1 Opening</p> <ul style="list-style-type: none"> <li>● Definition – previous knowledge</li> <li>● Contextualization (stages)</li> <li>● Selection of a research project</li> <li>● Hypothesis and forming of questions</li> <li>● Thematic investigation and exploration</li> <li>● Project nomination (group and grade)</li> <li>● Confirmation of teams and roles</li> <li>● Project planning. Activities: pedagogical outings, resources, evaluation, discussion</li> <li>● Definition</li> <li>● Exploration</li> <li>● Classroom research project</li> <li>● Make simple sentences about hygiene routines in a written and oral manner.</li> <li>● Identify words and phrases about routines and relate them to simple written texts and oral speeches.</li> <li>● Exchange personal information about their hobbies and their personal relationships.</li> </ul>		



- Understand the principal idea and specific information in short narrative texts about known themes.

## 2nd TERM

### Classroom research project: Project execution

COMPREHENSIONS	ESSENTIAL QUESTIONS
<p style="text-align: center;"><b>The students will understand how to...</b></p> <ol style="list-style-type: none"> <li>1. Show with their words that they respect themselves and others.</li> <li>2. Value the role of each gender in society.</li> <li>3. Accept and value others regardless of their gender, age, socioeconomic status or marginalized group.</li> </ol>	<ol style="list-style-type: none"> <li>1. What is the importance of the roles that men and women carry out in society?</li> <li>2. How do you show respect for yourself and others?</li> <li>3. How do you show acceptance of others without giving importance to gender, age...?</li> </ol>
KNOWLEDGE	SKILLS
<p style="text-align: center;"><b>The students will know how to...</b></p> <ol style="list-style-type: none"> <li>1. Identify words and expressions that reflect types of discrimination in their contexts.</li> <li>2. Recognize vocabulary and structures to describe the qualities of others.</li> <li>3. Identify words and expressions related to daily activities.</li> <li>4. Recognize the comparative structure of equality.</li> <li>5. Recognize vocabulary and structures related to characteristics of the people and</li> </ol>	<p style="text-align: center;"><b>The students will be able to...</b></p> <ol style="list-style-type: none"> <li>1. Refer to others and members of the community without using words or expressions that discriminate based on gender, socioeconomic status, etc.</li> <li>2. Produce short written texts or speeches that describe the role of men and women in their local context.</li> <li>3. Compare physical and personality characteristics of others.</li> <li>4. Express their opinions and support them with arguments.</li> <li>5. Recognize relevant information in a short text.</li> </ol>

	ESTRUCTURA GENERAL DEL ÁREA		
<p>characteristics they interact with.</p> <p>6. Math, Art: Using body language and dance to support a multidimensional experience of movement and direction.</p> <p>7. Spanish, Social Studies, Religion: Nonverbal communication- gestures, signals and signs.</p> <p>8. Science, Physical Education: Examine certain systems in the body as part of the characteristics of people.</p>		<p>6. Make simple comparisons based on the characteristics of their classmates and/or others.</p> <p>7. Answer simple questions related to their daily activities and hobbies.</p> <p>8. Interact using simple language with their classmates about themes related to local places and/or people.</p> <p>9. Make short written texts or oral speeches based on given model, which refer to a community in their city or municipality.</p>	
Evidence of learning and homework			
PHASE 2 Project execution			
<ul style="list-style-type: none"><li>● Development of the planned activities and research, with an emphasis on STEM methodology.</li><li>● Selection of materials to continue the process: Blog, field diary, portfolio, protocol, anecdotes, project journal.</li><li>● Talk about past facts.</li><li>● Contextually tell their own anecdotes.</li><li>● Express their own preferences about mass media and information.</li><li>● Give and request information about facts.</li><li>● Exchange information about the use of different mass media.</li><li>● Produce short written narrative texts (anecdotes) and speeches related to themes through an established model.</li><li>● Identify specific vocabulary and expressions to refer to mass media and its impact on daily life.</li><li>● Understand short narrative texts about past situations of interest.</li></ul>			
3rd TERM			
Classroom research project: Closing			
COMPREHENSIONS		ESSENTIAL QUESTIONS	

	ESTRUCTURA GENERAL DEL ÁREA	
<p>The students will understand how to...</p> <ol style="list-style-type: none"><li>1. Appreciate their own life experiences and those of their classmates.</li><li>2. Value the information that they receive through different mass media.</li></ol>	<ol style="list-style-type: none"><li>1. Why are your life experiences and your classmate's experiences important?</li><li>2. Why is mass media important?</li><li>3. What purpose does mass media serve?</li></ol>	
KNOWLEDGE	SKILLS	
<p>The students will know how to...</p> <ol style="list-style-type: none"><li>1. Identify words and expressions related to their own anecdotes.</li><li>2. Recognize the structure of frequently used past verbs.</li><li>3. Recognize mass media vocabulary and information about who they communicate with.</li><li>4. Identify the interrogative form to get information about real facts.</li><li>5. Math, Art: Units of time, compasses and rhythmic figures in local music expressions associated with natural numbers, the decimal system and fractions.</li><li>6. Spanish, Social Studies, Religion: Mass media and the messages emitted by institutional and transit signals.</li><li>7. Science, Physical Education: Follow instructions to identify vocabulary related to body movement.</li></ol>	<p>The students will be able to...</p> <ol style="list-style-type: none"><li>1. Tell their own anecdotes using simple language.</li><li>2. Answer simple questions related to real facts.</li><li>3. Ask simple questions related to facts presented in mass media.</li><li>4. Recognize relevant information in short texts.</li><li>5. Express their preference about diverse types of mass media and information.</li></ol>	



### Evidence of learning and homework

#### PHASE 3 Closing

- Evaluation of the project.
- Project fair.
- Discussion.
- Talk about past facts.
- Contextually relate their own anecdotes.
- Express their preferences about mass media and information.
- Give and request information about real facts.
- Exchange information about the use of different mass media.
- Produce short written narrative (anecdotes) texts and speeches related to themes using an established model.
- Identify specific vocabulary and expressions to refer to mass media and its impact on daily life.
- Understand short narrative texts about past situations of interest.

SIXTH GRADE	INTENSITY SCHEDULE 5 hours:
STANDARDS	
<ul style="list-style-type: none"> <li>● I understand short texts of some difficulty about daily activities, of my interest, about other subjects and my social environment.</li> <li>● I listen to an oral text and, if it is familiar I understand the most important information.</li> <li>● I have routine conversations to say hello, say goodbye, talk about the weather and how I feel.</li> </ul>	
TRANSFERENCE GOALS	
<p>How to get sixth grade students to understand short texts of certain difficulty on daily activities, of my interest, on other subjects and my</p>	



social environment?



### 1st TERM

### Integral personal care



COMPREHENSIONS	ESSENTIAL QUESTIONS
<p>The students will understand:</p> <ul style="list-style-type: none"> <li>• Short conversations about basic information about their daily life.</li> <li>• Short sentences about routines, daily activities and likes.</li> <li>• Information on how to write unknown names and words in a short conversation.</li> <li>• Instructions given in written and oral form, related to situations in their environment.</li> <li>• Basic descriptions of people, places and things.</li> </ul>	<p>The students will guide the comprehension around the following questions: How to recognize themselves as an individual and member of the class. In what way to establish adequate routine in their physical and personal care? How to define the physical features of a place, a person or a thing?</p>
KNOWLEDGES	SKILLS
<p>The students will know ...</p> <ul style="list-style-type: none"> <li>• Daily routine (simple present, time, professions, free time activities).</li> <li>• Personal information (verb to be, have, family)</li> <li>• Places (earth, geographical features)</li> <li>• Culture (human rights),</li> <li>• Describing people (adjectives).</li> </ul>	<p>The students will have skills to ...</p> <ul style="list-style-type: none"> <li>• Identify words and phrases related to personal information and daily activities, in oral and written texts.</li> <li>• Exchange personal information in oral and written form. - Make simple sentences about personal information and activities daily oral and written. - Make simple sentences about routines, likes and interests orally and in writing.</li> <li>• Identify phrases and expressions related to characteristics of people, places and things in oral and written texts.</li> </ul>



<b>Evidences of learning and tasks</b>	
Presentations, texts, written workshops, videos, ...	
<b>2nd TERM</b>	
<b>HEALTHY PHYSICAL ROUTINE</b>	
<b>COMPREHENSIONS</b>	<b>ESSENTIAL QUESTIONS</b>
<ul style="list-style-type: none"> <li>• Describes personal care habits and routines</li> <li>• Gives and requests personal information and daily activities.</li> <li>• Expresses likes and interests.</li> <li>• Describes parts of the body.</li> </ul>	<p>What strategies can I use in order to improve the care of my body and my physical daily routine?</p>
<b>KNOWLEDGE</b>	<b>SKILLS</b>
<p>Lexical Parts of the body Expressions of time related to routine</p> <ul style="list-style-type: none"> <li>• I eat dinner at 6.</li> <li>• Before going to bed, I...</li> <li>• I wake up at</li> <li>• Everyday</li> <li>• First, second, then...</li> <li>• In the morning...</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• Present tense</li> <li>• Yes/No questions (Do you...? Yes, I do...; No, I don't.)</li> <li>• Adverbs of frequency</li> </ul> <p>Pronunciation</p> <p>Discourse</p> <p>Sequence of events</p> <p>Sociolinguistic/Intercultural</p> <p>Temas gramaticales</p>	<ul style="list-style-type: none"> <li>• Builds simple sentences about routines, likes and interests orally and in writing.</li> <li>• Identifies words and phrases about routines, likes and interests in simple oral and written texts.</li> <li>• Exchanges information about routines, likes and interests in a simple conversation.</li> </ul>



	<div data-bbox="224 102 1424 197" data-label="Page-Header"> <div>ESTRUCTURA GENERAL DEL ÁREA</div> <div>  </div> </div> <div data-bbox="191 228 401 270" data-label="Section-Header"> <b>Vocabulary:</b> </div> <div data-bbox="191 275 537 447" data-label="Text"> <p>Religion Waiting short stories Descriptions Mind map</p> </div> <div data-bbox="574 474 1115 516" data-label="Section-Header"> <b>Evidences of learning and tasks</b> </div> <div data-bbox="191 592 732 850" data-label="Text"> <p>Quizes Presentations in stem groups Writing exercises Listening exercises Reading comprehension practices Duolinguo's assignments.</p> </div> <div data-bbox="753 921 928 959" data-label="Section-Header"> <b>3rd TERM</b> </div> <div data-bbox="457 995 1224 1033" data-label="Section-Header"> <b>GLOBALIZATION: VALUE OF LOCAL CULTURE</b> </div> <div data-bbox="319 1066 646 1102" data-label="Section-Header"> <b>UNDERSTANDINGS</b> </div> <div data-bbox="191 1136 753 1434" data-label="List-Group"> <ul style="list-style-type: none"> <li>• Describes characteristics of a culture.</li> <li>• Establishes comparisons between countries.</li> <li>• Requests and gives information.</li> <li>• Describes persons, places and customs.</li> </ul> </div> <div data-bbox="964 1066 1365 1106" data-label="Section-Header"> <b>ESSENTIAL QUESTIONS</b> </div> <div data-bbox="865 1136 1466 1215" data-label="Text"> <p>How important is for people to know about cultures around the world?</p> </div> <div data-bbox="380 1467 613 1503" data-label="Section-Header"> <b>KNOWLEDGE</b> </div> <div data-bbox="142 1556 259 1591" data-label="Section-Header"> <b>Lexical</b> </div> <div data-bbox="191 1598 771 1856" data-label="List-Group"> <ul style="list-style-type: none"> <li>• Countries and Nationalities</li> <li>• Food</li> <li>• Celebrations</li> <li>• Clothing</li> <li>• Adjectives.</li> <li>• Expressions for likes and dislikes</li> </ul> </div> <div data-bbox="1099 1467 1229 1503" data-label="Section-Header"> <b>SKILLS</b> </div> <div data-bbox="841 1556 1471 1898" data-label="List-Group"> <ul style="list-style-type: none"> <li>• Identifies phrases and expressions related to characteristics of persons, celebrations and places in short oral and written texts.</li> <li>• Produces simple sentences about characteristics of persons, celebrations and places orally and in writing.</li> </ul> </div>
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	ESTRUCTURA GENERAL DEL ÁREA	
<ul style="list-style-type: none"><li>● I Expressions to describe persons</li><li>● She is tall.</li><li>● Start, maintain and close a simple conversation about a known topic</li></ul> <p>Grammar</p> <ul style="list-style-type: none"><li>● Present tense</li><li>● • Wh- questions</li></ul> <p>Discourse</p> <ul style="list-style-type: none"><li>● Sequence connectors (and, first, second, third, etc.)</li><li>● Sociolinguistic/Intercultural</li><li>● Taking turns</li><li>● Valuation of cultural diversity</li></ul> <p>Vocabulary</p> <ul style="list-style-type: none"><li>● Geography (location)</li><li>● Mayas , Aztecas(text)</li><li>● African culture</li><li>● Fantastic literatura</li><li>● Media</li><li>● Drama</li></ul>	<ul style="list-style-type: none"><li>● Exchanges information about characteristics of persons and places through questions and sentences.</li></ul>	
<p style="text-align: center;"><b>Evidences of learning and tasks</b></p> <p>Quizes</p> <p>Presentations in stem groups</p> <p>Writing exercises</p> <p>Listening exercises</p> <p>Reading comprehension practices</p> <p>Duolinguo’s assignments.</p>		



<b>SEVENTH GRADE</b>	<b>INTENSITY SCHEDULE five hours</b>
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	ESTRUCTURA GENERAL DEL ÁREA		
STANDARDS			
<ul style="list-style-type: none"><li>● Describes people, activities, events and personal experiences orally</li><li>● Writes short and simple texts about familiar actions, experiences, and plans.</li><li>● Participates in short conversations providing information about him/ herself as well as about familiar people, places and events.</li><li>● Understands the main idea and details related to activities, places, and people in a short descriptive text.</li><li>● Recognizes specific information in written and oral texts related to objects, people, and actions.</li><li>● Gives and follows instructions, recommendations, and suggestions about topics related to his/her immediate context.</li></ul>			
TRANSFERENCE GOALS			
<ul style="list-style-type: none"><li>● Define activities for integral personal care at the physical (body), intellectual (mind), emotional (psychological), and spiritual (beliefs) level.</li><li>● Propose actions for getting along and inclusion in the classroom. (mood)</li><li>● Specify activities for environmental conservation in the community.</li><li>● Recognize cultural characteristics in some countries.</li></ul>			
1st TERM			
Human Actions and the Environment			
COMPREHENSIONS		ESSENTIAL QUESTIONS	
<p><i>The students will understand:(indicators)</i></p> <ul style="list-style-type: none"><li>● Short conversations in which information is provided about oneself, about people, places and events that are familiar to them.</li><li>● Descriptions, orally and in writing, of people, places, activities, events and personal experiences.</li><li>● The main idea and some details related to activities, places and people in a short descriptive text.</li></ul>		<p><i>Students will guide comprehension around the following questions:</i></p> <ul style="list-style-type: none"><li>➔ What activities can be carried out to promote personal care?</li><li>➔ What does solar energy give to human been?</li><li>➔ What is the impact that women have had the humanity evolution?</li></ul>	

		ESTRUCTURA GENERAL DEL ÁREA			
KNOWLEDGE			SKILLS		
<p><b><i>The students will know:</i></b></p> <ul style="list-style-type: none"><li>● Express moods orally and in writing.</li><li>● Describe habits and routines of personal care, food and physical activity. (food, sports)</li><li>● Describe habits, people and places (solar system, body, living things)</li><li>● Spell words about the vocabulary worked in class.</li><li>● Describe experiences and historical facts.</li><li>● Roles and important aspects that women have played throughout history.</li></ul>			<p><b><i>Students will have skills to ...</i></b></p> <ul style="list-style-type: none"><li>● Express your feelings and emotions orally and in writing.</li><li>● Describe habits and routines related to their sports and eating practices orally and in writing.</li><li>● Produce a short descriptive text about the characteristics of people and places orally and in writing.</li><li>● Exchange information about characteristics of people and places.</li><li>● Use simple present tense.</li><li>● Use regular and irregular verbs in simple past.</li></ul>		
Evidence of learning and tasks					
<ul style="list-style-type: none"><li>● Resolve matches and crosswords with given information.</li><li>● Complete sentences and texts with words given.</li><li>● Spell vocabulary words worked in class.</li><li>● Read comprehensively and solve questionnaires based on the text.</li><li>● Answer and formulate questions orally and in writing using wh questions and information questions.</li><li>● Build sentences and texts related to the topics worked in class.</li><li>● Holds dialogues based on the topics studied in class.</li><li>● Build a descriptive text from a given image.</li><li>● Duolingo practice.</li></ul>					
2nd TERM					
INTERNATIONAL CULTURES					
COMPREHENSIONS			ESSENTIAL QUESTIONS		

	ESTRUCTURA GENERAL DEL ÁREA		
<ul style="list-style-type: none"><li>● Give and ask for information about people and places.</li><li>● Describe habits, people and places.</li><li>● Make comparisons</li><li>● Express points of view about a given topics</li></ul>	<ul style="list-style-type: none"><li>➔ What is your favorite place in the world?</li><li>➔ What are the differences between two of the main countries in the world?</li><li>➔ What do think about ...?</li></ul>		
KNOWLEDGE	SKILLS		
<ul style="list-style-type: none"><li>● Personal information questions</li><li>● Cities and countries</li><li>● Famous people</li><li>● Religion and politic</li></ul>	<ul style="list-style-type: none"><li>➔ What is your favorite place in the world?</li><li>➔ What are the differences between two of the main countries in the world?</li><li>➔ What do think about ...?</li></ul>		
Evidence of learning and tasks			
Written texts Listening Activities Reading Comprehension Activities Presentations, interviews Quizzes Duolingo practice			
3RD TERM			
CONFLICTS AND BULLYING			
COMPREHENSIONS	ESSENTIAL QUESTIONS		
<ul style="list-style-type: none"><li>● Describe bad or negative experiences inside the group.</li></ul>	<ul style="list-style-type: none"><li>➔ What are the main causes of misunderstanding in the classroom?</li></ul>		



	ESTRUCTURA GENERAL DEL ÁREA		
<ul style="list-style-type: none"><li>● Recognize the role of language (positive and negative) in the construction of peace in the community.</li><li>● Plan next vacations or free time.</li></ul>		<ul style="list-style-type: none"><li>→ Why is humbleness so important to solve conflicts?</li><li>→ What is the best memory that you keep?</li><li>→ What will you do to improve your skills at school?</li></ul>	
<b>KNOWLEDGE</b> <ul style="list-style-type: none"><li>● Describe past experiences</li><li>● Expressions to apologize</li><li>● Give and ask for information about daily activities</li><li>● Talk about the future.</li></ul>		<b>SKILLS</b> <ul style="list-style-type: none"><li>● Talk about experiences that started in the past and finish there.</li><li>● Read and write main ideas about future plans.</li><li>● Give advice, apologize and admit mistakes.</li><li>● Talk about duties and rights.</li><li>● Planning next vacations</li><li>● Talk about coming experiences, predictions based on current dates and momentary decisions.</li></ul>	
<b>Evidence of learning and tasks</b>			
Written texts Listening Activities Reading Comprehension Activities Presentations Quizzes			

<b>EIGHTH GRADE</b>	<b>SCHEDULE INTENSITY: 5 HOURS</b>
<b>STANDARDS</b>	
<ul style="list-style-type: none"> <li>● Requests and provides information about experiences and plans in a clear and brief manner.</li> </ul>	



- 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.
- 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.
- Briefly narrates current facts, daily situations or personal experiences orally and in written form.

### TRANSFERENCE GOALS

- Explains in written form different familiar situations and facts in a coherent and simple manner.
- Makes recommendations to people in his/her community about what to do, when and how.
- Discuss the meaning of new vocabulary like affect, environment, concerns, desires, talents.

### FIRST TERM

#### Human Actions and the Environment

##### COMPREHENSIONS

- Evaluate the impact of human actions on the environment in the country.
- Respect the points of view of others.

##### ESSENTIAL QUESTIONS

- How do the human's actions influence on the environment?
- How can we help to protect our environment?
- Which things are good for the environment and which are bad?

KNOWLEDGE	SKILLS
Environment Environmental impact Human actions Negative things for the environment Human actions Eco-values Expressing opinion	<ul style="list-style-type: none"><li>● Describe situations related with everyday topics of general interest in oral and written way.</li><li>● Describe human actions and environmental impact</li><li>● Present yourself to a group by describing your interests, concerns, desires and talents.</li><li>● Exchange information about everyday topics through dialogues.</li></ul>
Evidence of learning and tasks	
Written texts Listening Activities Reading Comprehension Activities Presentations Quizzes Online quizzes Duolingo practice	
SECOND TERM	
HEALTH ISSUES	
COMPREHENSIONS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"><li>● Formulate initiatives for the prevention of eating disorders.</li><li>● Body and mind connections.</li></ul>	<ul style="list-style-type: none"><li>➔ What is an Eating Disorder?</li><li>➔ Do you consider yourself healthy or not?</li><li>➔ Which foods are healthy and which are unhealthy?</li><li>➔ What is each body part used for?</li></ul>







KNOWLEDGE	SKILLS
<ul style="list-style-type: none"><li>● Eating disorders</li><li>● Health problems and remedies.</li><li>● Food</li><li>● Cooking methods</li><li>● Nutrients</li><li>● Body parts</li><li>● Describing emotions</li></ul>	<ul style="list-style-type: none"><li>● Describe minor illnesses and give suggestions about eating habits.</li><li>● Describe symptoms of eating disorders and express condition of a negative health.</li><li>● Ask for and give information about the ingredients of a dish.</li><li>● Give information about the nutritional value and health benefits of food and make suggestions about eating habits.</li></ul>
Evidence of learning and tasks	
Written texts Listening Activities Reading Comprehension Activities Presentations Quizzes Online quizzes Duolingo practice	
THIRD PERIOD	
WISE CONSUMPTIONS	
COMPREHENSIONS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"><li>● Determine the impact of consumerism in adolescents.</li><li>● Recognize the role of language (positive and negative) in the construction of peace in the community.</li></ul>	<ul style="list-style-type: none"><li>→ Do you know what the word globalization means?</li><li>→ Have You Been a Model Citizen?</li><li>→ Is it better to spend your money on items or experiences? Why?</li><li>→ Can you express opinions about shopping practices?</li></ul>

	<b>ESTRUCTURA GENERAL DEL ÁREA</b>	
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<b>KNOWLEDGE</b>	<b>SKILLS</b>
<ul style="list-style-type: none"> <li>• Verbs related to verbal abuse</li> <li>• Verbs related to helping others</li> <li>• Expressions to make requests</li> <li>• Expressions to apologize</li> <li>• Positive adverbs &amp; Negative adverbs</li> <li>• Justifying a point of view</li> <li>• Giving a contrasting opinion</li> <li>• Vocabulary related to shopping practices, vacations and trips.</li> </ul>	<ul style="list-style-type: none"> <li>• Give advice, apologize and admit mistakes.</li> <li>• Talk about duties and rights.</li> <li>• Express opinions about shopping practices.</li> <li>• Ask and answer questions on sports, technology and fashion.</li> </ul>
<b>Evidence of learning and tasks</b>	
<ul style="list-style-type: none"> <li>• Written texts</li> <li>• Listening Activities</li> <li>• Reading Comprehension Activities</li> <li>• Presentations</li> <li>• Quizzes</li> <li>• Online quizzes</li> <li>• Duolingo practice</li> <li>• Profile of your best Neighbor</li> <li>• A poster to promote the good citizen campaign, including a slogan and advice.</li> </ul>	



<b>NINTH GRADE</b>	<b>INTENSITY SCHEDULE: five hours</b>
<b>STANDARDS</b>	
<ul style="list-style-type: none"> <li>• Recognizes cause and effect relationships in short written texts on academic topics.</li> <li>• Summarizes information s/he has read or listened to on academic and school related topics through a structured written text.</li> </ul>	

	ESTRUCTURA GENERAL DEL ÁREA		
<ul style="list-style-type: none"><li>● Makes short presentations on academic topics of interest.</li><li>● Expresses his/her opinion on an academic topic discussed in class.</li><li>● Exchanges information about academic and general interest topics in a conversation.</li><li>● Produces medium length texts making recommendations or suggestions related to situations of academic, social, or personal interest</li></ul>			
TRANSFERENCE GOALS			
<ul style="list-style-type: none"><li>● Give opinions on current social phenomena and topics of interest.</li><li>● Justify points of view on current social phenomena and topics of interest.</li><li>● Express the main ideas of oral and written texts.</li><li>● Describe past experiences and future plans.</li><li>● Express agreement and disagreement on social topics.</li></ul>			
1st TERM			
To understand the present, to know what the future holds.			
COMPREHENSIONS		ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"><li>● Respect the points of view of others.</li><li>● Recognize advantages and disadvantages of ICT on daily life and the society.</li><li>● Learn through interaction and research, curiosity and discovery.</li></ul>		<ul style="list-style-type: none"><li>→ How does the technology influence on the contemporary society?</li><li>→ How does the technology affect the interpersonal relationships and our behavior?</li><li>→ How would your attitude be towards technology nowadays?</li></ul>	
KNOWLEDGES		SKILLS	
<ul style="list-style-type: none"><li>● Recognize opinions and points of view.</li><li>● Recognize vocabulary related to current social phenomena.</li></ul>		<ul style="list-style-type: none"><li>● Exchanges information on academic subject presented in oral and written texts and in research.</li></ul>	

	ESTRUCTURA GENERAL DEL ÁREA		
<ul style="list-style-type: none"><li>● Identify the chronological order of past, present and future actions.</li><li>● Infer consequences derived from an action.</li><li>● Information technologies</li><li>● Connectors of cause and effect</li><li>● Conditionals.</li><li>● Modals of obligation: should,</li><li>● Ought to, had better.</li><li>● Comparative and superlative.</li><li>● Present perfect tense.</li><li>● Future perfect tense.</li></ul>		<ul style="list-style-type: none"><li>● Produces medium length narrative oral and written texts related to academic subjects.</li><li>● Identifies relations of cause and effect in medium length narrative oral and written texts related to academic subjects.</li></ul>	
Evidences of learning and tasks			
Written texts Listening and Reading comprehension activities Presentations Quizes Duolingo practice			
2nd TERM			
CITIZENS RIGHTS			
COMPREHENSIONS		ESSENTIAL QUESTIONS	
		<ul style="list-style-type: none"><li>● Does The State Defends And Protects All Citizens’ Rights?</li></ul>	

	ESTRUCTURA GENERAL DEL ÁREA		
<ul style="list-style-type: none"><li>● Assumes a critical position towards social matters of her interest</li><li>● Recognizes unequal situations on topics such as education access and gender equity</li><li>● Identifies her role as a citizen in the community and her rights</li><li>● Respects others points of view.</li></ul>		<ul style="list-style-type: none"><li>● What's Social Position Face Unequality? What's Yours?</li><li>● How Can You Contribute To The Equality And Human Rights Protection In Your Community?</li></ul>	
KNOWLEDGES		SKILLS	
<ul style="list-style-type: none"><li>● Opposites Fair – unfair rights<ul style="list-style-type: none"><li>● Right to vote freely</li></ul></li><li>● Expressions of contrast and addition.</li><li>● Compared to...</li><li>● Expressions to summarize ideas Basically</li><li>● Sequential and logical connectors</li><li>● Expressions of advantages</li><li>● And disadvantages</li><li>● Present, past, and future</li><li>● Conditionals</li><li>● Modals</li><li>● Identifies basic structures of past, future and conditional tenses.</li><li>● Distinguishes relations of ontrast and addition.</li><li>● Chooses appropriate information to support points of view.</li></ul>		<ul style="list-style-type: none"><li>● Produce medium-length expository and / or argumentative texts related to social issues.</li><li>● Exchange information on topics related to the social environment through conversations.</li><li>● Identify contrast and addition relationships in medium-length oral and written texts on topics related to the social environment.</li><li>● Exchange information on social issues in a debate.</li><li>● Presents actions to raise awareness about the importance of knowing citizens' rights.</li><li>● Expresses her opinion on possible actions to manage inequality problems</li></ul>	



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<p><b>Evidences of learning and tasks</b></p>		
<p>Written texts Listening and Reading comprehension activities Presentations Quizes Duolingo practice</p>		
<p><b>3rd TERM</b></p>		
<p><b>DISEASE PREVENTION</b></p>		
<p><b>COMPREHENSIONS</b></p>	<p><b>ESSENTIAL QUESTIONS</b></p>	
<ul style="list-style-type: none"> <li>● Identify preventable common diseases.</li> <li>● Recognize the active role of illness prevention.</li> <li>● Selects accurate bibliographic sources to support their presentations.</li> </ul>	<p>→ How can we prevent some common diseases effectively?</p> <p>→ How are health problems related to inequality and living conditions?</p>	
<p><b>KNOWLEDGES</b></p>	<p><b>SKILLS</b></p>	
<ul style="list-style-type: none"> <li>● Body parts</li> <li>● Illnesses and symptoms</li> <li>● Quotations structures</li> <li>● Adverbs of frequency</li> <li>● Imperatives</li> <li>● Modal verbs</li> <li>● Present perfect and past simple</li> </ul>	<ul style="list-style-type: none"> <li>● Prepare oral and written texts on recommendations of subjects of interest.</li> <li>● Exchange information on subjects of interest through forums.</li> <li>● Identify information on subjects of interest in short descriptive oral and written texts.</li> </ul>	

	<b>ESTRUCTURA GENERAL DEL ÁREA</b>	
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<b>Evidences of learning and tasks</b>	
<p>Written texts</p> <p>Listening and Reading comprehension activities</p> <p>Presentations</p> <p>Quizes</p> <p>Duolingo practice</p>	

<b>TENTH GRADE</b>	<b>INTENSITY SCHEDULE: four hours</b>
<b>STANDARDS</b>	
<ul style="list-style-type: none"> <li>● Identifies the main of a text when he / she has a previous knowledge of the topic.</li> <li>● Makes presentations on topics of different subjects / or topics</li> <li>● Uses differents Reading skills according to the purpose and the type of text.</li> <li>● Participates in conversations and expresses his / her opinions about general themes.</li> <li>● Produces clear and coherent writing of various text types and purposes.</li> <li>● Produced and engages in a range of conversations using a variety of media and formats.</li> </ul>	
<p>Recognizes common ethical and coexistence practices in the community.</p> <p>Writes an argumentative text related to the topic</p>	
<b>TRANSFERENCE GOALS</b>	
<ul style="list-style-type: none"> <li>● Synthesize comments, claims, and evidence made on all sides of an issue.</li> <li>● Make strategic use of digital media in presentations to enhance understanding of topics.</li> <li>● Participate in collaborative tasks expressing clearly ideas in oral and written form.</li> </ul>	

<b>1st TERM</b>	
<b>Democracy and peace: duties as citizens</b>	
COMPREHENSIONS	ESSENTIAL QUESTIONS
<p><b>Big Ideas/Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>Recognizes general and specific information in narrative and descriptive oral and written texts related to subjects of academic interest.</li> <li>Distinguishes expressions related to: cause/effect, summary, clarification, etc.</li> <li>Identifies basic structures of present, past and future tense and perfect tense.</li> <li>Values and respects the opinion of others.</li> <li>Assumes a critical position regarding academic and social subjects of interest.</li> </ul>	<ul style="list-style-type: none"> <li>→ What are the ethical behaviors regarding citizenship and living together to practice in school?</li> <li>→ How can we promote ethical behaviors in our group?</li> <li>→ What are some examples of ethics in daily life?</li> </ul>
KNOWLEDGES	SKILLS
<p style="text-align: center;"><b>Students will know</b></p> <ul style="list-style-type: none"> <li>School problems and how to Lexical handle them</li> <li>Cheating</li> <li>Using electronic devices in class</li> <li>Plagiarism Expressions to request clarification</li> <li>Could you expand a little bit on what you said about ...?</li> </ul>	<ul style="list-style-type: none"> <li>Prepares written texts on recommendations on subjects of academic interest.</li> <li>Makes an oral presentation on subjects of academic interest.</li> <li>Summarizes, with the help of classmates, information about causes and solutions to a conflict between teachers and students based on paraphrasing strategies studied.</li> </ul>





- 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...

**Evidences of learning and tasks**

Quizes

Presentations in stem groups

	ESTRUCTURA GENERAL DEL ÁREA		
Writing exercises Listening exercises Reading comprehension practices Duolinguo's assignments.			
2an TERM			
To have a meaningful exchange of ideas about specific topics.			
COMPREHENSIONS		ESSENTIAL QUESTIONS	
Big Ideas/Enduring Understandings: <ul style="list-style-type: none"><li>Promote civil, democratic discussions and decision-making</li><li>Respond thoughtfully to diverse perspectives, to complete a task.</li><li>Apply knowledge, the research and interaction with others.</li></ul>		<ul style="list-style-type: none"><li>→ What is the impact f some cultural and social practices on health?</li><li>→ How do the social and cultural practices (piercings, tatoos, extreme, sports, and sedentarison) affect health?</li><li>→ What is your opinion about these cultural and social practices?</li></ul>	
KNOWLEDGES		SKILLS	
<ul style="list-style-type: none"><li>Value the importance of team work, methodology and different</li><li>Points of view.</li><li>Identify vocabulary related to a cultural and social practices</li><li>Read selected texts about an specific topic.</li><li>Make inferences from a specific information.</li></ul>		<ul style="list-style-type: none"><li>Create efective discussions questions.</li><li>Compare cultural differences in texts from various genres and time periods.</li><li>Identify and explain diverse cultural perspective in a text.</li><li>Make presentations related to social and cultural practices.</li></ul>	
Evidences of learning and tasks			
Quizes Presentations in stem groups Writing exercises Listening exercises Reading comprehension practices			

Duolingo's assignments.

### 3rd TERM

#### The impact of globalization nowadays.

COMPREHENSIONS	ESSENTIAL QUESTIONS
<p><b>Big Ideas/Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>Summarizes relevant information in texts related to the globalization phenomenon.</li> <li>Recognizes general and specific information in narrative and descriptive oral and written texts related to academic subjects of interest.</li> <li>Distinguishes vocabulary and expressions related to globalization</li> <li>Formulates questions about globalization and its effects on the community using expressions defined.</li> <li>Shares a position about subjects of interest orally.</li> <li>Supports in writing a position about the subject of interest using structured reasons following a defined sample.</li> </ul>	<ul style="list-style-type: none"> <li>→ What are the good things and bad things about globalizacion</li> <li>→ Is globalization good for the world?</li> <li>→ What will globalization look like fifty years from now?</li> <li>→ How has globalization affected your life?</li> </ul>
<p style="text-align: center;"><b>KNOWLEDGES</b></p> <p style="text-align: center;">Lexical Globalization</p> <ul style="list-style-type: none"> <li>Affluence</li> <li>Manufacturing</li> <li>Technology</li> </ul>	<p style="text-align: center;"><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>Recognizes general and specific ideas in short argumentative written texts on academic and scientific subjects.</li> </ul>

<ul style="list-style-type: none"> <li>● Outsource</li> <li>● Dominate</li> <li>● Emerge</li> <li>● Capitalize</li> <li>● Communication</li> <li>● Appliances and devices</li> <li>Expressions to predict and give a hypothesis</li> <li>● I predict / imagine that...</li> <li>● Given... I hypothesize that...</li> <li>● If I use ...then I predict... will happen.</li> <li>● Based on past results, I predict...</li> <li>● I deduced .... after analyzing ... further.</li> <li>● I discerned that because....</li> <li>● I foresee ...because....</li> <li>Expressions to infer</li> <li>● Based on ... I infer that ...</li> <li>● I infer that... based on...</li> <li>● My conjecture on... is....</li> <li>● I anticipate that...</li> </ul>	<ul style="list-style-type: none"> <li>● Structures argumentative oral and written texts about academic and scientific subjects.</li> <li>● Expresses opinions about academic and scientific subjects in spontaneous interactions.</li> </ul>
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<b>Evidences of learning and tasks</b>
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<p>Quizes</p> <p>Presentations in stem groups</p> <p>Writing exercises</p> <p>Listening exercises</p> <p>Reading comprehension practices</p> <p>Duolinguo's assignments.</p>
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<b>ELEVENTH GRADE</b>	<b>INTENSITY SCHEDULE: four hours</b>
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STANDARDS	
<ul style="list-style-type: none"> <li>Identifies the purpose of medium length oral and written texts related to topics of general and academic interest and shares it with others.</li> <li>Explains orally and in written forms the causes and effects as well as the problem and the solution of a given situation.</li> <li>Identifies and contrasts opinions of the author(s) in oral and written texts related to his/her school environment.</li> <li>Writes opinion texts about academic topics using a clear and simple structure.</li> <li>5. Expresses his/her position on a familiar topic in written and oral form, taking into consideration his/her audience.</li> <li>Expresses orally his/her point of view about a controversial topic previously studied.</li> <li>Maintains previously prepared formal discussions about academic topics.</li> <li>Narrates personal experiences or familiar stories in oral or written form.</li> </ul>	
TRANSFERENCE GOALS	
<ul style="list-style-type: none"> <li>Summarize oral and written information.</li> <li>Describe characteristics of defined topics.</li> <li>Make presentations on subjects assigned.</li> <li>Justify opinions based on quotes and references.</li> <li>Express opinions and points of view.</li> <li>Request clarification.</li> </ul>	
1st term	
The Earth relies on the way you think and behave.	
COMPREHENSIONS	ESSENTIAL QUESTIONS
<p><b>Big Ideas/Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>Values and respects the opinion of others.</li> <li>Assumes a critical position about academic and social subjects of interest.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>→ What are the 17 objectives of United Nations for sustainability actions?</li> <li>→ What can we propose for sustainability based on the objectives of U.N.?</li> </ul>





	ESTRUCTURA GENERAL DEL ÁREA	
<ul style="list-style-type: none"><li>● Is interested in the common good. Identifies specific information about a topic of interest in oral and written texts.</li><li>● Defines the causes and effects of a topic of general interest.</li><li>● Recognizes expressions related to social networks, mass media, rules of etiquette, etc.</li></ul>		
KNOWLEDGES	SKILLS	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"><li>● Lexical Words related to the 17 objectives of the UN for sustainability actions.</li><li>● Poverty, hunger, health, education.</li><li>● Equality, gender, inequality. • Environment, climate, oceans, seas, marine resources, ecosystems, water, energy, sanitation.</li><li>● Justice, peaceful, inclusion, safety, employment, economy, industrialization.</li><li>● Expressions to request clarification, further information:<ul style="list-style-type: none"><li>● Would you please repeat?</li><li>● Can I ask a question?</li><li>● Sorry, I am not sure what you mean</li><li>● What I hear you saying is... Am I right?</li><li>● Expressions of cause and effect<ul style="list-style-type: none"><li>● Because of...then</li><li>● In spite of, it was...</li><li>● Therefore, because of A, B happened.</li></ul></li></ul></li></ul>	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"><li>● Expresses orally points of view about topics of interest.</li><li>● Supports points of view orally and in writing, about topics of general interest, making use of expressions and structures studied.</li><li>● Identifies the characteristics and key aspects of a topic of general interest.</li><li>● Structures different types of texts related to general and personal topics of interest.</li><li>● Exchanges oral information about topics of general and personal interest in debates.</li></ul>	



	ESTRUCTURA GENERAL DEL ÁREA		
<ul style="list-style-type: none"><li>● Expressions to propose actions</li><li>● I suggest we...</li><li>● If we did... we could make the world a better place.</li><li>● I propose...</li><li>● Taking poverty into consideration, we could</li><li>● The point is to help change by improving health conditions.</li></ul>			
Evidences of learning and tasks			
<p>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:</p> <ul style="list-style-type: none"><li>● Present a list of sustainability actions based on the 17 objectives proposed by the UN.</li><li>● Design a survey to determine how much other people know about those objectives and what actions their friends and teachers propose.</li><li>● Design posters to disclose the most relevant sustainability actions.</li><li>● Advance on their own path working on DUOLINGO.</li></ul>			
2nd TERM			
Good health is a matter of attitude. It begins on your mind.			
COMPREHENSIONS		ESSENTIAL QUESTIONS	
<p>Big Ideas/Enduring Understandings:</p> <ul style="list-style-type: none"><li>● Respect the opinions of others.</li></ul>		<p>Students will be able to ...</p> <p>→ Are we responsible for having good or bad health?</p>	



	ESTRUCTURA GENERAL DEL ÁREA	
<ul style="list-style-type: none"><li>● Shows interest for the common good.</li><li>● Identifies specific information about a topic of interest in oral and written texts.</li><li>● Distinguishes points of view and expressions that indicate advantage and disadvantage about topics of interest.</li><li>● Recognizes the vocabulary related to health services, bibliographic sources, comparisons, etc.</li></ul>	<p>→ How can we have an impact on our own health?</p> <p>→ Is the government responsible for our health care?</p>	
<b>KNOWLEDGES</b>	<b>SKILLS</b>	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"><li>● Lexical Health Services X-rays Doctor appointments Laboratory Dentist Women’s health Pediatrics</li><li>● 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.</li></ul>	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"><li>● Classifies information of different types of texts about health services based on defined categories and a provided format.</li><li>● Prepares a simple written text about community health services.</li><li>● Expresses orally points of view on subjects of interest.</li></ul>	



- 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.

	ESTRUCTURA GENERAL DEL ÁREA		
<ul style="list-style-type: none"><li>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.</li></ul>			
Evidences of learning and tasks			
<ul style="list-style-type: none"><li>Investigate the most common health care problems in their community and create a list.</li><li>Propose possible alternatives of solution to such problems.</li><li>Propose paths to obtain health services in their community.</li><li>Support opinions in a round table.</li><li>Produce a written text proposing conclusions reached on this subject.</li><li>Advance on their own path working on DUOLINGO.</li></ul>			
3rd TERM			
Without differences you cannot be one of a kind.			
COMPREHENSIONS		ESSENTIAL QUESTIONS	
<p>Big Ideas/Enduring Understandings:</p> <ul style="list-style-type: none"><li>Respect differences.</li><li>Shows interest for the common good.</li><li>Values others' points of view.</li><li>Identifies relevant information in a text of general interest.</li><li>Recognizes the mechanisms for citizen participation.</li><li>Distinguishes expressions related to social values.</li><li>Differentiates the structures of real and unreal conditionals.</li></ul>		<ul style="list-style-type: none"><li>How can young people contribute in order to improve reconciliation?</li><li>Is it possible to defend your ideas without attacking other people's points of view?</li><li>Can we have a peaceful life style? How?</li></ul>	

	ESTRUCTURA GENERAL DEL ÁREA	
<ul style="list-style-type: none"><li>Proposes strategies that contribute to the respect for privacy through the use of technology.</li></ul>		
KNOWLEDGES		SKILLS
<p><i>Students will know...</i></p> <p>Lexical Social Value</p> <ul style="list-style-type: none"><li>Peace,cooperation, collaboration, love, honesty, etc.</li><li>Equality, dignity, sacrifice, acceptance, etc.</li><li>Integration, unity, humanitarianism, inclusion, etc. Forgiveness, absolution, reconciliation, amnesty, clemency, etc.</li></ul> <p>Citizen participation</p> <ul style="list-style-type: none"><li>Election</li><li>Vote for</li><li>Democracy</li><li>Opinions</li><li>Civil protection</li><li>Human rights</li></ul> <p>Expressions to present a topic</p> <ul style="list-style-type: none"><li>Today, we would like to discuss...</li><li>On today's agenda, we want to express...</li><li>The major theme today is</li></ul> <p>Expressions to defend points of view and opinions</p> <ul style="list-style-type: none"><li>My opinion/view is that...</li><li>I hold the opinion that...</li><li>I have the feeling that...</li></ul>		<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"><li>Expressed orally and clearly the rights as citizens.</li><li>Participates in a prepared discussion on the role of the community as driver of change.</li><li>Evaluates orally and in writing the existing channels of citizen participation.</li></ul>

	<b>ESTRUCTURA GENERAL DEL ÁREA</b>	
<ul style="list-style-type: none"> <li>• I would say that...</li> </ul> <p>Expressions to summarize sources</p> <ul style="list-style-type: none"> <li>• Also, according to ... and ... the idea is... Expressing similarities and differences</li> <li>• Holmes and Watson agree that...</li> <li>• Differing viewpoints demonstrate that...</li> </ul>		
<b>Evidences of learning and tasks</b>		
<ul style="list-style-type: none"> <li>• Propose everyday actions that contribute to the reconciliation inside the family.</li> <li>• Propose alternative solutions to conflict in the Institution.</li> <li>• Propose everyday actions that contribute to reconciliation in the community.</li> <li>• Work options:</li> <li>• Inquire about situations that generate conflict among family members, the Educational Institution and the community in general.</li> <li>• Present possible alternatives of solution to these conflict situations.</li> <li>• Analyze the information obtained.</li> <li>• Support opinions in debate.</li> <li>• Advance on their own path working on DUOLINGO.</li> </ul>		



## PERFORMANCE INDICATORS

Grados	Periodo	Indicadores de desempeño
1°	1	<ul style="list-style-type: none"> <li>● Identify short instructions and words orally in English related with cleaning routines and personal care.</li> <li>● Name actions in English about their personal hygiene routine in a simple way.</li> <li>● Identify short sentences and words orally in English related with their own and their classmates' physical traits.</li> </ul>
	2	<ul style="list-style-type: none"> <li>● Name their own and their classmates' physical traits in English in simple sentences.</li> <li>● Recognize short phrases and words in English related with the care of their school.</li> <li>● Name elements from school and actions to take care of it in English in simple phrases.</li> </ul>
	3	<ul style="list-style-type: none"> <li>● Identify simple words and phrases in English about consumption habits in their home.</li> <li>● Answer very simple questions about habits in their family in English.</li> </ul>
2°	1	<ul style="list-style-type: none"> <li>● Identify simple phrases and words in English related with food and eating habits.</li> <li>● Describe in writing and orally in English healthy eating habits with visual aid.</li> </ul>



	<b>ESTRUCTURA GENERAL DEL ÁREA</b>	
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		<ul style="list-style-type: none"> <li>Understand simple phrases in short texts in writing or orally, like in tales, with visual aid.</li> </ul>
	2	<ul style="list-style-type: none"> <li>Names actions to respect children's rights through simple and well-rehearsed phrases in English.</li> <li>Identify simple phrases and words in English about living things in their environment.</li> <li>Understand simple phrases in English in short texts, orally or in writing, with visual aid, and related to living things.</li> </ul>
	3	<ul style="list-style-type: none"> <li>Identify simple phrases and words in English related to cultural expressions from a community.</li> <li>Name typical cultural aspects from their environment, by using known expressions and vocabulary.</li> </ul>
3°	1	<ul style="list-style-type: none"> <li>Understand phrases in simple, written short texts in English, with visual aids, related with health problems.</li> <li>Exchange information in English about symptoms and ways to prevent health problems in their community.</li> <li>Identify causes and consequences in simple, short English texts, orally and in writing, about the environment.</li> </ul>
	2	<ul style="list-style-type: none"> <li>Exchange information in English about the effects of human being in the environment through the formulation of simple phrases.</li> </ul>



	ESTRUCTURA GENERAL DEL ÁREA		
		<ul style="list-style-type: none"><li>● Identify and understand words and phrases in English, with visual aid, about children’s rights.</li><li>● Present simple ideas orally in English about children’s rights and duties.</li></ul>	
	3	<ul style="list-style-type: none"><li>● Understand phrases in descriptive texts, orally and in writing in English, about technological devices and their function.</li><li>● Present simple ideas orally, about good practice in the use of technology.</li></ul>	
4°	1	<ul style="list-style-type: none"><li>● Identify words and phrases in English related to harmful substances and their consequences on human health.</li><li>● Understand specific information in descriptive texts, writings, and speeches in English about the use and misuse of substances that are harmful to our health.</li><li>● Exchange simple opinions about a theme of interest using simple sentences.</li></ul>	
	2	<ul style="list-style-type: none"><li>● Describe your own qualities using vocabulary and learned expressions in English.</li><li>● Express agreements, disagreements, and apologies in English in conversation using simple sentences.</li><li>● Ask and answer, in an oral or written form, questions related to “who, when, and where”, after</li></ul>	







## ESTRUCTURA GENERAL DEL ÁREA



		reading or listening to a short and simple text about a known theme.
	3	<ul style="list-style-type: none"><li>● Identify relevant information about the deterioration of the environment in short descriptive texts in English.</li><li>● Recognize cause and effect relationships in oral and written texts in English related to globalization.</li><li>● Describe your daily activities and their consequences on other beings in the world in English.</li></ul>
5°	1	<ul style="list-style-type: none"><li>● Understand the main idea and specific information from short texts about known themes in English.</li><li>● Identify words and phrases in English about routines and how they relate to other simple oral and written texts.</li><li>● Produce simple sentences in English about the role of men and women in your local environment.</li></ul>
	2	<ul style="list-style-type: none"><li>● Produce short oral and written texts in English about the characteristics of people in your community, using an established model.</li><li>● Understand short narrative texts in English about cultural and social aspects of the community.</li></ul>



	ESTRUCTURA GENERAL DEL ÁREA		
		<ul style="list-style-type: none"><li>● Exchange positive opinions about the people around you in English.</li></ul>	
	3	<ul style="list-style-type: none"><li>● Understand short narrative texts in English about past situations that interest you.</li><li>● Exchange information in English about the use of different types of mass media.</li><li>● Produce a short and simple oral and/or written text that answers “what? Who? When? And where?” about an event or anecdote.</li></ul>	
6°	1	<ul style="list-style-type: none"><li>● Understands written instructions to carry out daily, personal and academic activities</li><li>● Understands basic information on topics related to my daily activities and with my environment</li><li>● Requests explanations about specific situations in my school, my family and my immediate environment</li><li>● Writes a short text about me, my family, my friends, my environment or about facts that are familiar to me.</li></ul>	
	2	<ul style="list-style-type: none"><li>● Understands an oral description of a situation, person, place or object.</li><li>● Values reading as an important habit of personal and academic enrichment.</li><li>● Uses appropriate vocabulary to give coherence to my writing. • I</li></ul>	

	ESTRUCTURA GENERAL DEL ÁREA		
		<p>make very brief expositions, of predictable and learned content.</p> <ul style="list-style-type: none"><li>● Starts, maintain and close a simple conversation about a known topic</li></ul>	
	3	<ul style="list-style-type: none"><li>● Understands the general idea in a description and in a narrative.</li><li>● Identifies in simple texts, cultural elements such as customs and celebrations</li><li>● Uses adequate vocabulary to give coherence to my writings</li><li>● Establishes comparisons between characters, places and objects.</li></ul>	
7°	1	<ul style="list-style-type: none"><li>● Describing habits and routines related to their sports and eating practices orally and writing.</li><li>● Production of short descriptive text about the characteristics of people and places orally and writing.</li><li>● Exchanging information about characteristics of people and places.</li></ul>	
	2	<ul style="list-style-type: none"><li>● Writing short describing texts about people and places.</li><li>● Understanding information about people and places through some questions.</li><li>● Identification of expressions and sentences related to people and places in short describing texts.</li></ul>	
	3	<ul style="list-style-type: none"><li>● Talking about experiences that started in the past and finish there.</li></ul>	



	ESTRUCTURA GENERAL DEL ÁREA		
		<ul style="list-style-type: none"> <li>● Exchange of information about daily activities in the classroom and in the immediate environment based on questions and answers.</li> <li>● Understanding and writing main ideas about future plans and coming experiences, predictions based on current dates and momentary decisions.</li> </ul>	
8°	1	<ul style="list-style-type: none"> <li>● Recognize specific information in short oral and written texts on topics of general interest.</li> <li>● Describe situations related with everyday topics of general interest in oral and written way.</li> <li>● Identify human actions and environmental impact.</li> </ul>	
	2	<ul style="list-style-type: none"> <li>● Describe minor illnesses and give suggestions about eating habits.</li> <li>● Describe symptoms of eating disorders and express condition of a negative health.</li> <li>● Give information about the nutritional value and health benefits of food and make suggestions about eating habits.</li> </ul>	
	3	<ul style="list-style-type: none"> <li>● Give advice, apologize and admit mistakes.</li> <li>● Express opinions about shopping practices.</li> <li>● Ask and answer questions on sports, technology and fashion.</li> </ul>	



9°	1	<ul style="list-style-type: none"><li>● Identifies ideas related to the effects of ICT in daily life in narrative oral and written texts used in class.</li><li>● Names elements of technology and describes routines related to its use.</li><li>● Requests and gives information on daily activities related to the use of ICT through adequate vocabulary and structures</li><li>● Presents the effect of ICT on daily life based and a reflection on a good practice in its use in an oral and written rehearsed way.</li></ul>
	2	<ul style="list-style-type: none"><li>● Identifies ideas related to situations of lack of equity in society in oral and written descriptive texts used in class.</li><li>● Develops a comparative table on the rights of citizens and the general identified by colleagues in the class.</li><li>● Presents actions of generation of awareness of citizens' rights.</li><li>● Expresses her opinion about possible actions to handle inequity problems.</li></ul>
	3	<ul style="list-style-type: none"><li>● Identifies information related to preventable diseases in medium length oral and written texts.</li><li>● Orally presents the methods of disease prevention.</li><li>● Presents a prevention plan of a disease assigned based on relevant</li></ul>

	ESTRUCTURA GENERAL DEL ÁREA		
		<p>facts, specific details and references.</p> <ul style="list-style-type: none"><li>● Expresses, orally, opinions on prevention plans presented by classmates.</li></ul>	
10°	1	<ul style="list-style-type: none"><li>● Prepares a written report relates to the duties as citizens.</li><li>● Describes the role as students and her duties in the school.</li><li>● Expresses: opinions a topic studied.</li><li>● Makes an oral presentation on subjects of academic interests.</li></ul>	
	2	<ul style="list-style-type: none"><li>● Makes and oral presentation on subjects of academic interest.</li><li>● Exchanges opinions in a round table on subjects of academic interest.</li><li>● Produce simple texts on cultural and social practices.</li><li>● Does a campaign expressing her point of view about some social practices.</li></ul>	
	3	<ul style="list-style-type: none"><li>● Distinguishes main information of text of academic interest.</li><li>● summarizes oral and written information of different reading and texts.</li><li>● Makes presentations on subject assigned.</li><li>● Expresses agreement and disagreement orally in spontaneous conversation.</li></ul>	





	ESTRUCTURA GENERAL DEL ÁREA		
11°	1	<ul style="list-style-type: none"><li>● Expresses own points of view in simple argumentative written and oral texts on academic subjects.</li><li>● Identifies explicit and implicit information in different types of texts on general interest subjects.</li><li>● Structures different types of texts related to general and personal interest matters.</li><li>● Exchanges information on general and personal interest matters in debates.</li></ul>	
	2	<ul style="list-style-type: none"><li>● Produces simple argumentative oral and written texts on subjects of other disciplines.</li><li>● Identifies specific information in long argumentative written texts related to subjects of other disciplines.</li><li>● Exchanges, orally, opinions and ideas in spontaneous interactions on subjects of other disciplines.</li><li>● Gives accurate information.</li></ul>	
	3	<ul style="list-style-type: none"><li>● Identifies main points and specific information in different written and oral texts about personal and academic topics of interest.</li><li>● Expresses points of view about personal and academic topics of interest.</li><li>● Exchanges information orally about personal and academic topics of interest</li><li>● Describes experiences, events, and feelings.</li></ul>	

## TRANSVERSALIZACIÓN DE PROYECTOS

### ***BILINGUISMO – TIEMPO LIBRE***

<b>ACTIVIDAD PROYECTO TIEMPO LIBRE</b>	<b>ACTIVIDAD PROYECTO BILINGUISMO</b>	<b>ACTIVIDAD DE PROYECTOS INTEGRADOS</b>	<b>FECHA DE EJECUCIÓN</b>
Apertura Tiempo Libre	Lectura en inglés, para apertura		Feb 4
Media hora de lectura	Dos tematicas de lectura en cada periodo escogida por los docentes del área	Intercalar lecturas en español e inglés.	Todo el año rotando primera hora, martes, miércoles y jueves.
Festival de la canción en lengua inglesa y spelling be	Eliminatorias dentro de las clases de inglés	Motivación  Eliminatorias para elegir finalistas por niveles.	Primer periodo  Segundo periodo,
Interclases	Letreros en inglés sobre los deportes.		Abril, después de Semana Santa.
Día del idioma, English Day          Día del niño	Preparación por niveles dirigidos por cada docente.	Personaje del año relacionado con el idioma (elaborar en inglés y español carteleras, mímicas, representaciones, poemas, lectura recreativa... concurso ortografía y spelling Concurso institucional de oratoria.	Abril 22 al 26

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		Recreación dirigida (secretaria deportes)		
Festival de la canción	Participación de un alumno por nivel para la eliminatoria Institucional.	English songs	Mayo 27 al 31	
Spelling bee	Participación de un alumno por nivel para la eliminatoria Institucional.	Se realiza en cada grupo de cada grado.	Junio 4 al 17	
Celebración del día de la Antioqueñidad	Apoyo desde el área a esta celebración.	Tema antioqueñidad. Todas las expresiones artísticas relacionadas con la cultura típica antioqueña. (no géneros urbanos)	Agosto 26 al 30	
Semana institucional, juegos lúdico recreativos, deportivos. Show escénico docente	Participación activa con juegos comunes en inglés.	Día 1. Jornada deportiva, carrusel lúdico-deportivo, juegos tradicionales, callejeros, piso y pared. Día 2. Cultural ( títeres, teatro, danzas...) Día 3. Jornada deportiva docentes, Show docentes. Paseo institucional	Octubre 1 al 4	
Clausura de proyecto de tiempo libre	Villancicos organizados por los docentes del área. Presentación de algunas tradiciones de la navidad Anglosajona.	Novena de navidad. Muestra talentos canto villancicos en español e inglés, representación pesebre, natilla y	Noviembre 12 al 15	

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		buñuelos para toda la comunidad.	

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