INSTITUCIÓN EDUCATIVA MALABAR

ENGLISH CURRICULUM

HIGH SCHOOL 2023

ÁREA RATIONALE

La evolución constante del mundo moderno, la internacionalización de la economía, la investigación en todos los campos de la ciencia y el desarrollo vertiginoso de las comunicaciones a nivel mundial, como la INTERNET que todo lo globaliza y lo transmite en inglés, son hechos contundentes que nos obligan a tomar este idioma en el siglo XXI como vehículo de comunicación universal.

En consecuencia el conocimiento de la lengua inglesa, se impone, como un requisito indispensable para profesionales, estudiantes e investigadores que necesitan información completa, actualizada y rápida que les permita no sólo el descubrimiento de nuevos saberes, sino producir también información acerca de lo que hacen en su propio medio.

De esta manera asumiendo las pautas generadas por la evolución y crecimiento de una sociedad que se tecnifica y globaliza, busca con ello lograr que el estudiante pueda abrirse a esos inusitados horizontes, sin limitaciones en la adquisición de bases sólidas para comunicar y competir con éxito en el desempeño de su vida profesional futura.

El permanente intercambio de información, la globalización, los procesos de internacionalización y de apertura de la economía, la comunicación multicultural, y el alto ritmo de progreso científico y tecnológico, ejercen presiones sobre nuestras vidas, exigen el desarrollo de la competencia comunicativa en una o más lenguas extranjeras para posibilitar la participación, en igualdad de condiciones, en la cultura global, sin perder el sentido de pertenencia de nuestra cultura; es así como los estudiantes pertenecientes a esta cultura, deben crecer a la par con el progreso local, regional y global lo que implicará un mejor desempeño como ciudadanos del mundo, convirtiéndose en una necesidad para su futuro el dominio de un segundo idioma, de modo que se consolide en una de sus herramientas de trabajo en el futuro que les espera, para así lograr un mejor desempeño no solo en el ejercicio de sus funciones laborales sino en el quehacer cotidiano. Lo que les abrirá puertas y de esa manera romper las brechas de pobreza e inequidad que les rodea.

Actualmente la institución ha implementado una intensidad horaria de 2 horas por grupo en la primaria y 4 horas en básica y media para alcanzar los objetivos relacionados con el mejoramiento en esta importante lengua.

METHODOLOGY

Tanto la adquisición como el aprendizaje del inglés pueden tener lugar en el aula, un espacio ideal para que los aprendices creen situaciones de su interés, tengan contacto con una información comprensible, con textos lingüísticos basados en sus propias experiencias y con la deducción de reglas mediante la exposición de mensajes que las contengan.

Algunas estrategias que se van a utilizar para la consecución de los logros por grados son: La sobre-generalización y la transferencia, se permitirá al estudiante el uso de su lengua materna, a medida que se vaya apropiando del idioma inglés. El docente lo utilizará la mayor parte de la clase y hará uso de la tecnología que se disponga en la institución. Se implementarán diferentes métodos de enseñanza, y se hará énfasis en la competencia comunicativa la cual incluye las competencias lingüística, pragmática y sociolingüística esta última relacionada con el aprendizaje colaborativo que tiene una relación estrecha con la metodología de escuela activa urbana.

En cada sesión de clases (compuesta por varias horas dependiendo del tema en enseñanza) se implementarán los momentos de escuela activa urbana, a continuación se muestran los momentos con su equivalente en inglés:

a. Vivencias (Warm-up)
b. Fundamentación teórica (Presentation)
c. Ejercitación (Practice)
d. Aplicación (Production)
e. Complementación (Reinforcement), la cual puede ser en clase o extra clase, teniendo en cuenta la política de tareas de la institución.

EVALUATION

Se concibe y practica la evaluación de la siguiente manera:

• Individualizada, centrándose en la evolución de cada estudiante y en su situación inicial y particularidades.
• Integradora, para lo cual contempla la existencia de diferentes grupos y situaciones, y la flexibilidad en la aplicación de los criterios de evaluación que se seleccionan.
• Cualitativa, en la medida en que se aprecian todos los aspectos que inciden en cada situación particular y se evalúan de forma equilibrada los diversos niveles de desarrollo del alumno, no sólo los de carácter cognitivo sino socio- afectivo, comportamental y actitudinal.
• Orientadora, dado que aporta al educando la información precisa para mejorar su aprendizaje y adquirir estrategias apropiadas.
• Continua, ya que atiende al aprendizaje como proceso, contrastando los diversos momentos o fases.

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GRADE:	SIXTH	**TERM:**	FIRST
GOAL:	Reconocerse como individuo y como miembro de la clase. Recognize self as an individual and a member of the class.	**MODULE:**	DEMOCRACY AND PEACE: COEXISTENCE IN THE CLASROOM
FUNCTIONS:	Give and request personal information. • Describe persons and daily activities. • Present self and others. • Give instructions. • Spell out names. • Understand and use the language in the classroom. • Give and request information on telephone numbers and the time.	**OBJECTIVES:**	• Identify words and phrases related to personal information and daily activities in simple oral and written texts. • Exchange personal information and daily activities through simple role-playing. • Build simple sentences on personal information and daily activities orally and in writing.

CONTENTS

Lexical Family Members • Mother/ mom/ma • Father/dad/ pop • Grandmother/gramma • Cousins
Routines • Brush teeth • Comb hair • Exercise • Eat healthy • Drink water • Sleep well
Numbers 1 to 100 Objects in the classroom The time
Expressions to say hello: • How are you?... I am… • How are you doing?... I am… • What do you do? I… • Nice to meet you. • Glad to meet you. • Nice meeting you! • What's up? • Hey!
Expressions to describe interests • I like… • He doesn't like… • She can… • She can't…
Expressions to ask questions • So, are you…? • Do you like…? • Can you …? • Do you have any brothers or sisters?
Classroom expressions • Open your notebook. • Be quiet! • Raise your hand.
Expressions on routines • I eat dinner at 6. • Before going to bed, I…
Grammar • Present simple tense • Yes/No questions • Adjectives • Singular and plural nouns • Adverbs of frequency
Pronunciation • Recognize sounds in pairs. /i/ v /I/ Bean v bin Beat v bit • Recognize sounds and adequate intonation. /e/ v /ɛ/ v /æ/ Beat bet bat Meet met mat
Discourse • Begin and maintain a simple conversation.
Sociolinguistic/Intercultural • Formal and informal use of greetings • Learning through interaction • Respect for differences

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STANDARS		**BASIC LEARNING RIGHTS**	
LISTENING	• Sigo atentamente lo que dicen mi profesor y mis compañeros durante un juego o una actividad. • Identifico los nombres de los personajes y los eventos principales de un cuento leído por el profesor y apoyado en imágenes, videos o cualquier tipo de material visual. • Identifico de quién me hablan a partir de su descripción física. • Comprendo información personal proporcionada por mis compañeros y mi profesor. • Identifico la secuencia de las acciones y las asocio con los momentos del día, cuando alguien describe su rutina diaria. • Memorizo y sigo el ritmo de canciones populares de países angloparlantes.	**DBA**	1.Participates in a short conversation where he/she provides his/her name, age and basic information to teachers, friends and acquaintances. 2.Requests and provides clarification on how names and unknown words are spelled. 3.Understands and uses familiar words and short phrases about routines, daily activities and preferences. 4.Understands instructions related to class, school, and community activities and expresses them in oral and written form to evidence his/her understanding. 5.Describes the basic characteristics of people, things, and places found in his/her school, city or community using short phrases and sentences. 6.Answers questions related to “what, who and when” after reading or listening to a short simple text whose topic is connected to familiar events. For example, whenever the student reads or listens to a text, he/she can answer questions.
READING	• Asocio un dibujo con su descripción escrita. • Comprendo descripciones cortas sobre personas, lugares y acciones conocidas.		

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	• Identifico las acciones en una secuencia corta de eventos.		7.Writes basic personal information in preestablished forms that request information such as name, age, date of birth, gender, nationality, address, phone, etc. For example, the student fills in an identity card with basic personal information. 8.Understands the subject and general information of a short simple text using aids such as images, titles, and key words. For example, after reading a short text, the student shares ideas with his/her classmates on the topic.
WRITING	• Escribo tarjetas con mensajes cortos de felicitación o invitación. • Describo los rasgos personales de gente de mi entorno		
SPEAKING	Respondo a preguntas personales como nombre, edad, nacionalidad y dirección, con apoyo de repeticiones cuando sea necesario. • Puedo saludar de acuerdo con la hora del día, de forma natural y apropiada. • Saludo cortésmente de acuerdo con la edad y rango del interlocutor. • Solicito a mi profesor y a mis compañeros que me aclaren una duda o me expliquen algo sobre lo que hablamos. • Pido y acepto disculpas de forma simple y cortés. • Sigo y doy instrucciones básicas cuando participo en juegos conocidos		
MONOLOGUE	• Uso oraciones cortas para decir lo que puedo o no puedo hacer. • Deletreo palabras que me son conocidas.		

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	• Describo con oraciones simples el clima y determino la ropa necesaria, según corresponda. • Recito un trabalenguas sencillo o una rima, o canto el coro de una canción. • Hablo de las actividades que realizo habitualmente. • Busco oportunidades para usar lo que sé en inglés.		

SUGGESTED INDICATORS:		
KNOWING	**DOING**	**BEING**
• Identifies words and expressions on personal information, moods and personal feelings. • Identifies personal information through Yes/ No questions. • Recognizes the vocabulary related to greetings, instructions and classroom language.	**• Uses greetings appropriately in short conversations. • Completes a form with personal information. • Writes a personal profile and another person's profile. • Expresses moods and personal feelings through simple conversations. • Exchanges information related to daily situations in the classroom. • Makes a list of short and simple sentences about daily activities.**	**Values his personal characteristics and those of his peers. • Respects physical, cultural, ideological differences, among others, of his classmates. • Participates actively in the activities • Interiorizes the importance of integral personal care.**
PEDAGOGICAL AXES FOR HUMAN DEVELOPMENT		

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Sexual education and construction of citizenship - Education for the exercise of human rights, peace - Environmental education and risk management - Education in healthy lifestyles and life project - Education safe mobility - Economic and financial education - Education in entrepreneurship - Citizen competences.

Asignatura *Inglés* **Grado Sexto**

Periodo: *1*

	Criterios de evaluación	**Autoevaluación**			**Coevaluación**			**Heteroevaluación**		
		si	***algunas veces***	***no***	***si***	***algunas veces***	***no***	***si***	***algunas veces***	***no***
S	• Identifies, exchanges and builds words and phrases related to personal information and daily activities in simple oral and written texts.									
A	• Identifies and builds words and phrases related to personal information and daily activities in simple oral and written texts.									
B	• Identifies words and phrases related to personal information and daily activities in simple oral and written texts.									
BAJ	• Presents difficulties to identify words and phrases related to personal information and daily activities in simple oral and written texts.									

S = Superior	**A = Alto**	**B = Básico**	**BAJ = Bajo**

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GRADE:	SIXTH	**TERM:**	SECOND
GOAL:	Establecer una rutina de cuidado físico personal. Establish a physical care routine.	**MODULE:**	HEALTH: HEALTHY PHYSICAL ROUTINE
FUNCTIONS:	• Describes personal care habits and routines. • Gives and requests personal information and daily activities. • Expresses likes and interests. • Describes parts of the body.	**OBJECTIVES:**	• Builds simple sentences about routines, likes and interests orally and in writing. • Identifies words and phrases about routines, likes and interests in simple oral and written texts. • Exchanges information about routines, likes and interests in a simple conversation.
CONTENTS			
Lexical Parts of the body • Arm • Legs • Chest • Brain Expressions of time related to routines • I eat dinner at 6. • Before going to bed, I… • I wake up at • Everyday • First, second, then… • In the morning… • In the evening… • In the afternoon… • At night… Expressions for personal care • In the morning... I brush my teeth. • I visit the doctor… • Take a shower • Brush teeth • Comb hair • Exercise • Eat healthy • Drink water • Sleep wel			

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Grammar • Present tense • Yes/No questions (Do you…? Yes, I do...; No, I don´t.) • Adverbs of frequency Pronunciation • Recognize sounds and adequate intonation. /e/ v /ɛ/ v /æ/ Beat bet bat Meet met mat Discourse • Sequence of events Sociolinguistic/Intercultural • Taking turns • Learning through interaction			
STANDARS		**BASIC LEARNING RIGHTS**	
LISTENING	• Reconozco cuando me hablan en inglés y reacciono de manera verbal y no verbal. • Sigo instrucciones relacionadas con actividades de clase y recreativas propuestas por mi profesor. • Demuestro comprensión de preguntas sencillas sobre mí, mi familia y mi entorno. • Comprendo descripciones cortas y sencillas de objetos y lugares conocidos. • Identifico a las personas que participan en una conversación. • Entiendo la idea general de una historia contada por mi profesor cuando se apoya en movimientos, gestos y cambios de voz. • Comprendo secuencias relacionadas con hábitos y rutinas.	**DBA**	1.Participates in a short conversation where he/she provides his/her name, age and basic information to teachers, friends and acquaintances. 2.Requests and provides clarification on how names and unknown words are spelled. 3.Understands and uses familiar words and short phrases about routines, daily activities and preferences. 4.Understands instructions related to class, school, and community activities and expresses them in oral and written form to evidence his/her understanding. 5.Describes the basic characteristics of people, things, and places found in his/her school, city or community using short phrases and sentences. 6.Answers questions related to “what, who and when” after reading

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READING	• Identifico palabras relacionadas entre sí sobre temas que me son familiares. • Reconozco palabras y frases cortas en inglés en libros, objetos, juguetes, propagandas y lugares de mi escuela. • Relaciono ilustraciones con oraciones simples.		or listening to a short simple text whose topic is connected to familiar events. For example, whenever the student reads or listens to a text, he/she can answer questions. 7.Writes basic personal information in preestablished forms that request information such as name, age, date of birth, gender, nationality, address, phone, etc. For example, the student fills in an identity card with basic personal information. 8.Understands the subject and general information of a short simple text using aids such as images, titles, and key words. For example, after reading a short text, the student shares ideas with his/her classmates on the topic.
WRITING	• Escribo el nombre de lugares y elementos que reconozco en una ilustración. • Respondo brevemente a las preguntas "qué, quién, cuándo y dónde", si se refieren a mi familia, mis amigos o mi colegio. • Escribo información personal en formatos sencillos.		
SPEAKING	• Respondo a preguntas sobre cómo me siento. • Uso expresiones cotidianas para expresar mis necesidades inmediatas en el aula. • Utilizo el lenguaje no verbal cuando no puedo responder verbalmente a preguntas sobre mis preferencias. Por ejemplo, asintiendo o negando con la cabeza.		

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	• Expreso e indico necesidades personales básicas relacionadas con el aula. • Respondo a preguntas sobre personas, objetos y lugares de mi entorno.		
MONOLOGUE	• Expreso mis sentimientos y estados de ánimo. • Menciono lo que me gusta y lo que no me gusta. • Describo lo que estoy haciendo. • Nombro algunas cosas que puedo hacer y que no puedo hacer. • Describo lo que hacen algunos miembros de mi comunidad. • Uso gestos y movimientos corporales para hacerme entender mejor. • Describo algunas características de mí mismo, de otras personas, de animales, de lugares y del clima. • Participo en representaciones cortas; memorizo y comprendo los parlamentos.		
SUGGESTED INDICATORS:			
KNOWING		**DOING**	**BEING**

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• Identifies essential information related to daily personal care routines in short written texts with simple language. • Recognizes vocabulary related to daily routines and personal care. • Identifies the structure of Yes/No questions.	**• Formulates questions related to personal care routines. • Answers with short phrases the questions on personal care routines based on vocabulary and expressions studied. • Writes down in a pre-established forms short expressions and words related to personal care routines from a short and simple oral presentation. • Makes a list of the healthiest daily personal care activities based on the notes taken.**	**• Assumes a responsible position before personal care. • Respects taking turns. • Values the contributions of classmates in class.**

PEDAGOGICAL AXES FOR HUMAN DEVELOPMENT

Sexual education and construction of citizenship - Education for the exercise of human rights, peace - Environmental education and risk management - Education in healthy lifestyles and life project - Education safe mobility - Economic and financial education - Education in entrepreneurship - Citizen competences.

Periodo: 2

	Criterios de evaluación	Autoevaluación			Coevaluación			Heteroevaluación		
		si	*algunas veces*	*no*	*si*	*algunas veces*	*no*	*si*	*algunas veces*	*no*
S	• Identifies, builds, and exchanges simple sentences about routines, likes and interests orally and in written texts.									
A	• Identifies and builds simple sentences about routines, likes and interests orally and in written texts.									

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B	• Identifies and exchanges simple sentences about routines, likes and interests orally and in written texts.									
BAJ	Present difficulties to identify simple sentences about routines, likes and interests orally and in written texts.									

S = Superior	**A = Alto**	**B = Básico**	**BAJ = Bajo**

GRADE:	SIXTH	**TERM:**	THIRD
GOAL:	Especificar acciones de ahorro de energía en la comunidad. Specify actions to save energy in the community.	**MODULE:**	SUSTAINABILITY: ENVIRONMENT
FUNCTIONS:	• Describes actions in a simple and logical sequence. • Gives and requests information on a subject. • Clarifies information.	**OBJECTIVES:**	• Exchanges information about daily activities through questions and sentences. • Identifies phrases and expressions on daily activities in short oral and written texts. • Builds simple

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			sentences about daily activities in an oral and written way.
CONTENTS			
Lexical Conectors • And • First • Second • Later Electrical devices • Light bulb • Appliances • Fridge, refrigerator • Stove • Air conditioning • Heater Expressions to describe energy saving actions • Turn off the lights • Cook with gas • Close the refrigerator door • Turn off the fan/air Expressions to report results and trends • Most people say that televisions consume a lot of energy. One way to save energy is…. • There are many ways to save energy. • Marcos tells me that he unplugs the appliances when he is not home. • When do you shut down your computer? Grammar • Wh- questions • Present tense Pronunciation • Recognize sounds in short conversations /s/ v /z/ v /Iz/ She pushes him. He wants to be happy. Discourse • Sequence connectors (and, first, second, third, etc.) • Begin and maintain a simple conversation Sociolinguistic/Intercultural • Taking turns • Valuation of cultural diversity • Self-critical reflection			
STANDARS		**BASIC LEARNING RIGHTS**	
LISTENING	• Sigo instrucciones relacionadas con actividades de clase y recreativas propuestas por mi profesor. • Demuestro comprensión de preguntas sencillas sobre mí, mi familia y mi entorno. • Comprendo descripciones cortas y sencillas de objetos y lugares conocidos. • Entiendo la idea general de una historia contada por mi profesor cuando se apoya en movimientos, gestos y cambios de voz.	**DBA**	1.Participates in a short conversation where he/she provides his/her name, age and basic information to teachers, friends and acquaintances. 2.Requests and provides clarification on how names and unknown words are spelled. 3.Understands and uses familiar words and short phrases about routines, daily activities and preferences. 4.Understands instructions related to class, school, and community activities and expresses them in oral and written form to evidence his/her understanding.

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READING	• Identifico palabras relacionadas entre sí sobre temas que me son familiares. • Reconozco palabras y frases cortas en inglés en libros, objetos, juguetes, propagandas y lugares de mi escuela.		5.Describes the basic characteristics of people, things, and places found in his/her school, city or community using short phrases and sentences. 6.Answers questions related to "what, who and when" after reading or listening to a short simple text whose topic is connected to familiar events. For example, whenever the student reads or listens to a text, he/she can answer questions. 7.Writes basic personal information in preestablished forms that request information such as name, age, date of birth, gender, nationality, address, phone, etc. For example, the student fills in an identity card with basic personal information. 8.Understands the subject and general information of a short simple text using aids such as images, titles, and key words. For example, after reading a short text, the student shares ideas with his/her classmates on the topic.
WRITING	• Escribo el nombre de lugares y elementos que reconozco en una ilustración. • Respondo brevemente a las preguntas "qué, quién, cuándo y dónde", si se refi eren a mi familia, mis amigos o mi colegio.		
SPEAKING	• Uso expresiones cotidianas para expresar mis necesidades inmediatas en el aula. • Utilizo el lenguaje no verbal cuando no puedo responder verbalmente a preguntas sobre mis preferencias. Por ejemplo, asintiendo o negando con la cabeza. • Expreso e indico necesidades personales básicas relacionadas con el aula. • Respondo a preguntas sobre personas, objetos y lugares de mi entorno.		

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MONOLOGUE	• Menciono lo que me gusta y lo que no me gusta. • Describo lo que hacen algunos miembros de mi comunidad. • Uso gestos y movimientos corporales para hacerme entender mejor. • Participo en representaciones cortas; memorizo y comprendo los parlamentos.		

SUGGESTED INDICATORS:		
KNOWING	**DOING**	**BEING**
• Recognizes vocabulary regarding saving energy. • Identifies Wh-questions structure • Distinguishes sequences in an oral or written text.	**• Formulates previously prepared questions about daily activities related to topics of interest. • Takes notes about words and expressions related to energy saving activities reported by peers. • Proposes simple actions to save energy.**	**•Values the importance of saving energy. • Respects the environment.**

PEDAGOGICAL AXES FOR HUMAN DEVELOPMENT
Sexual education and construction of citizenship - Education for the exercise of human rights, peace - Environmental education and risk management - Education in healthy lifestyles and life project - Education safe mobility - Economic and financial education - Education in entrepreneurship - Citizen competences.
Periodo: *3*

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		Autoevaluación			Coevaluación			Heteroevaluación		
N°	***Criterios de evaluación***	***si***	***algunas veces***	***no***	***si***	***algunas veces***	***no***	***si***	***algunas veces***	***no***
S	• Identifies, builds and exchanges information about daily activities through questions and sentences: phrases and expressions on daily activities in short oral and written texts.									
A	• Identifies and builds information about daily activities through questions and sentences: phrases and expressions on daily activities in short oral and written texts.									
B	• Identifies information about daily activities through questions and sentences: phrases and expressions on daily activities in short oral and written texts.									
BAJ	Present difficulties to identify information about daily activities through questions and sentences: phrases and expressions on daily activities in short oral and written texts.									

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GRADE:	SIXTH	**TERM:**	FOURTH
GOAL:	Definir rasgos propios de la colombianidad (identidad nacional colombiana). Define own traits of national Colombian identity.	**MODULE:**	GLOBALIZATION: VALUE OF LOCAL CULTURES
FUNCTIONS:	• Describes characteristics of a culture. • Establishes comparisons between countries. • Requests and gives information. • Describes persons, places and customs.	**OBJECTIVES:**	• Identifies phrases and expressions related to characteristics of persons, celebrations and places in short oral and written texts. • Produces simple sentences about characteristics of persons, celebrations and places orally and in writing. • Exchanges information about characteristics of persons and places through questions and sentences.

CONTENTS

Lexical Countries and Nationalities • Colombia/ Colombian • United States of America/ American • Japan/ Japanese • China/ Chinese
Food Celebrations Clothing
Adjectives • Sweet, sour, delicious, bitter, juicy, ripe, etc. • Exciting, boring, interesting, etc. • Beautiful, old fashioned, modern, ugly, etc. • Tall, small, short, big, intelligent, etc.
Expressions for likes and dislikes • I prefer to walk. • I love to eat pizza. • I do not like vegetables.
Expressions to describe persons • She is tall. • He is really funny. • They do not look happy. • Colombians are… • They use…
Grammar • Present tense • Wh- questions Pronunciation • Recognize sounds in short conversations. /s/ v /z/ v /Iz/ Wants, gives, pushes
Discourse • Sequence connectors (and, first, second, third, etc.)
Sociolinguistic/Intercultural • Taking turns • Valuation of cultural diversity

STANDARS		**BASIC LEARNING RIGHTS**	
LISTENING	• Sigo instrucciones relacionadas con actividades de clase y	**DBA**	1.Participates in a short conversation where he/she provides his/her name, age

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	recreativas propuestas por mi profesor. • Demuestro comprensión de preguntas sencillas sobre mí, mi familia y mi entorno. 1 • Comprendo descripciones cortas y sencillas de objetos y lugares conocidos.		and basic information to teachers, friends and acquaintances. 2.Requests and provides clarification on how names and unknown words are spelled. 3.Understands and uses familiar words and short phrases about routines, daily activities and preferences. 4.Understands instructions related to class, school, and community activities and expresses them in oral and written form to evidence his/her understanding. 5.Describes the basic characteristics of people, things, and places found in his/her school, city or community using short phrases and sentences. 6.Answers questions related to "what, who and when" after reading or listening to a short simple text whose topic is connected to familiar events. For example, whenever the student reads or listens to a text, he/she can answer questions. 7.Writes basic personal information in preestablished forms that request information such as name, age, date of birth, gender, nationality, address, phone, etc. For example, the student
READING	• Identifico palabras relacionadas entre sí sobre temas que me son familiares. • Sigo la secuencia de una historia sencilla. • Disfruto la lectura como una actividad de esparcimiento que me ayuda a descubrir el mundo.		
WRITING	• Respondo brevemente a las preguntas "qué, quién, cuándo y dónde", si se refi eren a mi familia, mis amigos o mi colegio. • Escribo información personal en formatos sencillos. • Demuestro conocimiento de las estructuras básicas del inglés.		
SPEAKING	• Respondo a saludos y a despedidas. • Utilizo el lenguaje no verbal cuando no puedo responder verbalmente a preguntas sobre		

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	mis preferencias. Por ejemplo, asintiendo o negando con la cabeza. • Expreso e indico necesidades personales básicas relacionadas con el aula. • Respondo a preguntas sobre personas, objetos y lugares de mi entorno.		fills in an identity card with basic personal information. 8.Understands the subject and general information of a short simple text using aids such as images, titles, and key words. For example, after reading a short text, the student shares ideas with his/her classmates on the topic.
MONOLOGUE	• Menciono lo que me gusta y lo que no me gusta. • Describo lo que estoy haciendo. • Describo lo que hacen algunos miembros de mi comunidad. • Uso gestos y movimientos corporales para hacerme entender mejor. • Describo algunas características de mí mismo, de otras personas, de animales, de lugares y del clima. • Participo en representaciones cortas; memorizo y comprendo los parlamentos.		
SUGGESTED INDICATORS:			
KNOWING		**DOING**	**BEING**

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• Identifies information related to particular characteristics of some countries such as food, clothing and celebrations. • Recognizes vocabulary related to food, clothing, celebrations, countries and nationalities. • Differentiates characteristics of persons, animals and things. • Identifies the structure of Whquestions.	**• Provides, orally and in writing, information about countries, celebrations and customs. • Uses simple sentences to express information about countries, food, clothing and celebrations. • Formulates questions to obtain specific information about the countries presented.**	**Values own cultural identity. • Respects customs and traditions of others.**

PEDAGOGICAL AXES FOR HUMAN DEVELOPMENT

Sexual education and construction of citizenship - Education for the exercise of human rights, peace - Environmental education and risk management - Education in healthy lifestyles and life project - Education safe mobility - Economic and financial education - Education in entrepreneurship - Citizen competences.

Periodo: 4

		Autoevaluación			Coevaluación			Heteroevaluación		
N°	***Criterios de evaluación***	***si***	***algunas veces***	***no***	***si***	***algunas veces***	***no***	***si***	***algunas veces***	***no***
S	• Identifies and produces simple sentences and expressions related to characteristics of persons, celebrations and places in short oral and written texts. Exchanges information about characteristics of persons and places through questions and sentences.									

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A	• Identifies and produces simple sentences and expressions related to characteristics of persons, celebrations and places in short oral and written texts									
B	• Identifies simple sentences and expressions related to characteristics of persons, celebrations and places in short oral and written texts									
BAJ	Present difficulties to • identify and produce simple sentences and expressions related to characteristics of persons, celebrations and places in short oral and written texts									

S = Superior	**A = Alto**	**B = Básico**	**BAJ = Bajo**

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GRADE:	SEVENTH	**TERM:**	FIRST
GOAL:	Definir actividades para el cuidado personal integral, a nivel físico (cuerpo), intelectual (mente), emocional (psicológico), social (relaciones) y espiritual (creencias). Define activities for integral personal care at the physical (body), intellectual (mind), emotional (psychological), and spiritual (beliefs) level.	**MODULE:**	HEALTH: INTEGRAL PERSONAL CARE
FUNCTIONS:	• Gives and requests personal information and about daily activities. • Expresses likes , hobbies and interests. • Expresses future plans. • Describes habits and routines about personal care, nutrition and physical activity. • Expresses physical and mental ability. • Describes beliefs and emotions. • Describes health conditions.	**OBJECTIVES:**	• Identifies expressions about daily topics using short descriptive oral and written texts. • Makes a simple oral description and previously rehearsed about daily topics. • Exchanges information about daily topics through questions and answers. • Makes a series of descriptive sentences about daily topics.
CONTENTS			
Lexical Hobbies • Play sports • Dance • Listen to music • Go to the movies • Watch TV • Ride a bike • Collect things • Play videogames Relations of Time • Everyday • Once/ twice a week/month, year • Every two weeks • Always • Never • Recently • Regularly Personal care level: Physical, intellectual, emotional, social and spiritual activities • Meditation • Pray • Workout • Camping • Ride horses Expressions to describe habits • I exercise once a week. • I always go to church on Sunday. • Juan reads every day.			

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Expressions to show interests and tastes • My favorite activity is… • I like to dance. • I really like swimming. • When do you ….? • I like to…. • I am going to…. • I have always…. • Do you like to bike ride? • Do you enjoy swimming? Expressions to explain • Exercising is physical because it is good for my body and my health. • I like to run since it is good for my physical condition. Expressions to show reflection • I think I have good social self-care habits. Grammar • Present and future tense • Present of "like" • Wh- questions • Modals: can • Adverbs of frequency • Yes/No questions Pronunciation • Recognize sounds in conversations /s/ v /z/ v /Iz/ Wants, gives, pushes • Recognize expressions such as pronunciation and reductions I've, have ya, gonna, wanna, I will go to, I will gota, It is a good, Itsa good Discourse • Begin and maintain a simple conversation. • Justify decisions Sociolinguistic/Intercultural • Ability to listen and observe • Valuation of cultural diversity • Learning through interaction • Adaptability to the different forms of communication and learning			
STANDARS		**BASIC LEARNING RIGHTS**	
LISTENING	• Sigo atentamente lo que dicen mi profesor y mis compañeros durante un juego o una actividad. • Participo en juegos y actividades siguiendo instrucciones simples. • Reconozco algunos estados de ánimo a través del tono o volumen de voz en una historia leída por el profesor o en una grabación. • Comprendo información personal proporcionada por mis compañeros y mi profesor. • Identifico la secuencia de las acciones y las asocio con los momentos del día, cuando alguien describe su rutina diaria.	**DBA**	Participates in short conversations providing information about him/herself as well as about familiar people, places and events using simple phrases and sentences previously memorized. Describes people, activities, events and personal experiences orally using simple phrases and sentences previously rehearsed with his/her classmates and teacher. For example, the student makes a short and coherent presentation on how to live in harmony in the classroom.

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READING	• Comprendo descripciones cortas sobre personas, lugares y acciones conocidas. • Ubico en un texto corto los lugares y momentos en que suceden las acciones. • Identifico las acciones en una secuencia corta de eventos. • Reconozco, en un texto narrativo corto, aspectos como qué, quién, cuándo y dónde.		Writes short and simple texts about familiar actions, experiences, and plans using a sequence of images and a pre-established model for the text. Understands the main idea and details related to activities, places, and people in a short descriptive text through familiar words and phrases. For example, the student identifies information and details connected to place of birth and other places and activities mentioned in a biography. Recognizes specific information in written and oral texts related to objects, people, and actions when they are familiar to the student and the related information is presented slowly. The student may require use of visual aids such as images or texts for comprehension. For example, when listening to the teacher describe the process of recycling, the student completes a diagram with missing information. Gives and follows instructions, recommendations, and suggestions about topics related to his/her
WRITING	• Describo los rasgos personales de gente de mi entorno. • Enlazo frases y oraciones usando conectores que expresan secuencia y adición. • Escribo textos cortos que describen mi estado de ánimo y mis preferencias. • Uso adecuadamente estructuras y patrones gramaticales de uso frecuente. • Verifico la ortografía de las palabras que escribo con frecuencia.		
SPEAKING	• Solicito a mi profesor y a mis compañeros que me aclaren una duda o me expliquen algo sobre lo que hablamos. 2, 3 • Pido y acepto		

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	disculpas de forma simple y cortés. 2, 3 • Sigo y doy instrucciones básicas cuando participo en juegos conocidos. • Mantengo una conversación simple en inglés con un compañero cuando desarrollo una actividad de aula. • Pregunto y respondo sobre las características físicas de objetos familiares. • Respondo preguntas sobre mis gustos y preferencias		immediate context. For example, the student gives instructions on how to make a traditional dish. Describes actions related to a subject in his/her family or school environment using simple sentences and images.
MONOLOGUE	• Me describo a mí o a otra persona conocida, con frases simples y cortas, teniendo en cuenta su edad y sus características físicas. • Uso oraciones cortas para decir lo que puedo o no puedo hacer. • Deletreo palabras que me son conocidas. • Expreso en una palabra o frase corta, cómo me siento. • Digo un texto corto memorizado en una dramatización, ayudándome con gestos. • Hablo de las actividades que realizo habitualmente.		

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SUGGESTED INDICATORS:		
KNOWING	**DOING**	**BEING**
• Identifies expressions and words related to recreational activities and the frequency of them. • Distinguishes personal care levels (physical, intellectual, emotional, social and spiritual). • Recognizes expressions of daily routines, hobbies and future plans. • Identifies basic structures of simple present and future tenses.	**• Completes a form with information related to personal care activities and their corresponding levels (physical, intellectual, emotional, social and spiritual) based on a simple written text and on the vocabulary and expressions studied. • Makes Yes/No questions previously prepared about personal care habits with adequate pronunciation and intonation. • Prepares a list of simple sentences about personal care activities and their corresponding level with the help of the teacher and classmates. • Expresses recreational activities through simple sentences based on a template and with the support of photos and images.**	**• Interiorizes the importance of integral personal care. • Values and respects the opinions of classmates.**
PEDAGOGICAL AXES FOR HUMAN DEVELOPMENT		
Sexual education and construction of citizenship - Education for the exercise of human rights, peace - Environmental education and risk management - Education in healthy lifestyles and life project - Education safe mobility - Economic and financial education - Education in entrepreneurship - Citizen competences.		
Asignatura *Inglés* **Grado** *Séptimo* **Periodo:** *1*		

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	Criterios de evaluación	Autoevaluación			Coevaluación			Heteroevaluación		
		si	*algunas veces*	*no*	*si*	*algunas veces*	*no*	*si*	*algunas veces*	*no*
S	Makes a short narration of daily activities in the classroom and in the immediate environment orally and in writing. Identifies phrases and expressions related to daily activities in the immediate environment in simple oral and written texts. • Exchanges information about daily activities in the classroom and in the immediate environment based on questions and answers.									
A	Identifies phrases and expressions related to daily activities in the immediate environment in simple oral and written texts. Exchanges information about daily activities in the classroom and in the immediate environment based on questions and answers.									
B	Identifies phrases and expressions related to daily activities in the immediate environment in simple oral and written texts. •									
BAJ	Present difficulties to make a short narration,identify phrases and expressions related to daily activities in the immediate environment in simple oral and written texts.									

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	Present difficulties to exchange information about daily activities in the classroom and in the immediate environment based on questions and answers.									
S = Superior		**A = Alto**		**B = Básico**			**BAJ = Bajo**			

GRADE:	SEVENTH	**TERM:**	SECOND
GOAL:	Proponer acciones de convivencia e inclusión en el aula. Propose actions for getting along and inclusion in the classroom.	**MODULE:**	DEMOCRACY AND PEACE: BULLYING AND CONFLICTS
FUNCTIONS:	• Describes past experiences. • Expresses moods. • Gives and requests information. • Asks for and gives apologies. • Gives suggestions and recommendations.	**OBJECTIVES:**	• Makes a short narration of daily activities in the classroom and in the immediate environment orally and in writing. • Identifies phrases and expressions related to daily activities in the immediate environment in simple oral and written texts. • Exchanges information about daily

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			activities in the classroom and in the immediate environment based on questions and answers.
CONTENTS			
Lexical Feelings and Emotions • Anger: angry, happiness: happy, sadness: sad, depressions: depressed, motivation: motivated. Ethical values • Respect, honesty, humility, responsibility, etc. Personal qualities. • Quiet, talkative, tolerant, humble, polite, etc. Connectors • Because, since, as, as a result of, therefore, for this reason. Expressions about emotions • I am really angry. • He is just exciting. • Some of Sara's frustration is from depression. • Tomas is happy. • He should not have so much rage. • All of us get tired sometimes. Expressions to recommend • My recommendation is • We should…. • As a consequence, you have to/ need to • Why don´t you…? • Let's think about…? Grammar • Imperatives to give recommendations and suggestions. • Modals: must, have to, should, could, etc. • Present and past tense. Pronunciation • Recognize sounds in conversations /d/ v /t/ /θ/ v /δ/ Had hat Bad bat Thanks that Think this Discourse • Reaching agreements • Making suggestions and recommendations Sociolinguistic/Intercultural • Self-critical reflection. • Acceptance of differences. • Standards on common courtesy.			
STANDARS		**BASIC LEARNING RIGHTS**	
LISTENING	• Sigo atentamente lo que dicen mi profesor y mis compañeros durante un juego o una actividad. • Identifico los nombres de los personajes y los eventos principales de un cuento leído por el profesor y apoyado en imágenes, videos o cualquier tipo de material visual. • Reconozco algunos estados de ánimo a través del tono o volumen	**DBA**	Participates in short conversations providing information about him/herself as well as about familiar people, places and events using simple phrases and sentences previously memorized. Describes people, activities, events and personal experiences orally using simple phrases and sentences previously rehearsed with his/her classmates and teacher. For example,

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	de voz en una historia leída por el profesor o en una grabación. • Comprendo información personal proporcionada por mis compañeros y mi profesor. 1, 2 • Identifico objetos, personas y acciones que me son conocidas en un texto descriptivo corto leído por el profesor.		the student makes a short and coherent presentation on how to live in harmony in the classroom. Writes short and simple texts about familiar actions, experiences, and plans using a sequence of images and a pre-established model for the text. Understands the main idea and details related to activities, places, and people in a short descriptive text through familiar words and phrases. For example, the student identifies information and details connected to place of birth and other places and activities mentioned in a biography. Recognizes specific information in written and oral texts related to objects, people, and actions when they are familiar to the student and the related information is presented slowly. The student may require use of visual aids such as images or texts for comprehension. For example, when listening to the teacher describe the process of recycling, the student completes a diagram with missing information.
READING	• Asocio un dibujo con su descripción escrita. • Comprendo descripciones cortas sobre personas, lugares y acciones conocidas. • Ubico en un texto corto los lugares y momentos en que suceden las acciones. • Identifico las acciones en una secuencia corta de eventos. • Utilizo el diccionario como apoyo a la comprensión de textos. • Identifico elementos culturales como nombres propios y lugares, en textos sencillos. • Reconozco, en un texto narrativo corto, aspectos como qué, quién, cuándo y dónde.		

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WRITING	• Escribo descripciones y narraciones cortas basadas en una secuencia de ilustraciones. • Describo los rasgos personales de gente de mi entorno. 1, 2 • Enlazo frases y oraciones usando conectores que expresan secuencia y adición. 1, 2 • Escribo textos cortos que describen mi estado de ánimo y mis preferencias. • Uso adecuadamente estructuras y patrones gramaticales de uso frecuente. • Verifico la ortografía de las palabras que escribo con frecuencia.		Gives and follows instructions, recommendations, and suggestions about topics related to his/her immediate context. For example, the student gives instructions on how to make a traditional dish. Describes actions related to a subject in his/her family or school environment using simple sentences and images.
SPEAKING	• Pido y acepto disculpas de forma simple y cortés. • Sigo y doy instrucciones básicas cuando participo en juegos conocidos. • Mantengo una conversación simple en inglés con un compañero cuando desarrollo una actividad de aula. • Respondo preguntas sobre mis gustos y preferencias.		

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	• Puedo cortésmente llamar la atención de mi profesor con una frase corta.		
MONOLOGUE	• Uso oraciones cortas para decir lo que puedo o no puedo hacer. • Expreso en una palabra o frase corta, cómo me siento. • Digo un texto corto memorizado en una dramatización, ayudándome con gestos.		

SUGGESTED INDICATORS:		
KNOWING	**DOING**	**BEING**
• Identifies words and expressions related to handling emotions in short descriptive written texts with simple language. • Recognizes expressions related to feelings, emotions, values, qualities, etc. • Distinguishes expressions used to make suggestions and recommendations. • Identifies basic structures of present and past tense.	**Briefly and simply narrates a personal situation of coexistence based on a given template. • Jointly builds the basic standards to maintain healthy coexistence in the classroom. • Produces short descriptive texts describing values and qualities of peers and/or family members. • Exchanges suggestions and recommendations about specific situations in the classroom. •**	**Accepts suggestions and recommendations of others. • Collaborates in achieving a nice atmosphere in the classroom. • Respects differences.**
PEDAGOGICAL AXES FOR HUMAN DEVELOPMENT		

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Sexual education and construction of citizenship - Education for the exercise of human rights, peace - Environmental education and risk management - Education in healthy lifestyles and life project - Education safe mobility - Economic and financial education - Education in entrepreneurship - Citizen competences.

Periodo: 2

	Criterios de evaluación	**Autoevaluación**			**Coevaluación**			**Heteroevaluación**		
		si	***algunas veces***	***no***	***si***	***algunas veces***	***no***	***si***	***algunas veces***	***no***
S	Identifies expressions about daily topics using short descriptive oral and written texts. Makes a simple oral description and previously rehearsed daily topics. Exchanges information about daily topics through questions and answers. Makes a series of descriptive sentences about daily topics.									
A	Identifies expressions about daily topics using short descriptive oral and written texts. Makes a simple oral description and previously rehearsed daily topics. Exchanges information about daily topics through questions and answers.									

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B	Identifies expressions about daily topics using short descriptive oral and written texts. Exchanges information about daily topics through questions and answers.									
BAJ	Present difficulties to identify expressions about daily topics using short descriptive oral and written texts. Present difficulties to exchange information about daily topics through questions and answers.									

S = Superior	**A = Alto**	**B = Básico**	**BAJ = Bajo**

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GRADE:	SEVENTH	**TERM:**	THIRD
GOAL:	Especificar actividades para la conservación del medio ambiente en la comunidad. Specify activities for environmental conservation in the community.	**MODULE:**	SUSTAINABILITY: CONSERVATION
FUNCTIONS:	• Gives and receives information. • Gives and receives recommendations and suggestions.	**OBJECTIVES:**	• Exchanges information on daily activities based on questions and answers. • Identifies words and expressions about daily activities in

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	• Describes situations and events. • Proposes improvement actions.		short oral and written texts. • Makes a simple description of daily activities orally and in writing.

CONTENTS

Lexical Conservation • Protect, preserve, avoid, save • Animals, oceans/land, plants. • Natural resources • Global warming
Expressions related to environmental conservation • He recycles paper and plastic. • Please turn off the light. • The water is shut off. • What do you do to protect/save/ preserve the environment? • The weather is heating up. • Antarctica ice is melting. • What do you do to protect the environment? • In order to protect the environment, I …
Grammar • "Wh-questions" • Present and past tense • Present perfect tense • Imperative • Modals Pronunciation • Recognize expressions such as pronunciation /d/ v (t) v (Id) Buzzed booked wanted
Discourse • Begin and maintain a simple conversation.
Sociolinguistic/Intercultural • Learning through interaction. • Self-critical reflection.

STANDARS		**BASIC LEARNING RIGHTS**	
LISTENING	• Sigo atentamente lo que dicen mi profesor y mis compañeros durante un juego o una actividad. • Comprendo información personal proporcionada por mis compañeros y mi profesor. • Identifico objetos, personas y acciones que me son conocidas en un texto descriptivo corto leído por el profesor.	**DBA**	Participates in short conversations providing information about him/herself as well as about familiar people, places and events using simple phrases and sentences previously memorized. Describes people, activities, events and personal experiences orally using simple phrases and sentences previously rehearsed with his/her classmates and teacher. For example, the student makes a short and coherent presentation on how to live in harmony in the classroom.
READING	• Asocio un dibujo con su descripción escrita. • Identifico las acciones en una secuencia corta de eventos.		

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	• Reconozco, en un texto narrativo corto, aspectos como qué, quién, cuándo y dónde.		Writes short and simple texts about familiar actions, experiences, and plans using a sequence of images and a pre-established model for the text. Understands the main idea and details related to activities, places, and people in a short descriptive text through familiar words and phrases. For example, the student identifies information and details connected to place of birth and other places and activities mentioned in a biography. Recognizes specific information in written and oral texts related to objects, people, and actions when they are familiar to the student and the related information is presented slowly. The student may require use of visual aids such as images or texts for comprehension. For example, when listening to the teacher describe the process of recycling, the student completes a diagram with missing information. Gives and follows instructions, recommendations, and suggestions about topics related to his/her
WRITING	• Escribo sobre temas de mi interés. • Escribo descripciones y narraciones cortas basadas en una secuencia de ilustraciones. • Uso adecuadamente estructuras y patrones gramaticales de uso frecuente.		
SPEAKING	• Sigo y doy instrucciones básicas cuando participo en juegos conocidos. • Mantengo una conversación simple en inglés con un compañero cuando desarrollo una actividad de aula. • Pregunto y respondo sobre las características físicas de objetos familiares. • Respondo preguntas sobre mis gustos y preferencias.		
MONOLOGUE	• Uso oraciones cortas para decir lo que puedo o no puedo hacer. • Deletreo palabras que me son conocidas.		

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	• Expreso en una palabra o frase corta, cómo me siento. • Digo un texto corto memorizado en una dramatización, ayudándome con gestos. • Hablo de las actividades que realizo habitualmente. • Busco oportunidades para usar lo que sé en inglés.		immediate context. For example, the student gives instructions on how to make a traditional dish. Describes actions related to a subject in his/her family or school environment using simple sentences and images.

SUGGESTED INDICATORS:		
KNOWING	**DOING**	**BEING**
• Understands the general idea of a short oral or written text about an academic subject. • Identifies Wh-questions in questions to obtain specific information. • Identifies basic structures of present and past tense, and present perfect tense. • Recognizes expressions related to the environment.	**• Exchanges information related to academic subjects. • Produces oral or written texts providing information about a topic of interest. • Proposes simple actions for environmental conservation.**	**• Respects the environment. • Values the opinions of his peers.**

PEDAGOGICAL AXES FOR HUMAN DEVELOPMENT
Sexual education and construction of citizenship - Education for the exercise of human rights, peace - Environmental education and risk management - Education in healthy lifestyles and life project - Education safe mobility - Economic and financial education - Education in entrepreneurship - Citizen competences.
Periodo: *3*

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		Autoevaluación			Coevaluación			Heteroevaluación		
N°	***Criterios de evaluación***	***si***	***algunas veces***	***no***	***si***	***algunas veces***	***no***	***si***	***algunas veces***	***no***
S	Produces a short descriptive text about the characteristics of people and places orally and in writing. Exchanges information about characteristics of persons and places based on questions and answers. Identifies phrases and expressions related to particular characteristics of people and places in short descriptive texts.									
A	Produces a short descriptive text about the characteristics of people and places orally and in writing. Identifies phrases and expressions related to particular characteristics of people and places in short descriptive texts.									
B	Identifies phrases and expressions related to particular characteristics of people and places in short descriptive texts.									
BAJ	Present difficulties to produce,exchange,identify phrases and expressions related to particular characteristics of people and places in short descriptive texts.									
S = Superior		**A = Alto**		**B = Básico**			**BAJ = Bajo**			

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GRADE:	SEVENTH	**TERM:**	FOURTH
GOAL:	Reconocer las características culturales de algunos países. Recognize cultural	**MODULE:**	GLOBALIZATION: INTERNATIONAL CULTURES

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	characteristics in some countries.		
FUNCTIONS:	• Gives and requests information. • Describes habits, persons and places. • Establishes comparisons and contrasts. • Expresses points of view.	**OBJECTIVES:**	• Produces a short descriptive text about the characteristics of people and places orally and in writing. • Exchanges information about characteristics of persons and places based on questions and answers. • Identifies phrases and expressions related to particular characteristics of people and places in short descriptive texts.
CONTENTS			
Lexical Countries and Nationalities • Colombia/ Colombian • United States of America/ American • Japan/ Japanese • China/ Chinese Biodiversity • Animals and plants • Oceans, rivers, mountains, valleys, etc. Sports • Soccer, football, baseball, basketball • Jumping, skating, canoeing, body boarding, etc. • Chess, Pool, Billiard, etc. Weather • Sunny, cloudy, snowy, windy (Hot, warm, cold) Seasons • Winter, Summer, Spring, Fall. Cardinal points • North, South, East, West. Qualities • Fast, slow, big, small, old, new, modern, far, near, etc. Expressions to compare and contrast: • This country has a larger population than... • It is bigger than… • It is difficult when • It has the most… • It is the best/worst Expressions to give reasons • This country has better education because... • This country has more economic resources because… Grammar • Comparative and superlative • Connectors of sequence • Present and past tense and continuous verb tense. • Present perfect tense Pronunciation • Recognition of expressions such as pronunciation and reductions /s/ v /z/ v /Iz/ Wants bees buzzes Discourse • Compare and contrast • Begin and maintain simple conversations Sociolinguistic/Intercultural • Ability to listen and observe • Skills to analyze, interpret and relate information • Valuation of cultural diversity		
STANDARS		**BASIC LEARNING RIGHTS**	

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LISTENING	• Sigo atentamente lo que dicen mi profesor y mis compañeros durante un juego o una actividad. • Comprendo información personal proporcionada por mis compañeros y mi profesor. • Identifico objetos, personas y acciones que me son conocidas en un texto descriptivo corto leído por el profesor.	**DBA**	Participates in short conversations providing information about him/herself as well as about familiar people, places and events using simple phrases and sentences previously memorized. Describes people, activities, events and personal experiences orally using simple phrases and sentences previously rehearsed with his/her classmates and teacher. For example, the student makes a short and coherent presentation on how to live in harmony in the classroom. Writes short and simple texts about familiar actions, experiences, and plans using a sequence of images and a pre-established model for the text. Understands the main idea and details related to activities, places, and people in a short descriptive text through familiar words and phrases. For example, the student identifies information and details connected to place of birth and other places and activities mentioned in a biography.
READING	• Asocio un dibujo con su descripción escrita. • Identifico las acciones en una secuencia corta de eventos. • Reconozco, en un texto narrativo corto, aspectos como qué, quién, cuándo y dónde.		
WRITING	• Escribo sobre temas de mi interés. • Enlazo frases y oraciones usando conectores que expresan secuencia y adición. • Uso adecuadamente estructuras y patrones gramaticales de uso frecuente.		
SPEAKING	• Mantengo una conversación simple en inglés con un		

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	compañero cuando desarrollo una actividad de aula. • Respondo preguntas sobre mis gustos y preferencias.		Recognizes specific information in written and oral texts related to objects, people, and actions when they are familiar to the student and the related information is presented slowly. The student may require use of visual aids such as images or texts for comprehension. For example, when listening to the teacher describe the process of recycling, the student completes a diagram with missing information. Gives and follows instructions, recommendations, and suggestions about topics related to his/her immediate context. For example, the student gives instructions on how to make a traditional dish. Describes actions related to a subject in his/her family or school environment using simple sentences and images.
MONOLOGUE	• Uso oraciones cortas para decir lo que puedo o no puedo hacer. • Deletreo palabras que me son conocidas. • Expreso en una palabra o frase corta, cómo me siento. • Digo un texto corto memorizado en una dramatización, ayudándome con gestos. • Describo con oraciones simples el clima y determino la ropa necesaria, según corresponda. • Hablo de las actividades que realizo habitualmente.		

SUGGESTED INDICATORS:		
KNOWING	**DOING**	**BEING**

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• Identifies information related to subjects of general interest. • Identifies similarities and differences between persons, places, animals and things. • Identifies basic structures of present and past tense, and present perfect tense. • Recognizes expressions related to biodiversity, sports, weather, seasons, etc.	**• Prepares a comparative chart of different cultural characteristics of some previously assigned countries. • Exchanges information related to cultural characteristics of some countries. • Produces oral or written texts, providing information about cultural characteristics of some countries.**	**• Respects cultural differences. • Values the contributions of his classmates.**

PEDAGOGICAL AXES FOR HUMAN DEVELOPMENT

Sexual education and construction of citizenship - Education for the exercise of human rights, peace - Environmental education and risk management - Education in healthy lifestyles and life project - Education safe mobility - Economic and financial education - Education in entrepreneurship - Citizen competences.

Periodo: 4

		Autoevaluación			Coevaluación			Heteroevaluación		
N°	***Criterios de evaluación***	***si***	***algunas veces***	***no***	***si***	***algunas veces***	***no***	***si***	***algunas veces***	***no***
S	Exchanges information on daily activities based on questions and answers. • Identifies words and expressions about daily activities in short oral and written texts. Makes a simple description of daily activities orally and in writing.									

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A	Exchanges information on daily activities based on questions and answers. Makes a simple description of daily activities orally and in writing.									
B	Identifies words and expressions about daily activities in short oral and written texts. •									
BAJ	Present difficulties to identify words and expressions about daily activities,to exchange information and make a simple description of daily activities orally and in writing.									

S = Superior	**A = Alto**	**B = Básico**	**BAJ = Bajo**

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GRADE:	EIGHTH	**TERM:**	FIRST
GOAL:	Evaluar el impacto de las acciones humanas en el medio ambiente en el país. Evaluate the impact of human actions on the environment in the country.	**MODULE:**	SUSTAINABILITY: HUMAN ACTIONS
FUNCTIONS:	• Presents self to a group • Describes human actions • Requests information about human actions • Gives suggestions to improve practices • Expresses opinions about actions • Discusses good and bad practices	**OBJECTIVES:**	• Describes situations related to daily topics of general interest orally and in writing. • Prepares a simple narrative written text about daily topics of general interest. • Exchanges information about daily topics of general interest through dialogue. • Identifies information about daily topics of general interest in short narrative oral and written texts.

CONTENTS

Lexical Human Actions • Plant trees • Throw garbage • Mining • Agriculture
Environmental practices • Reducing carbon print • Recycle • Waste
Expressions to describe human actions in the environment • Save the whales. • Recycling paper saves the trees in forest. • Using plastic bottles as planters is a good idea.
Expressions to give an opinion • I (really) think that … • I believe (that) … • I'm sure that … • In my opinion / My opinion is … • I agree with … • I guess/imagine … • I have no doubt that / I'm certain that … • I strongly believe that …
Expressions to quote in a text: • According to …
Grammar • Adverbs of frequency and sequence • Possessive adjectives: her, his, my, their, your • Wh-questions • Present tense • Infinitive/gerund
Pronunciation • Recognition of expressions such as pronunciation /d/ v /t/ v /Id/ Played walked wanted
Discourse • Sequence connectors

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Sociolinguistic/Intercultural • Skills to analyze, interpret and relate information • Cognitive flexibility • Learning through interaction			
STANDARS		**BASIC LEARNING RIGHTS**	
LISTENING	• Comprendo mensajes cortos y simples relacionados con mi entorno y mis intereses personales y académicos • Identifico el tema general y los detalles relevantes en conversaciones, informaciones radiales o exposiciones orales. • Comprendo la idea general en una descripción y en una narración.	**DBA**	Requests and provides information about experiences and plans in a clear and brief manner using his/her own information or information about familiar situations. Likewise, the student uses familiar vocabulary and may ask for assistance from classmates and/or the teacher. Explains in written form different familiar situations and facts in a coherent and simple manner. The student can establish relationships of addition, sequence, and cause and effect as well as simple comparisons. Recognizes specific information in short oral and written texts on topics of general interest. The student uses different reading strategies such as: previewing (images, titles, subtitles, etc.), prediction, the underlining of key words and Spanish cognates, and the identification of the general idea of the text (skimming. Exchanges information about academic and general interest topics, through
READING	relacionados con mis actividades cotidianas y con mi entorno. 2, 3 • Comprendo preguntas y expresiones orales que se refi eren a mí, a mi familia, mis amigos y mi entorno. 1, 2, 3 • Comprendo mensajes cortos y simples relacionados con mi entorno y mis intereses personales y académicos. 1, 2, 3 • Comprendo y sigo instrucciones puntuales cuando éstas se presentan en forma clara y con vocabulario conocido. 1, 2, 3 • Comprendo una descripción oral sobre una		

	situación, persona, lugar u objeto. 1, 2 • • Comprendo instrucciones escritas para llevar a cabo actividades cotidianas, personales y académicas. • Comprendo textos literarios, académicos y de interés general, escritos con un lenguaje sencillo. • Puedo extraer información general y específica de un texto corto y escrito en un lenguaje sencillo. • Aplico estrategias de lectura relacionadas con el propósito de la misma.		simple conversations, dialogues, and role-plays. In these conversations, the student may express opinions in a simple manner using previously studied models. Makes recommendations to people in his/her community about what to do, when and how, based on daily situations in his or her family life, school or local environment. Makes brief presentations on academic topics related to his/her school environment or community including in the presentation: relevant facts, specific details, and specific vocabulary pertinent to the topic. Prior to giving the presentation, the student prepares and receives advice from his/her classmates and/or teacher. 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. To do so, the
WRITING	• Describo con frases cortas personas, lugares, objetos o hechos relacionados con temas y situaciones que me son familiares. • Completo información personal básica en formatos y documentos sencillos. • Utilizo vocabulario adecuado para darle coherencia a mis escritos.		
SPEAKING	• Respondo con frases cortas a preguntas sencillas sobre temas que me son familiares.		

	• Formulo preguntas sencillas sobre temas que me son familiares apoyándome en gestos y repetición. • Inicio, mantengo y cierro una conversación sencilla sobre un tema conocido.		student considers the sequence of actions and the clarity of ideas and receives advice from classmates and/ or the teacher
MONOLOGUE	• Describo con oraciones simples a una persona, lugar u objeto que me son familiares aunque, si lo requiero, me apoyo en apuntes o en mi profesor • Narro o describo de forma sencilla hechos y actividades que me son familiares. • Hago exposiciones muy breves, de contenido predecible y aprendido.		

SUGGESTED INDICATORS:		
KNOWING	**DOING**	**BEING**
• Recognizes vocabulary related to the environment. • Identifies basic descriptive structures. • Identifies the structure of information questions. • Recognizes expressions of opinion. • Identifies stages of the writing process. • Identifies the sections of a descriptive text.	**•Presents, orally and rehearsed, the impact of diverse human actions in the environment with pertinent vocabulary. • Requests information from classmates about human actions in the environment through information questions previously**	**• Shows respect for the environment through the promotion of responsible practices. • Recognizes his own environmental practices and those of others.**

	rehearsed. • Identifies basic arguments in brief written texts • Expresses opinions or gives information orally, spontaneously and with simple vocabulary. • Prepares a written descriptive text about human actions in the environment with information related to facts, details and references based on the writing process.	

PEDAGOGICAL AXES FOR HUMAN DEVELOPMENT

Sexual education and construction of citizenship - Education for the exercise of human rights, peace - Environmental education and risk management - Education in healthy lifestyles and life project - Education safe mobility - Economic and financial education - Education in entrepreneurship - Citizen competences.

Asignatura *Inglés* **Grado Octavo**

Periodo: *1*

	Criterios de evaluación	**Autoevaluación**			**Coevaluación**			**Heteroevaluación**		
		si	***algunas veces***	***no***	***si***	***algunas veces***	***no***	***si***	***algunas veces***	***no***
1	Recognizes vocabulary related to the environment. • Identifies basic descriptive structures.									
2	• Identifies the structure of information questions.									

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3	• Recognizes expressions of opinion.									
4	Expresses opinions or gives information orally, spontaneously and with simple vocabulary.									

S = Superior	**A = Alto**	**B = Básico**	**BAJ = Bajo**
Describes orally and in writing situations related to topics of general interest. • Identifies facts and opinions in medium length simple oral and written texts related to topics of general interest. • Exchanges information on topics of general interest through role-playing	Describes orally situations related to topics of general interest. • Identifies facts in medium length simple oral and written texts related to topics of general interest. • Listen information on topics of general interest through role-playing	Describes in writing situations related to topics of general interest. • Identifies opinions in medium length simple oral and written texts related to topics of general interest. • Identified information on topics of general interest through role-playing	Describes in a minimal way situations • Have some difficulties to Identify facts and opinions and topics of general interest. • Exchanges some information on topics of general interest.

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GRADE:	EIGHTH	**TERM:**	SECOND
GOAL:	Formular iniciativas para la prevención de desórdenes alimenticios. Formulate initiative for the prevention of eating disorders.	**MODULE:**	HEALTH: EATING DISORDERS
FUNCTIONS:	• Gives suggestions, recommendations. • Gives and requests information. • Expresses conditions. • Describes past experiences. • Describes diseases, symptoms, parts of the body, treatments. • Describes eating routines.	**OBJECTIVES:**	• Prepares oral and written texts on recommendations regarding topics of general interest. • Exchanges information on topics of general interest through conversation. • Identifies information on topics of general interest in short descriptive oral and written texts.
CONTENTS			
Lexical Parts of the body • Head • Stomach • Arm • Back Symptoms and medication • Flu • Headache • Stomachache • Broken bone Diseases/ eating disorders • Bulimia • Overweight • Obese/ obesity • Anorexia Transitions • Next • In addition to • Then Expressions to describe symptoms • My arm itches. • I have a headache. • I sometimes take pills. • My doctor gave me a shot. • I have a prescription for medicine • My throat is sore. • I've got a fever Expressions to conclude and quote orally: • In sum • In conclusion • According to …(1994) Expressions to introduce a subject: • Today I will talk about. • Good morning. My purpose today is…			

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Expressions to develop content: • Moving on to my next point, • Now, let me move to my second point. Expressions to conclude: • In sum • I tried to • To conclude… • In conclusion • Now, to sum up... • I think this can be prevented by…. Grammar • Adverbs of frequency and sequence. • Possessive adjectives: her, his, my, their, your • Wh-questions • Adverbs of frequency and sequence • Imperatives--Take…, drink…; Don´t….. • Present perfect tense • Past tense Pronunciation • Recognition of expressions such as pronunciation and blendings Is a -- iza At the doctor -- Atthedoctor Discourse • Compare and contrast. Sociolinguistic/Intercultural • Valuation of cultural diversity. • Learning through interaction.			
STANDARS		**BASIC LEARNING RIGHTS**	
LISTENING	• Comprendo información básica sobre temas relacionados con mis actividades cotidianas y con mi entorno. • Comprendo preguntas y expresiones orales que se refi eren a mí, a mi familia, mis amigos y mi entorno. • Comprendo una descripción oral sobre una situación, persona, lugar u objeto. • Identifico el tema general y los detalles relevantes en conversaciones, informaciones radiales o exposiciones orales	**DBA**	Participates in short conversations providing information about him/herself as well as about familiar people, places and events using simple phrases and sentences previously memorized. Describes people, activities, events and personal experiences orally using simple phrases and sentences previously rehearsed with his/her classmates and teacher. For example, the student makes a short and coherent presentation on how to live in harmony in the classroom. Writes short and simple texts about familiar actions, experiences, and plans using a sequence of images and a pre-established model for the text.
READING	• Comprendo textos literarios, académicos y de interés general, escritos con un lenguaje sencillo. • Puedo extraer información general		

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	y específica de un texto corto y escrito en un lenguaje sencillo. • Identifico el significado adecuado de las palabras en el diccionario según el contexto. • Identifico en textos sencillos, elementos culturales como costumbres y celebraciones.		Understands the main idea and details related to activities, places, and people in a short descriptive text through familiar words and phrases. For example, the student identifies information and details connected to place of birth and other places and activities mentioned in a biography. Recognizes specific information in written and oral texts related to objects, people, and actions when they are familiar to the student and the related information is presented slowly. The student may require use of visual aids such as images or texts for comprehension. For example, when listening to the teacher describe the process of recycling, the student completes a diagram with missing information. Gives and follows instructions, recommendations, and suggestions about topics related to his/her immediate context. For example, the student gives instructions on how to make a traditional dish.
WRITING	• Describo con frases cortas personas, lugares, objetos o hechos relacionados con temas y situaciones que me son familiares. • Completo información personal básica en formatos y documentos sencillos. • Escribo textos cortos en los que expreso contraste, adición, causa y efecto entre ideas. • Utilizo vocabulario adecuado para darle coherencia a mis escritos.		
SPEAKING	• Respondo con frases cortas a preguntas sencillas sobre temas que me son familiares. • Participo en situaciones comunicativas cotidianas tales como pedir favores, disculparme y agradecer.		

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	• Utilizo códigos no verbales como gestos y entonación, entre otros. • Formulo preguntas sencillas sobre temas que me son familiares apoyándome en gestos y repetición.		Describes actions related to a subject in his/her family or school environment using simple sentences and images.
MONOLOGUE	• Doy instrucciones orales sencillas en situaciones escolares, familiares y de mi entorno cercano. • Hago exposiciones muy breves, de contenido predecible y aprendido.		

SUGGESTED INDICATORS:		
KNOWING	**DOING**	**BEING**
• Identifies symptoms, parts of the body, and treatments in a brief and simple written text. • Identifies relevant facts, specific details and references. • Recognizes the structure of information questions. • Identifies basic descriptive structures. • Recognizes expressions of opinion, recommendation. • Identifies the stages of the writing process. • Identifies the sections of a report.	**Makes previously prepared questions on eating disorders based on a defined format. • Explains and expresses opinions on eating disorders briefly and simply based on a given sample and with clear pronunciation. • Presents an eating disorder prevention plan assigned with clear and simple language. • Prepares a written and simple report based on notes taken and an established sample.**	**Recognizes his role in the prevention of diseases. • Recognizes negative health practices.**

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PEDAGOGICAL AXES FOR HUMAN DEVELOPMENT

Sexual education and construction of citizenship - Education for the exercise of human rights, peace - Environmental education and risk management - Education in healthy lifestyles and life project - Education safe mobility - Economic and financial education - Education in entrepreneurship - Citizen competences.

Periodo: 2

	Criterios de evaluación	**Autoevaluación**			**Coevaluación**			**Heteroevaluación**		
		si	***algunas veces***	***no***	***si***	***algunas veces***	***no***	***si***	***algunas veces***	***no***
S	Identifies symptoms, parts of the body, and treatments in a brief and simple written text.									
A	Recognizes the structure of information questions.									
B	Presents an eating disorder prevention plan assigned with clear and simple language									
BAJ	Recognizes negative health practices.									

S = Superio Prepares oral and written texts on recommendations regarding topics of general interest. • Exchanges information on topics of general interest	**A = Alto** Prepares written texts on recommendations regarding topics of general interest. • Exchanges information on topics of general interest	**B = Básico** Identified oral and written texts on recommendations regarding topics of general interest. • Identified information on topics of general interest through conversation. •	**BAJ = Bajo** Present difficulties to prepare oral and written texts on recommendations regarding topics of general interest. • Exchanges information on topics of general interest through

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through conversation. • Identifies information on topics of general interest in short descriptive oral and written texts.	through dialogues. • Identifies information on topics of general interest in short descriptive oral and text	Identifies information on topics of general interest in short descriptive written texts.	conversation. • Identifies information on topics of general interest in short descriptive oral and written texts.

GRADE:	EIGHTH	**TERM:**	THIRD
GOAL:	• Recognizes his role in the prevention of diseases. • Recognizes negative health practices.	**MODULE:**	DEMOCRACY AND PEACE: LANGUAGE IN THE CONSTRUCTION OF PEACE
FUNCTIONS:	• Justifies points of view. • Expresses facts and opinions. • Expresses conditions. • Describes past experiences. • Expresses dreams, future plans.	**OBJECTIVES:**	• Describes orally and in writing situations related to topics of general interest. • Identifies facts and opinions in medium length simple oral and written texts related to topics of general interest. • Exchanges information on topics of general interest through role-playing
CONTENTS			

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STANDARS		**BASIC LEARNING RIGHTS**	
LISTENING	• Comprendo preguntas y expresiones orales que se refi eren a mí, a mi familia, mis amigos y mi entorno. • Comprendo y sigo instrucciones puntuales cuando éstas se presentan en forma clara y con vocabulario conocido. • Comprendo una descripción oral sobre una situación, persona, lugar u objeto. • Comprendo la idea general en una descripción y en una narración.	**DBA**	Participates in short conversations providing information about him/herself as well as about familiar people, places and events using simple phrases and sentences previously memorized. Describes people, activities, events and personal experiences orally using simple phrases and sentences previously rehearsed with his/her classmates and teacher. For example, the student makes a short and coherent presentation on how to live in harmony in the classroom. Writes short and simple texts about familiar actions, experiences, and plans using a sequence of images and a pre-established model for the text. Understands the main idea and details related to activities, places, and people in a short descriptive text through familiar words and phrases. For example, the student identifies information and details connected to
READING	• Comprendo textos literarios, académicos y de interés general, escritos con un lenguaje sencillo. • Puedo extraer información general y específica de un texto corto y escrito en un lenguaje sencillo. • Aplico estrategias de lectura relacionadas con el propósito de la misma.		
WRITING	• Describo con frases cortas personas, lugares, objetos o		

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	hechos relacionados con temas y situaciones que me son familiares. • Completo información personal básica en formatos y documentos sencillos. • Escribo textos cortos en los que expreso contraste, adición, causa y efecto entre ideas. • Utilizo vocabulario adecuado para darle coherencia a mis escritos.		place of birth and other places and activities mentioned in a biography. Recognizes specific information in written and oral texts related to objects, people, and actions when they are familiar to the student and the related information is presented slowly. The student may require use of visual aids such as images or texts for comprehension. For example, when listening to the teacher describe the process of recycling, the student completes a diagram with missing information. Gives and follows instructions, recommendations, and suggestions about topics related to his/her immediate context. For example, the student gives instructions on how to make a traditional dish. Describes actions related to a subject in his/her family or school environment using simple sentences and images.
SPEAKING	• Solicito explicaciones sobre situaciones puntuales en mi escuela, mi familia y mi entorno cercano. • Participo en situaciones comunicativas cotidianas tales como pedir favores, disculparme y agradecer. • Formulo preguntas sencillas sobre temas que me son familiares apoyándome en gestos y repetición. • Hago propuestas a mis compañeros sobre qué hacer, dónde, cuándo o cómo.		
MONOLOGUE	• Describo con oraciones simples a una persona, lugar u		

	objeto que me son familiares aunque, si lo requiero, me apoyo en apuntes o en mi profesor. • Establezco comparaciones entre personajes, lugares y objetos. • Narro o describo de forma sencilla hechos y actividades que me son familiares. • Hago exposiciones muy breves, de contenido predecible y aprendido.		

SUGGESTED INDICATORS:		
KNOWING	**DOING**	**BEING**
• Recognizes positive and negative language. • Identifies basic narrative structures. • Identifies the structure of information questions. • Recognizes expressions of opinion, points of view • Identifies the stages of the writing process.	**Shows comprehension of general and specific ideas in oral and written texts by completing preestablished forms. • Narrates a case of positive/negative language use based on a provided template. • Organizes information gathered from different bibliographical sources in tables and graphs. • Presents opinions on the use of positive/negative language following a previously prepared presentation plan. • Produces, in writing and following the writing**	**• Shows respect for opinions expressed by his peers. • Recognizes his responsibility in the construction of peace in his community. • Recognizes positive/ negative uses of language.**

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	process, a personal plan for constructive use of the language.	

PEDAGOGICAL AXES FOR HUMAN DEVELOPMENT

Sexual education and construction of citizenship - Education for the exercise of human rights, peace - Environmental education and risk management - Education in healthy lifestyles and life project - Education safe mobility - Economic and financial education - Education in entrepreneurship - Citizen competences.

Periodo: *3*

		Autoevaluación			**Coevaluación**			**Heteroevaluación**		
N°	***Criterios de evaluación***	***si***	***algunas veces***	***no***	***si***	***algunas veces***	***no***	***si***	***algunas veces***	***no***
1	Recognizes positive and negative language.									
2	Recognizes expressions of opinion, points of view									
3	• Shows comprehension of general and specific ideas in oral and written texts by completing preestablished forms.									
4	Organizes information gathered from different bibliographical sources in tables and graphs.									

S = Superior	**A = Alto**	**B = Básico**	**BAJ = Bajo**
Identified relevant information on academic subjects in medium length narrative oral	Identified relevant information on academic subjects in medium length in written texts. •	Identified information in medium length narrative oral and written texts. • Prepares some written sentences on	Identified some terms in medium length narrative written texts. • Identified some texts on

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and written texts. • Prepares narrative oral and written texts on academic subjects. • Exchanges information through questions and expression	Prepares written texts on academic subjects. • Exchanges information through questions.	academic subjects. • Exchanges information through questions.	academic subjects. • Exchanges some expression

GRADE:	EIGHTH	**TERM:**	FOURTH
GOAL:	Determinar el impacto del consumismo en los jóvenes. Determine the impact of consumerism in adolescents.	**MODULE:**	GLOBALIZATION: CONSUMERISM
FUNCTIONS:	• Expresses opinions. • Justifies points of view. • Formulates and answers questions on a subject. • Expresses conditions. • Describes past experiences. • Expresses future plans.	**OBJECTIVES:**	• Identifies relevant information on academic subjects in medium length narrative oral and written texts. • Prepares narrative oral and written texts on academic subjects. • Exchanges information through questions and expressions
CONTENTS			

INSTITUCIÓN EDUCATIVA MALABAR

ENGLISH CURRICULUM

HIGH SCHOOL 2023

STANDARS		**BASIC LEARNING RIGHTS**	
LISTENING	• Comprendo preguntas y expresiones orales que se refi eren a mí, a mi familia, mis amigos y mi entorno. • Comprendo y sigo instrucciones puntuales cuando éstas se presentan en forma clara y con vocabulario conocido. • Identifico el tema general y los detalles relevantes en conversaciones, informaciones radiales o exposiciones orales. • Comprendo la idea general en una descripción y en una narración.	**DBA**	Participates in short conversations providing information about him/herself as well as about familiar people, places and events using simple phrases and sentences previously memorized. Describes people, activities, events and personal experiences orally using simple phrases and sentences previously rehearsed with his/her classmates and teacher. For example, the student makes a short and coherent presentation on how to live in harmony in the classroom. Writes short and simple texts about familiar actions, experiences, and plans using a sequence of images and a pre-established model for the text. Understands the main idea and details related to activities, places, and people in a short descriptive text through familiar words and phrases. For example, the student identifies information and details connected to
READING	• Puedo extraer información general y específica de un texto corto y escrito en un lenguaje sencillo. • Valoro la lectura como un hábito importante de enriquecimiento personal y académico. • Identifico el significado adecuado de las palabras en el diccionario según el contexto.		

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	• Aplico estrategias de lectura relacionadas con el propósito de la misma.		place of birth and other places and activities mentioned in a biography. Recognizes specific information in written and oral texts related to objects, people, and actions when they are familiar to the student and the related information is presented slowly. The student may require use of visual aids such as images or texts for comprehension. For example, when listening to the teacher describe the process of recycling, the student completes a diagram with missing information. Gives and follows instructions, recommendations, and suggestions about topics related to his/her immediate context. For example, the student gives instructions on how to make a traditional dish. Describes actions related to a subject in his/her family or school environment using simple sentences and images.
WRITING	• Completo información personal básica en formatos y documentos sencillos. • Escribo un texto corto relativo a mí, a mi familia, mis amigos, mi entorno o sobre hechos que me son familiares. • Escribo textos cortos en los que expreso contraste, adición, causa y efecto entre ideas. • Utilizo vocabulario adecuado para darle coherencia a mis escritos.		
SPEAKING	• Solicito explicaciones sobre situaciones puntuales en mi escuela, mi familia y mi entorno cercano. • Participo en situaciones comunicativas cotidianas tales como pedir favores, disculparme y agradecer. • Utilizo códigos no verbales como gestos y entonación, entre otros. • Formulo preguntas sencillas sobre temas que me son		

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	familiares apoyándome en gestos y repetición.		
MONOLOGUE	• Establezco comparaciones entre personajes, lugares y objetos. • Narro o describo de forma sencilla hechos y actividades que me son familiares.		

SUGGESTED INDICATORS:		
KNOWING	**DOING**	**BEING**
• Recognizes vocabulary on consumption and consumerism, fashion, technology, needs. • Identifies the structure of a survey. • Recognizes expressions of opinion, points of view.	**• Prepares a classification chart with the consumption needs of adolescents through a previously established format. • Prepares, with help, a survey related to consumption through information questions (Whquestions). • Prepares and presents the classification chart based on the categories of consumption needs. • Produces a simple and structured argumentative text based on previously consulted bibliographical references.**	**• Shows respect for the opinions expressed by his peers. • Recognizes characteristics of responsible consumption. • Actively participates in planned activities.**
PEDAGOGICAL AXES FOR HUMAN DEVELOPMENT		

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ENGLISH CURRICULUM

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Sexual education and construction of citizenship - Education for the exercise of human rights, peace - Environmental education and risk management - Education in healthy lifestyles and life project - Education safe mobility - Economic and financial education - Education in entrepreneurship - Citizen competences.

Periodo: 4

		Autoevaluación			Coevaluación			Heteroevaluación		
N°	***Criterios de evaluación***	***si***	***algunas veces***	***no***	***si***	***algunas veces***	***no***	***si***	***algunas veces***	***no***
S	• Describes situations related to daily topics of general interest orally and in writing. • Prepares a simple narrative written text about daily topics of general interest. • Exchanges information about daily topics of general interest through dialogue. • Identifies information about daily topics of general interest in short narrative oral and written texts.									
A	• Describes situations related to daily topics writing. • Prepares a simple narrative written text about daily topics. • Exchanges information about daily topics through dialogue. • Identifies information about daily topics of general interest in short narrative written texts.									
B	• Describes situations related to general interest orally. • Prepares simple written sentences about general interest. • Exchanges									

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	information about general interest. • Identifies information about general interest in short narrative oral and written texts.									
BAJ	• Present difficulties to describe situations related to daily topics of general interest orally and in writing. • Prepares a simple narrative written text about daily topics of general interest. • Exchanges information about daily topics of general interest through dialogue. • Identifies information about daily topics of general interest in short narrative oral and written texts.									

S = Superior	**A = Alto**	**B = Básico**	**BAJ = Bajo**

GRADE:	NINETH	**TERM:**	FIRST
GOAL:	Valorar el impacto de las TIC en la vida diaria. Value the impact of ICT in daily life.	**MODULE:**	GLOBALIZATION: SOCIAL PHENOMENA

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FUNCTIONS:	• Gives opinions on current social phenomena. • Justifies points of view on current social phenomena. • Gives and requests information related to current social phenomena. • Describes past experiences and future plans related to current social phenomena. • Expresses conditions related to current social phenomena.	**OBJECTIVES:**	• Exchanges information on academic subjects through roleplaying. • Produces medium length narrative oral and written texts related to academic subjects. • Identifies relations of cause and effect in medium length narrative oral and written texts related to academic subjects.
CONTENTS			
Lexical: Information technologies • Social network • Application (Apps) • Blogs • Download / upload • Website • Save as • Password • Access **Connectors of cause and effect**: • Consequently • As a result • Therefore • For this reason • Because • As • Since **Expressions to suggest** • If I were you, I would… • Have you thought about…? • Why don't you…? • In your position, I would…" • You should perhaps…" • You could always…" **Expressions to give an opinion** • I (really) think that … • I believe (that) … • I'm sure that … • In my opinion / My opinion is … • I agree with … • I guess/imagine … • I have no doubt that / I'm certain that … • I strongly believe that … • I've never really thought about this before, but … • My personal opinion is that / Personally, my opinion is that • To be honest / In my honest opinion, … • I could be wrong, but … • I'm positive that … • I'm pretty sure that … • It seems to me that … • Some people may disagree with me, but … • This is just my opinion, but … **Grammar** • Conditionals. • Modals of obligation: Should, ought to, had better. • Comparative and superlative. • Present perfect tense. • Future perfect tense. Pronunciation • Recognition of expressions such as pronunciation and blendings. Is a iza At the doctor athedoctor Discourse • Compare and contrast. Sociolinguistic/Intercultural • Valuation of diversity of opinions • Learning through interaction • Curiosity and discovery • Knowledge of own culture and the culture of others		
STANDARS		**BASIC LEARNING RIGHTS**	
LISTENING	• Participo en juegos y actividades siguiendo instrucciones simples.	**DBA**	Explains the reasons behind plans and actions related to his/her personal, school and community environment. The student structures explanations

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	• Identifico los nombres de los personajes y los eventos principales de un cuento leído por el profesor y apoyado en imágenes, videos o cualquier tipo de material visual. • Identifico objetos, personas y acciones que me son conocidas en un texto descriptivo corto leído por el profesor. • Identifico la secuencia de las acciones y las asocio con los momentos del día, cuando alguien describe su rutina diaria.		appropriately, uses connectors between ideas, checks for spelling, and employs proper pronunciation to communicate ideas. Recognizes cause and effect relationships in short written texts on academic topics. The student takes into account vocabulary, connectors, and prior knowledge when identifying the relationships. Summarizes information s/he has read or listened to on academic and school related topics through a structured written text. For example, after reading a text, the student may summarize it in one sentence. Expresses his/her opinion on an academic topic discussed in class by quoting information presented by his classmates, other people, or that comes from other sources. Exchanges information about academic and general interest topics in a conversation. To do so, the student uses his/her notes from a reading or listening on the topic.
READING	• Identifico las acciones en una secuencia corta de eventos. • Utilizo el diccionario como apoyo a la comprensión de textos. • Leo y entiendo textos auténticos y sencillos sobre acontecimientos concretos asociados a tradiciones culturales que conozco (cumpleaños, navidad, etc.). • Reconozco, en un texto narrativo corto, aspectos como qué, quién, cuándo y dónde.		

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ENGLISH CURRICULUM

HIGH SCHOOL 2023

	• Participo en juegos de búsqueda de palabras desconocidas.		Identifies the type, purpose, and parts of a short written or oral text and shares ideas from the text with classmates. To do so, the student uses the text structure, titles and subtitles, sequence markers, connectors, and repeated vocabulary. For example, after reading a narrative text on netiquette, the student can explain what the text is about to his/her classmates. Produces medium length texts making recommendations or suggestions related to situations of academic, social, or personal interest. To do so, the student takes into account relationships of compare and contrast and addition, among others. For example, after watching a video about safe navigation of social networks, the student writes a text in which he/she gives recommendations on the topic to be published in the school newspaper.
WRITING	• Describo los rasgos personales de gente de mi entorno. • Enlazo frases y oraciones usando conectores que expresan secuencia y adición. • Escribo textos cortos que describen mi estado de ánimo y mis preferencias. • Uso adecuadamente estructuras y patrones gramaticales de uso frecuente.		
SPEAKING	• Respondo a preguntas personales como nombre, edad, nacionalidad y dirección, con apoyo de repeticiones cuando sea necesario. • Puedo saludar de acuerdo con la hora del día, de forma natural y apropiada. • Solicito a mi profesor y a mis compañeros que me aclaren una duda o me expliquen algo sobre lo que hablamos.		

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MONOLOGUE	• Deletreo palabras que me son conocidas. • Expreso en una palabra o frase corta, cómo me siento. • Describo con oraciones simples el clima y determino la ropa necesaria, según corresponda. • Recito un trabalenguas sencillo o una rima, o canto el coro de una canción.		

SUGGESTED INDICATORS:		
KNOWING	**DOING**	**BEING**
1.Recognizes opinions and points of view. 2- Recognizes .vocabulary related to current social phenomena.3 Identifies the chronological order of past and future actions. 4 Infers consequences derived from an action.	**. Identifies ideas related to the effects of ICT in daily life in narrative oral and written texts used in class. 6. Requests information on daily activities related to the use of ICT through previously prepared information questions (Whquestions). 7.Gives information on daily activities related to the use of ICT through adequate vocabulary and structures. 8 Presents the effect of ICT on daily life in an oral and rehearsed way. • Requests justification of the information orally**	**9 Respects the points of view of others.** **10. Actively participates in class activities.** **11. Recognizes advantages and disadvantages of ICT on daily life.**

	presented by peers. • Prepares a narrative written text on the effects of ICT on daily life based on information obtained from different sources	

PEDAGOGICAL AXES FOR HUMAN DEVELOPMENT

Sexual education and construction of citizenship - Education for the exercise of human rights, peace - Environmental education and risk management - Education in healthy lifestyles and life project - Education safe mobility - Economic and financial education - Education in entrepreneurship - Citizen competences.

Periodo: *1*

		Autoevaluación			Coevaluación			Heteroevaluación		
N°	***Criterios de evaluación***	***si***	***algunas veces***	***no***	***si***	***algunas veces***	***no***	***si***	***algunas veces***	***no***
S	Identifies relations of cause and effect, produces in medium length narrative oral and written texts related to academic subjects. Exchanges information on academic subjects through roleplaying									

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HIGH SCHOOL 2023

A	Identifies relations of cause and effect, produces in medium length narrative oral and written texts related to academic subjects.									
B	Identifies relations of cause and effect in medium length narrative oral and written texts related to academic subjects.									
BAJ	Present difficulties to dentify relations of cause and effect in medium length narrative oral and written texts related to academic subjects.									

S = Superior	**A = Alto**	**B = Básico**	**BAJ = Bajo**

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HIGH SCHOOL 2023

GRADE:	NINETH	**TERM:**	SECOND
GOAL:	Proponer acciones de reducción de inequidades (género, acceso a educación) en la comunidad. Propose actions to reduce inequities (gender, access to education) in the community.	**MODULE:**	SUSTAINABILITY: REDUCTION OF INEQUITIES
FUNCTIONS:	• Expresses agreements and disagreements on topics related to the social environment. • Justifies points of view on topics related to the social environment. • Gives opinions on topics related to the social environment. • Expresses future plans and conditions on topics related to the social environment. • Describes past experiences.	**OBJECTIVES:**	• Produces medium length narrative oral and written texts on topics related to the social environment. • Exchanges information on topics related to the social environment through conversation. • Identifies relations of contrast and addition in medium length oral and written texts on topics related to the social environment.
CONTENTS			
Lexical Opposites • Woman – women • Man – Men • Child- children • Person –People • Just - Unjust • Wrong - right • Fair – unfair • Lack of… Expressions of contrast and addition • Compared to… • In addition to… • Nevertheless… • Whereas…. • On the other hand… • However… • Despite…. • Moreover… • Besides… Expressions to request clarification • Could you expand a little bit on what you said about …? • Could you be more specific about…? • Something else I'd like to know is… • If I have understood you correctly, your point is that… • I didn't understand what you said about… • I'm sorry; could you repeat what you said about …? • Sorry, but I'm not quite clear about…			

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Expressions to make an oral presentation • Today, we would like to present... • Good afternoon, our purpose today is… • My group members are… and I am… Expressions to summarize ideas • On the whole… • Basically he/she is saying that…. • In this text, the author argues that…. • To support the main claim, the author provides evidence that suggests • That… **Grammar** • Present, past and future tense • Present, past and future perfect tense • Conditionals • Modals • Reported speech Pronunciation • Intonation • Accent and stress on words I am shocked to see… It is unbelievable… Absolutely amazing! • Recognize emphasis in short phrases What I hear you say. My group members are… Discourse • Relations of contrast and addition. • Discourse markers. Sociolinguistic/Intercultural • Respect for cultural differences and for situational, social and historical contexts. • Learning through interaction.			
STANDARS		**BASIC LEARNING RIGHTS**	
LISTENING	• Participo en juegos y actividades siguiendo instrucciones simples. • Identifico objetos, personas y acciones que me son conocidas en un texto descriptivo corto leído por el profesor. • Identifico la secuencia de las acciones y las asocio con los momentos del día, cuando alguien describe su rutina diaria.	**DBA**	Explains the reasons behind plans and actions related to his/her personal, school and community environment. The student structures explanations appropriately, uses connectors between ideas, checks for spelling, and employs proper pronunciation to communicate ideas. Recognizes cause and effect relationships in short written texts on academic topics. The student takes into account vocabulary, connectors, and prior knowledge when identifying the relationships. Summarizes information s/he has read or listened to on academic and school related topics through a structured
READING	• Utilizo el diccionario como apoyo a la comprensión de textos. • Leo y entiendo textos auténticos y sencillos sobre acontecimientos concretos asociados a tradiciones culturales		

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	que conozco (cumpleaños, navidad, etc.). • Reconozco, en un texto narrativo corto, aspectos como qué, quién, cuándo y dónde.		written text. For example, after reading a text, the student may summarize it in one sentence. Expresses his/her opinion on an academic topic discussed in class by quoting information presented by his classmates, other people, or that comes from other sources. Exchanges information about academic and general interest topics in a conversation. To do so, the student uses his/her notes from a reading or listening on the topic. Identifies the type, purpose, and parts of a short written or oral text and shares ideas from the text with classmates. To do so, the student uses the text structure, titles and subtitles, sequence markers, connectors, and repeated vocabulary. For example, after reading a narrative text on netiquette, the student can explain what the text is about to his/her classmates. Produces medium length texts making recommendations or suggestions related to situations of academic, social, or
WRITING	Enlazo frases y oraciones usando conectores que expresan secuencia y adición. • Uso adecuadamente estructuras y patrones gramaticales de uso frecuente.		
SPEAKING	• Respondo a preguntas personales como nombre, edad, nacionalidad y dirección, con apoyo de repeticiones cuando sea necesario. • Puedo saludar de acuerdo con la hora del día, de forma natural y apropiada. • Solicito a mi profesor y a mis compañeros que me aclaren una duda o me expliquen algo sobre lo que hablamos.		
MONOLOGUE	• Deletreo palabras que me son conocidas. • Describo con oraciones simples el clima y determino la ropa necesaria, según corresponda.		

	• Recito un trabalenguas sencillo o una rima, o canto el coro de una canción.		personal interest. To do so, the student takes into account relationships of compare and contrast and addition, among others. For example, after watching a video about safe navigation of social networks, the student writes a text in which he/she gives recommendations on the topic to be published in the school newspaper.

SUGGESTED INDICATORS:		
KNOWING	**DOING**	**BEING**
• Recognizes situations of inequity in subjects such as access to education and gender. • Recognizes the structure of narrative written texts. • Distinguishes relations of contrast and addition. • Identifies basic structures of past, future and conditional tenses.	• Identifies ideas related to situations of lack of equity in society in oral and written descriptive texts used in class. • Describes, orally, situations of lack of equity related to their personal environment. • Formulates clarification questions about the descriptions of situations of inequity reported by classmates. • Identifies, with help, similarities and differences in the stories told about situations of inequity in the social environment. • Expresses his opinion about possible actions to handle inequity problems.	• Values and respects differences. • Recognizes the importance of equity in society. • Assumes a critical position regarding social subjects of interest. .

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HIGH SCHOOL 2023

PEDAGOGICAL AXES FOR HUMAN DEVELOPMENT
Sexual education and construction of citizenship - Education for the exercise of human rights, peace - Environmental education and risk management - Education in healthy lifestyles and life project - Education safe mobility - Economic and financial education - Education in entrepreneurship - Citizen competences.

Periodo: 2

		Autoevaluación			Coevaluación			Heteroevaluación		
N°	***Criterios de evaluación***	***si***	***algunas veces***	***no***	***si***	***algunas veces***	***no***	***si***	***algunas veces***	***no***
S	Identifies relations of contrast and addition, produces narrative, in medium length oral and written texts on topics related to the social environment. Exchanges information on topics related to the social environment through conversation.									
A	Identifies relations of contrast and addition, produces narrative in medium length oral and written texts on topics related to the social environment.									
B	Identifies relations of contrast and addition narrative in medium length oral and written texts on topics related to the social environment.									
BAJ	Present difficulties to identify relations of contrast and addition narrative in medium length oral and written texts on topics related to the social environment.									

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ENGLISH CURRICULUM

HIGH SCHOOL 2023

S = Superior	A = Alto	B = Básico	BAJ = Bajo

GRADE:	NINETH	**TERM:**	THIRD
GOAL:	Establecer prácticas de prevención de enfermedades en la región. Establish illness prevention practices in the region.	**MODULE:**	HEALTH: DISEASE PREVENTION
FUNCTIONS:	• Give recommendations on subjects of general interest. • Express opinions on subjects of general interest. • Express agreements and disagreements related to subjects of general interest. • Describe past experiences and future plans. • Give and request information on subjects of general interest. • Report inform ation presented by his peers. • Express actions following a logical sequence.	**OBJECTIVES:**	• Prepare oral and written texts on recommendations of subjects of interest. • Exchange information on subjects of interest through forums. • Identify information on subjects of interest in short descriptive oral and written texts.
CONTENTS			

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ENGLISH CURRICULUM

HIGH SCHOOL 2023

Lexical Parts of the body • Abdomen • Heart • Back • Kidney • Liver • Lung • Backbone • Skull
Diseases and symptoms • Dengue • Chikunguya • Influenza (Flu) • Malaria • Mosquito bite • Viral infection • Muscle pain • Fatigue • Virus • Parasite • Anaemia • Rash • Nausea
Transition words • Therefore • Consequently • Accordingly • Thus • Hence • As a result
Expressions to describe symptoms • Germs can spread diseases such as • The flu is a contagious disease. • I am suffering from… • My doctor told me I have… • I am feeling sick.
Expressions to quote • According to …(2000) • The author states . . . • The author suggests . . . • As … states . . .
Expressions to introduce a subject: • Today's topic is... • What I want to do today is... • What we are going to cover today is... • Today, I am going to talk about.. • Expresiones para concluir:
• I tried to demonstrate… • In conclusion • Now, to sum up... • I think this can be prevented by….
Grammar • Adverbs of frequency and sequence • Imperatives: Take…, drink…; Don´t… • **Modals**: should, would, ought to, had better • Present perfect tense • Past tense Pronunciation • Recognition of expressions such as pronunciation /d/ v /t/ v /Id/ Played walked wanted
Discourse • Sequence connectors
Sociolinguistic/Intercultural • Skills to analyze, interpret and relate • Cognitive flexibility • Learning through interaction

STANDARS		**BASIC LEARNING RIGHTS**	
LISTENING	• Sigo las instrucciones dadas en clase para realizar actividades académicas. Muestro una actitud respetuosa y tolerante al escuchar a otros. • Utilizo mi conocimiento general del mundo para comprender lo que escucho. • Reconozco el propósito de diferentes tipos de textos que presentan mis compañeros en clase.	**DBA**	Explains the reasons behind plans and actions related to his/her personal, school and community environment. The student structures explanations appropriately, uses connectors between ideas, checks for spelling, and employs proper pronunciation to communicate ideas. Recognizes cause and effect relationships in short written texts on academic topics. The
READING	• Comprendo relaciones de adición, contraste, orden temporal y espacial y		

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HIGH SCHOOL 2023

	causa-efecto entre enunciados sencillos. • Represento, en forma gráfica, la información que encuentro en textos que comparan y contrastan objetos, animales y personas. • Valoro la lectura como una actividad importante para todas las áreas de mi vida. • Identifico elementos culturales presentes en textos sencillos.		student takes into account vocabulary, connectors, and prior knowledge when identifying the relationships. Summarizes information s/he has read or listened to on academic and school related topics through a structured written text. For example, after reading a text, the student may summarize it in one sentence. Expresses his/her opinion on an academic topic discussed in class by quoting information presented by his classmates, other people, or that comes from other sources. Exchanges information about academic and general interest topics in a conversation. To do so, the student uses his/her notes from a reading or listening on the topic. Identifies the type, purpose, and parts of a short written or oral text and shares ideas from the
WRITING	• Parafraseo información que leo como parte de mis actividades académicas. • Organizo párrafos coherentes cortos, teniendo en cuenta elementos formales del lenguaje como ortografía y puntuación. • Uso planes representados en mapas o diagramas para desarrollar mis escritos.		
SPEAKING	• Participo en una conversación cuando mi interlocutor me da el tiempo para pensar mis respuestas. • Me apoyo en mis conocimientos generales del mundo para participar en una conversación. • Uso lenguaje formal o informal en juegos de rol improvisados, según el contexto.		

MONOLOGUE	• Expreso mi opinión sobre asuntos de interés general para mí y mis compañeros. • Hago descripciones sencillas sobre diversos asuntos cotidianos de mi entorno. • Hago exposiciones ensayadas y breves sobre algún tema académico de mi interés.		text with classmates. To do so, the student uses the text structure, titles and subtitles, sequence markers, connectors, and repeated vocabulary. For example, after reading a narrative text on netiquette, the student can explain what the text is about to his/her classmates. Produces medium length texts making recommendations or suggestions related to situations of academic, social, or personal interest. To do so, the student takes into account relationships of compare and contrast and addition, among others. For example, after watching a video about safe navigation of social networks, the student writes a text in which he/she gives recommendations on the topic to be published in the school newspaper.
SUGGESTED INDICATORS:			
KNOWING		**DOING**	**BEING**

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HIGH SCHOOL 2023

• Identifies preventable diseases in their environment. • Recognizes vocabulary and expressions related to common preventable diseases. • Selects pertinent bibliographical sources for his work. • Chooses appropriate information to support points of view.	• Identifies information related to preventable diseases in medium length oral and written texts. • Formulates questions on the most common methods of prevention of a disease common to their context. • Orally presents the methods of disease prevention. • Presents a prevention plan of a disease assigned based on relevant facts, specific details and references. • Expresses, orally, opinions on prevention plans presented by classmates.	• Recognizes the active role in disease prevention. • Respects the points of view of others. • Expresses disagreements in a respectful way.

PEDAGOGICAL AXES FOR HUMAN DEVELOPMENT

Sexual education and construction of citizenship - Education for the exercise of human rights, peace - Environmental education and risk management - Education in healthy lifestyles and life project - Education safe mobility - Economic and financial education - Education in entrepreneurship - Citizen competences.

Periodo: *3*

	Criterios de evaluación	**Autoevaluación**			**Coevaluación**			**Heteroevaluación**		
		si	***algunas veces***	***no***	***si***	***algunas veces***	***no***	***si***	***algunas veces***	***no***
S	Identify information on subjects of interest in short descriptive oral and written texts. Prepare oral and written texts on recommendations									

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ENGLISH CURRICULUM

HIGH SCHOOL 2023

	of subjects of interest. Exchange information on subjects of interest through communicative techniques.									
A	Identify information on subjects of interest in short descriptive oral and written texts. Prepare oral and written texts on recommendations of subjects of interest.									
B	Identify information on subjects of interest in short descriptive oral and written texts.									
BAJ	Present difficulties to identify information on subjects of interest in short descriptive oral and written texts.									

S = Superior	**A = Alto**	**B = Básico**	**BAJ = Bajo**

INSTITUCIÓN EDUCATIVA MALABAR

ENGLISH CURRICULUM

HIGH SCHOOL 2023

GRADE:	NINETH	**TERM:**	FOURTH
GOAL:	Generar conciencia sobre los derechos de los ciudadanos. Generate awareness about citizens' rights.	**MODULE:**	DEMOCRACY AND PEACE: CITIZENS' RIGHTS
FUNCTIONS:	• Expresses opinions about social topics. • Expresses agreements and disagreements related to social topics. • Describes past experiences and future plans. • Gives and requests information on social topics. • Expresses actions following a logical sequence	**OBJECTIVES:**	• Identifies points in favor and against oral and written texts related to social topics. • Produces medium length argumentative oral and written texts about social topics. • Exchanges information about social topics in a debate.
CONTENTS			
Lexical Rights • Right to vote freely • Right to receive health, and basic services • Dignity and identity • Civil disobedience **Expressions of advantages and disadvantages** • One advantage could be... • The main disadvantage of this is… • The good point is… • The best part about... is Expressions to present a project • Today, we would like to present... • Good afternoon, our purpose today is… • My group members are… and I am… Expressions to explain policies • In the past, women could not vote…. • The Government planned … **Grammar** • Past tense • Past perfect tense • Present tense • Conditionals Pronunciation • Recognition of reduced words Going to – gonna Want to—wanna Discourse • Sequence and logical connectors Sociolinguistic/Intercultural • Curiosity and discovery • Learning through interaction • Knowledge of the impact of culture and situational, social and historical contexts		
STANDARS		**BASIC LEARNING RIGHTS**	

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LISTENING	• Sigo las instrucciones dadas en clase para realizar actividades académicas. Muestro una actitud respetuosa y tolerante al escuchar a otros. • Utilizo mi conocimiento general del mundo para comprender lo que escucho. • Reconozco el propósito de diferentes tipos de textos que presentan mis compañeros en clase.	**DBA**	Explains the reasons behind plans and actions related to his/her personal, school and community environment. The student structures explanations appropriately, uses connectors between ideas, checks for spelling, and employs proper pronunciation to communicate ideas. Recognizes cause and effect relationships in short written texts on academic topics. The student takes into account vocabulary, connectors, and prior knowledge when identifying the relationships. Summarizes information s/he has read or listened to on academic and school related topics through a structured written text. For example, after reading a text, the student may summarize it in one sentence. Expresses his/her opinion on an academic topic discussed in class by quoting information presented by his classmates, other people, or that comes from other sources.
READING	• Comprendo relaciones de adición, contraste, orden temporal y espacial y causa-efecto entre enunciados sencillos. • Represento, en forma gráfica, la información que encuentro en textos que comparan y contrastan objetos, animales y personas. • Valoro la lectura como una actividad importante para todas las áreas de mi vida. • Identifico elementos culturales presentes en textos sencillos.		

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WRITING	• Parafraseo información que leo como parte de mis actividades académicas. • Organizo párrafos coherentes cortos, teniendo en cuenta elementos formales del lenguaje como ortografía y puntuación. • Uso planes representados en mapas o diagramas para desarrollar mis escritos.		Exchanges information about academic and general interest topics in a conversation. To do so, the student uses his/her notes from a reading or listening on the topic. Identifies the type, purpose, and parts of a short written or oral text and shares ideas from the text with classmates. To do so, the student uses the text structure, titles and subtitles, sequence markers, connectors, and repeated vocabulary. For example, after reading a narrative text on netiquette, the student can explain what the text is about to his/her classmates. Produces medium length texts making recommendations or suggestions related to situations of academic, social, or personal interest. To do so, the student takes into account relationships of compare and contrast and addition, among others. For example, after watching a video about safe navigation of social networks, the student writes a text in which he/she
SPEAKING	• Participo en una conversación cuando mi interlocutor me da el tiempo para pensar mis respuestas. • Me apoyo en mis conocimientos generales del mundo para participar en una conversación. • Uso lenguaje formal o informal en juegos de rol improvisados, según el contexto.		
MONOLOGUE	• Expreso mi opinión sobre asuntos de interés general para mí y mis compañeros. • Hago descripciones sencillas sobre diversos asuntos cotidianos de mi entorno.		

	• Hago exposiciones ensayadas y breves sobre algún tema académico de mi interés.		gives recommendations on the topic to be published in the school newspaper.

SUGGESTED INDICATORS:		
KNOWING	**DOING**	**BEING**
• Identifies information related to citizens' rights. • Recognizes vocabulary and expressions related to citizens' rights. • Selects relevant bibliographical sources. • Chooses appropriate information to support points of view.	• Identifies specific information related to citizens' rights in oral and written texts. • Requested information on citizens' rights exercised by their families. • Develops a comparative table on the rights of citizens and the general identified by colleagues in the class. • Presents actions of generation of awareness of citizens' rights. • Expresses orally and with solid arguments, opinions on the actions suggested by the classmates of the class.	• Recognizes own civil rights as a citizen. • Identifies its role as a citizen in the community. • Respects the views of others. • Express disagreements in a respectful manner.

PEDAGOGICAL AXES FOR HUMAN DEVELOPMENT
Sexual education and construction of citizenship - Education for the exercise of human rights, peace - Environmental education and risk management - Education in healthy lifestyles and life project - Education safe mobility - Economic and financial education - Education in entrepreneurship - Citizen competences.
Periodo: *4*

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	Criterios de evaluación		Autoevaluación			Coevaluación			Heteroevaluación		
			si	*algunas veces*	*no*	*si*	*algunas veces*	*no*	*si*	*algunas veces*	*no*
S	Identifies points in favor and against, Produces medium length argumentative, Exchanges information in oral and written texts related to social topics.in a debate.										
A	Identifies points in favor and against, Produces medium length argumentative in oral and written texts related to social topics.in a debate.										
B	Identifies points in favor and against, in oral and written texts related to social topics.in a debate										
BAJ	Present difficulties to identify points in favor and against, in oral and written texts related to social topics.in a debate										

S = Superior	**A = Alto**	**B = Básico**	**BAJ = Bajo**

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GRADE:	TENTH	**TERM:**	FIRST
GOAL:	Impulsar el uso de prácticas éticas y de convivencia ciudadana (ej. No respeta la fila, plagio) en el entorno escolar. Promote ethical behaviors regarding citizenship and living together (e.g. cutting in line, plagiarism) competences in school.	**MODULE:**	DEMOCRACY AND PEACE: DUTIES
FUNCTIONS:	• Describes local social activities. • Requests information on social	**OBJECTIVES:**	• Distinguishes main information of oral texts related to subjects of

	practices and activities. • Expresses agreements and disagreements. • Justifies points of view • Expresses conditions. • Reports ideas presented about the point of view discussed. • Requests clarification about information presented by peers. • Supports opinions with valid arguments.		academic interest. • Identifies general and specific information in narrative and descriptive oral and written texts related to subjects of academic interest. • Prepares a written text with recommendations on subjects of academic interest. • Makes an oral presentation on subjects of academic interest. • Exchanges opinions in a round table on subjects of academic interest.

CONTENTS

Lexical: School problems and how to handle them • Cheating • Using electronic devices in class • Plagiarism
Expressions to request clarification • Could you expand a little bit on what you said about …? • Could you be more specific about…? • Something else I'd like to know is… • If I have understood you correctly, your point is that… • I didn't understand what you said about… • I'm sorry; could you repeat what you said about …? • Sorry, but I'm not quite clear about…
Expressions to make an oral presentation • Today, we would like to present... • Good afternoon, our purpose today is… • My group members are… and I am…
Expressions of cause and effect • Because of...then • In spite of, it was… • Therefore, because of A, B happened.
Expressions to summarize ideas • On the whole… • Basically he/she is saying that…. • In this text, the author argues that…. • To support the main claim, the author provides evidence that suggests • That…

Grammar • Present, past and future tense and perfect tense • Conditionals • Modals • Reported speech Pronunciation • Intonation • Accent and stress on words I am shocked to see… It is unbelievable… Absolutely amazing! • Recognize stress in short phrases What I hear you say My group members are
Discourse • Relations of cause, consequence and contrast. • Discourse markers. Sociolinguistic/Intercultural • Respect for cultural differences and situational, social and historical contexts. • Learning through interaction.

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STANDARDS		BASIC LEARNING RIGHTS	
LISTENING	• Participo en juegos y actividades siguiendo instrucciones simples. • Identifico de quién me hablan a partir de su descripción física. • Comprendo información personal proporcionada por mis compañeros y mi profesor. • Identifico objetos, personas y acciones que me son conocidas en un texto descriptivo corto leído por el profesor. • Memorizo y sigo el ritmo de canciones populares de países angloparlantes.	**DBA**	Recognizes general and specific information in written and oral opinion texts and discussions on familiar topics. For this purpose, the student asks questions such as "What is the text about?" and "What is the most important idea the author is trying to express?" For example, when reading a text, the student highlights the general ideas and the supporting details in each paragraph. Explains ideas presented in an oral or written text about topics of interest or that are familiar through the use of previous knowledge, inferences or interpretations. For example, when reading a text, the student makes comments that evidence his/her understanding. Writes narrative, descriptive and explanatory texts related to topics of interest or that are familiar to him/her.. The student follows a model for the process of planning, writing, reviewing, and editing a
READING	• Ubico en un texto corto los lugares y momentos en que suceden las acciones. • Utilizo el diccionario como apoyo a la comprensión de textos. • Identifico elementos culturales como nombres propios y lugares, en textos sencillos. • Participo en juegos de búsqueda de palabras desconocidas.		

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WRITING	• Escribo sobre temas de mi interés. • Escribo descripciones y narraciones cortas basadas en una secuencia de ilustraciones. • Escribo textos cortos que describen mi estado de ánimo y mis preferencias.		text. The student may use his/her teacher and/or classmates to receive advice and support. For example, the student follows the structure below to write a text. Composes clear and well-structured oral or written messages taking into consideration the context in which they are produced using the necessary vocabulary and text structures. For example, when writing an e-mail, the student greets the person, composes the message, and closes appropriately. Exchanges opinions on topics of personal, social or academic interest in a natural and coherent manner using familiar expressions. For example, the student participates in a round table discussion giving his/her opinion on the topic being discussed. Holds spontaneous and simple conversations on topics of personal or academic interest. Depending on the purpose and audience, the student chooses appropriate
SPEAKING	• Puedo saludar de acuerdo con la hora del día, de forma natural y apropiada. • Saludo cortésmente de acuerdo con la edad y rango del interlocutor. • Solicito a mi profesor y a mis compañeros que me aclaren una duda o me expliquen algo sobre lo que hablamos. • Sigo y doy instrucciones básicas cuando participo en juegos conocidos.		
MONOLOGUE	• Uso oraciones cortas para decir lo que puedo o no puedo hacer. • Deletreo palabras que me son conocidas. • Digo un texto corto memorizado en una		

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	dramatización, ayudándome con gestos. • Describo con oraciones simples el clima y determino la ropa necesaria, según corresponda		expressions to begin, maintain, and end conversations. Responds to questions and inquiries after an oral presentation on general or academic topics of interest using information previously consulted and organized. For example, the student can clarify doubts from an audience on a topic.

SUGGESTED INDICATORS:		
KNOWING	**DOING**	**BEING**
Recognizes general and specific information in narrative and descriptive oral and written texts related to subjects of academic interest. • Distinguishes expressions related to: cause/effect, summary, clarification, etc. • Identifies basic structures of present, past and future tense and perfect tense. • Differentiates the structures of real and unreal conditionals.	• Prepares written texts on recommendations on subjects of academic interest. • Makes an oral presentation on subjects of academic interest. • Exchanges opinions in a round table on subjects of academic interest. • Summarizes, with the help of classmates, information about causes and solutions to a conflict between teachers and students based on paraphrasing strategies studied. • Asks questions and requests clarifications in a survey addressed to students and	Values and respects the opinion of others. • Recognizes the importance of language in conflict resolution. • Appreciates cultural contributions of his community and other communities. • Assumes a critical position regarding academic and social subjects of interest.

	teachers on possible school conflicts, using clear pronunciation and adequate intonation. •	

PEDAGOGICAL AXES FOR HUMAN DEVELOPMENT

Sexual education and construction of citizenship - Education for the exercise of human rights, peace - Environmental education and risk management - Education in healthy lifestyles and life project - Education safe mobility - Economic and financial education - Education in entrepreneurship - Citizen competences.

Periodo: *1*

	Criterios de evaluación	**Autoevaluación**			**Coevaluación**			**Heteroevaluación**		
		si	***algunas veces***	***no***	***si***	***algunas veces***	***no***	***si***	***algunas veces***	***no***
S	Identifies general and specific information in narrative and descriptive oral and written texts related to subjects of academic interest. Prepares a written text with recommendations on subjects of academic interest. • Makes an oral presentation on subjects of academic interest. Distinguishes main information of oral texts related to subjects of academic interest. Exchanges opinions in a round table on subjects of academic interest.									
A	Identifies general and specific information in narrative and descriptive oral and written texts related to subjects of academic interest. Prepares a written text with recommendations on subjects of									

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	academic interest. • Makes an oral presentation on subjects of academic interest. Distinguishes main information of oral texts related to subjects of academic interest.									
B	Identifies general and specific information in narrative and descriptive oral and written texts related to subjects of academic interest. Prepares a written text with recommendations on subjects of academic interest.									
BAJ	Present difficulties to Identify general and specific information in narrative and descriptive oral and written texts related to subjects of academic interest. and to Prepare a written text with recommendations on subjects of academic interest.									

S = Superior	**A = Alto**	**B = Básico**	**BAJ = Bajo**

GRADE:	TENTH	**TERM:**	SECOND

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GOAL:	Evaluar el impacto en la salud de prácticas culturales y sociales (piercings, tatuajes, deportes extremos y sedentarismo). Evaluate the impact of cultural and social practices (piercings, tattoos, extreme sports, and sedentary lifestyle) on health.	**MODULE:**	HEALTH: CULTURAL AND SOCIAL PRACTICES
FUNCTIONS:	• Expresses agreements and disagreements based on valid reasons. • Recognizes different points of view. • Requests clarification about information presented by peers. • Expresses agreements and disagreements through different points of view. • Justifies a point of view. • Defends a point of view with valid arguments.	**OBJECTIVES:**	• Recognizes implicit information in argumentative oral and written texts related to subjects of interest. • Produces simple argumentative oral and written texts on subjects of interest. • Exchanges opinions in spontaneous conversations.
CONTENTS			
Lexical Extreme sports: • Skateboarding • Windsurfing • Parachute • Jet skis • Rock climbing • Motocross Eating disorders: • Anorexia • Bulimia Health in general: • Body image • Nutrition • Symptom • Binge • Purge Expressions to clarify: • What I hear you say is…. • If I…. • You should have…. • In sum, Expressions to present a project: • Today, we would like to present... • Good afternoon, our purpose today is… • My group members are… and I am… Expressions to give an opinion: • I think that… • It is my opinion that… • I really believe that… Expression to describe conditions • If A…., then B…. • Given these conditions, we will… • Whether or not… Expressions to talk about customs: • They normally use/ dress … • They pierce their ears with spacers. • Some have tattoos everywhere.		

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Expressions to describe tables or diagrams • This diagram demonstrates a rise in illness. • This table shows a slight decrease in hospitalization. Expressions to talk about consequences • If that happened to me, I could live with it. • I would be scared, if I got an infection. • He got sick, because his pierced his ear himself. **Grammar** • Present, past and future tense and perfect tense • Conditionals • Modals Pronunciation • Intonation • Accent and stress on words I am shocked to see… It is unbelievable… Absolutely amazing! • Recognize stress in short phrases What I hear you say My group members are Discourse • Relations of cause, consequence and contrast • Discourse markers Sociolinguistic/Intercultural • Valuation of cultural diversity • Learning through interaction • Knowledge of the impact of culture and society on health • Self-critical reflection • Skills to analyze, interpret and relate information			
STANDARS		**BASIC LEARNING RIGHTS**	
LISTENING	• Identifico la idea principal de un texto oral cuando tengo conocimiento previo del tema. • Identifico conectores en una situación de habla para comprender su sentido. • Utilizo estrategias adecuadas al propósito y al tipo de texto (activación de conocimientos previos, apoyo en el lenguaje corporal y gestual, uso de imágenes) para comprender lo que escucho. • Me apoyo en el lenguaje corporal y gestual del hablante para comprender mejor lo que dice. 3 • Utilizo las imágenes e información del contexto de habla para comprender mejor lo que escucho.	**DBA**	Recognizes general and specific information in written and oral opinion texts and discussions on familiar topics. For this purpose, the student asks questions such as “What is the text about?” and “What is the most important idea the author is trying to express?” For example, when reading a text, the student highlights the general ideas and the supporting details in each paragraph. Explains ideas presented in an oral or written text about topics of interest or that are familiar through the use of previous knowledge, inferences or interpretations. For example, when reading a text, the

			student makes comments that evidence his/her understanding. Writes narrative, descriptive and explanatory texts related to topics of interest or that are familiar to him/her.. The student follows a model for the process of planning, writing, reviewing, and editing a text. The student may use his/her teacher and/or classmates to receive advice and support. For example, the student follows the structure below to write a text. Composes clear and well-structured oral or written messages taking into consideration the context in which they are produced using the necessary vocabulary and text structures. For example, when writing an e-mail, the student greets the person, composes the message, and closes appropriately. Exchanges opinions on topics of personal, social or academic interest in a natural and coherent manner using familiar expressions.
READING	acciones cotidianas. • Identifico la idea principal de un texto oral cuando tengo conocimiento previo del tema. • Identifico conectores en una situación de habla para comprender su sentido. • Identifico personas, situaciones, lugares y el tema en conversaciones sencillas. • Identifico el propósito de un texto oral. • Muestro una actitud respetuosa y tolerante cuando escucho a otros. • Utilizo estrategias adecuadas al propósito y al tipo de texto (activación de conocimientos previos, apoyo en el lenguaje corporal y gestual, uso de imágenes) para comprender lo que escucho. • Comprendo el sentido general del texto oral aunque no entienda todas sus palabras. • Me apoyo en el lenguaje corporal y gestual del hablante		

	para comprender mejor lo que dice. • Utilizo las imágenes e información del contexto de habla para comprender mejor lo que escucho. • Identifico palabras clave dentro del texto que me permiten comprender su sentido general. • Identifico el punto de vista del autor. • Asumo una posición crítica frente al punto de vista del autor. • Identifico los valores de otras culturas y eso me permite construir mi interpretación de su identidad. • Utilizo variedad de estrategias de comprensión de lectura adecuadas al propósito y al tipo de texto. • Analizo textos descriptivos, narrativos y argumentativos con el fi n de comprender las ideas principales y específicas. • Hago inferencias a partir de la información en un texto.		For example, the student participates in a round table discussion giving his/her opinion on the topic being discussed. Holds spontaneous and simple conversations on topics of personal or academic interest. Depending on the purpose and audience, the student chooses appropriate expressions to begin, maintain, and end conversations. Responds to questions and inquiries after an oral presentation on general or academic topics of interest using information previously consulted and organized. For example, the student can clarify doubts from an audience on a topic.
WRITING	• Estructuro mis textos teniendo en cuenta elementos formales del lenguaje como la puntuación, la		

	ortografía, la sintaxis, la coherencia y la cohesión. • Planeo, reviso y edito mis escritos con la ayuda de mis compañeros y del profesor. • Escribo diferentes tipos de textos de mediana longitud y con una estructura sencilla (cartas, notas, mensajes, correos electrónicos, etc.). • Escribo resúmenes e informes que demuestran mi conocimiento sobre temas de otras disciplinas. • Valoro la escritura como un medio de expresión de mis ideas y pensamientos, quién soy y qué sé del mundo.		
SPEAKING	• Participo espontáneamente en conversaciones sobre temas de mi interés utilizando un lenguaje claro y sencillo. • Respondo preguntas teniendo en cuenta a mi interlocutor y el contexto. • Utilizo una pronunciación inteligible para lograr una comunicación efectiva.		

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	• Uso mis conocimientos previos para participar en una conversación. • Uso lenguaje funcional para discutir alternativas, hacer recomendaciones y negociar acuerdos en debates preparados con anterioridad.		
MONOLOGUE	• Hago presentaciones orales sobre temas de mi interés y relacionados con el currículo escolar. • Utilizo un vocabulario apropiado para expresar mis ideas con claridad sobre temas del currículo y de mi interés. • Puedo expresarme con la seguridad y confianza propios de mi personalidad. • Utilizo elementos metalingüísticos como gestos y entonación para hacer más comprensible lo que digo. • Sustento mis opiniones, planes y proyectos. • Opino sobre los estilos de vida de la gente de otras culturas, apoyándome en textos escritos y orales previamente estudiados.		

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SUGGESTED INDICATORS:

KNOWING	DOING	BEING
• Recognizes words and expressions about certain cultural and social practices in readings and oral texts. • Identifies information about the most common cultural and social practices. • Recognizes general and specific information in narrative and descriptive oral and written texts related to academic subjects of interest. • Distinguishes expressions related to: cause/effect, summary, etc. • Identifies basic structures of present, past and future tense and perfect tense. • Differentiates real and unreal conditional structures.	• Produces advertising texts on cultural and social practices causing health problems for people. • Orally and respectfully justifies his point of view on the most effective campaign based on vocabulary, expressions and structures studied. • Makes an oral presentation of an advertisement campaign clearly and with confidence.	• Respects personal and cultural differences. Recognizes consequences of certain cultural and social health practices of people.

PEDAGOGICAL AXES FOR HUMAN DEVELOPMENT

Sexual education and construction of citizenship - Education for the exercise of human rights, peace - Environmental education and risk management - Education in healthy lifestyles and life project - Education safe mobility - Economic and financial education - Education in entrepreneurship - Citizen competences.

Periodo: 2

	Criterios de evaluación	Autoevaluación			Coevaluación			Heteroevaluación		
		si	*algunas veces*	*no*	*si*	*algunas veces*	*no*	*si*	*algunas veces*	*no*
S	• Recognizes implicit information in argumentative oral and written texts related to subjects of interest.									

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	• Produces simple argumentative oral and written texts on subjects of interest. • Exchanges opinions in spontaneous conversations.									
A	Recognizes implicit information in argumentative oral and written texts related to subjects of interest. • Produces simple argumentative oral and written texts on subjects of interest.									
B	Recognizes implicit information in argumentative oral and written texts related to subjects of interest									
BAJ	Present difficulties to recognize implicit information in argumentative oral and written texts related to subjects of interest									

S = Superior	**A = Alto**	**B = Básico**	**BAJ = Bajo**

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GRADE:	TENTH	**TERM:**	THIRD
GOAL:	Analizar el fenómeno de la Moda Desechable. Analyze the Fast Fashion phenomenon.	**MODULE:**	SUSTAINABILITY: FAST FASHION
FUNCTIONS:	• Asks questions and gives opinions and points of view. • Justifies points of view. • Identifies and describes objects. • Talks about preferences.	**OBJECTIVES:**	• Identifies the point of view of the author in argumentative oral and written texts related to academic subjects. • Participates in conversations on academic subjects. • Expresses points of view in simple argumentative written and oral texts on academic subjects.

CONTENTS

Lexical Clothing, accessories and fashion • Jeans, T-shirt, shoes, blouse, popular trends, bag etc. • Long/short sleeves /sleeveless - Side-pocket/Inside-pockets - V-neck/ Round neck - Low neckline - Hooded - Tight/lose - Baggy - Colorful /extravagant • Striped,checked, plaid/tartan, patterned, flowery/ floral • Cotton, leather, silk, fur, denim, wool , suede, linen, rubber, nylon • Model/supermodel/male model, designer, hairdesser, tailor, Fashion victim, Street market clothes

Expressions about fashion • To be trendy/cool/fashionable/ unfashionable. • To be in fashion. • To come into fashion. • To go out of fashion. • To wear designer labels. To be stylish. • To follow the latest fashion. • To be interested in fashion. • To shop in trendy stores. • To spend money on clothes/buying clothes.

Expressions of opinion • In my opinion, that one would be better. • If you ask me, that one's better. • In my way of thinking, this one's fine. • I think is that one's better. • For me, that one's better. • I believe that… • I'm not so sure about that…

Grammar • Present and past tense • Present perfect tense • Future tense • Questions with which? • Conditionals • This/These, that/those, one/ones • Too + adjetives Pronunciation • Recognize stress in short phrases What I hear you say My group members are • Intonation in questions.

Discourse • Discourse markers to summarize ideas • Strategies to prepare summaries

Sociolinguístic/Intercultural • Valuation for cultural diversity • Knowledge of the impact of culture and situational, social and historical contexts • Skills to analyze, interpret and relate information

STANDARS	**BASIC LEARNING RIGHTS**

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HIGH SCHOOL 2023

LISTENING	• Identifico la idea principal de un texto oral cuando tengo conocimiento previo del tema. • Identifi co el propósito de un texto oral. 2 • Muestro una actitud respetuosa y tolerante cuando escucho a otros. • Comprendo el sentido general del texto oral aunque no entienda todas sus palabras.	**DBA**	Recognizes general and specific information in written and oral opinion texts and discussions on familiar topics. For this purpose, the student asks questions such as “What is the text about?” and “What is the most important idea the author is trying to express?” For example, when reading a text, the student highlights the general ideas and the supporting details in each paragraph. Explains ideas presented in an oral or written text about topics of interest or that are familiar through the use of previous knowledge, inferences or interpretations. For example, when reading a text, the student makes comments that evidence his/her understanding. Writes narrative, descriptive and explanatory texts related to topics of interest or that are familiar to him/her.. The student follows a model for the process of planning, writing, reviewing, and editing a text. The student may use his/her teacher and/or classmates to receive advice and support. For example, the student
READING	• Identifico palabras clave dentro del texto que me permiten comprender su sentido general. • Asumo una posición crítica frente al punto de vista del autor. • Identifico los valores de otras culturas y eso me permite construir mi interpretación de su identidad. • Utilizo variedad de estrategias de comprensión de lectura adecuadas al propósito y al tipo de texto. • Analizo textos descriptivos, narrativos y argumentativos con el fi n de comprender las ideas principales y específicas. • Hago inferencias a partir de la información en un texto		

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	• Comprendo variedad de textos informativos provenientes de diferentes fuentes.		follows the structure below to write a text. Composes clear and well-structured oral or written messages taking into consideration the context in which they are produced using the necessary vocabulary and text structures. For example, when writing an e-mail, the student greets the person, composes the message, and closes appropriately. Exchanges opinions on topics of personal, social or academic interest in a natural and coherent manner using familiar expressions. For example, the student participates in a round table discussion giving his/her opinion on the topic being discussed. Holds spontaneous and simple conversations on topics of personal or academic interest. Depending on the purpose and audience, the student chooses appropriate expressions to begin, maintain, and end conversations. Responds to questions and inquiries after an oral presentation on general or academic topics of interest using
WRITING	• Estructuro mis textos teniendo en cuenta elementos formales del lenguaje como la puntuación, la ortografía, la sintaxis, la coherencia y la cohesión. • Planeo, reviso y edito mis escritos con la ayuda de mis compañeros y del profesor. • Expreso valores de mi cultura a través de los textos que escribo		
SPEAKING	• Respondo preguntas teniendo en cuenta a mi interlocutor y el contexto. • Utilizo una pronunciación inteligible para lograr una comunicación efectiva. • Uso mis conocimientos previos para participar en una conversación • Uso lenguaje funcional para discutir alternativas, hacer recomendaciones y negociar acuerdos en debates preparados con anterioridad.		
MONOLOGUE	• Narro en forma detallada experiencias, hechos o historias		

	de mi interés y del interés de mi audiencia. • Hago presentaciones orales sobre temas de mi interés y relacionados con el currículo escolar. • Utilizo un vocabulario apropiado para expresar mis ideas con claridad sobre temas del currículo y de mi interés. • Uso estrategias como el parafraseo para compensar difi cultades en la comunicación. • Opino sobre los estilos de vida de la gente de otras culturas, apoyándome en textos escritos y orales previamente estudiados.		information previously consulted and organized. For example, the student can clarify doubts from an audience on a topic.

SUGGESTED INDICATORS:		
KNOWING	**DOING**	**BEING**
• Summarizes relevant information in texts related to the fashion phenomenon, using strategies to prepare summaries. • Recognizes general and specific information in narrative and descriptive oral and written texts related to academic subjects of interest. • Distinguishes expressions related to fashion. • Identifies basic structures of present, past and future tense. • Differentiates the structures of real and unreal conditionals.	• Formulates questions about fast fashion and its effects on the community using defined expressions. • Shares his position about the subject of interest orally • Supports in writing a position about the subject of interest using	Values and respects the opinion of others. • Assumes a critical position about academic and social subjects of interest.

	structured reasons following a defined sample. • Makes an oral presentation about academic subjects of interest. •	

PEDAGOGICAL AXES FOR HUMAN DEVELOPMENT

Sexual education and construction of citizenship - Education for the exercise of human rights, peace - Environmental education and risk management - Education in healthy lifestyles and life project - Education safe mobility - Economic and financial education - Education in entrepreneurship - Citizen competences.

Periodo: 3

		Autoevaluación			Coevaluación			Heteroevaluación		
N°	***Criterios de evaluación***	***si***	***algunas veces***	***no***	***si***	***algunas veces***	***no***	***si***	***algunas veces***	***no***
S	Identifies the point of view of the author in argumentative oral and written texts related to academic subjects. • Participates in conversations on academic subjects. • Expresses points of view in simple argumentative written and oral texts on academic subjects.									
A	Identifies the point of view of the author in argumentative oral and written texts related to academic subjects. • Participates in conversations on academic subjects									
B	Identifies the point of view of the author in argumentative oral and written texts related to academic subjects									

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BAJ	Present difficulties to identify the point of view of the author in argumentative oral and written texts related to academic subjects									

S = Superior	**A = Alto**	**B = Básico**	**BAJ = Bajo**

GRADE:	TENTH	**TERM:**	FOURTH
GOAL:	Valorar el papel de la globalización en los productos de uso cotidiano. Value the role of globalization in the use of everyday products.	**MODULE:**	GLOBALIZATION: EVERYDAY GLOBALIZATION
FUNCTIONS:	• Expresses agreements and disagreements. • Requests clarifications. • Justifies points of view. • Expresses conditions and opinions. • Predicts future actions as a result of certain conditions. • Makes hypotheses about advantages and disadvantages of a subject discussed.	**OBJECTIVES:**	• Recognizes general and specific ideas in short argumentative written texts on academic and scientific subjects. • Structures argumentative oral and written texts about academic and scientific subjects. • Expresses opinions about academic and scientific subjects in spontaneous interactions.

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CONTENTS			
Lexical Globalization • Affluence • Manufacturing • Technology • Outsoource • Dominate • Emerge • Capitalize • Communication • Appliances and devices Expressions to predict and give a hypothesis • I predict / imagine that… • Given… I hypothesize that… • If I use …then I predict… will happen. • Based on past results, I predict… • I deduced …. after analyzing … further. • I discerned that because…. • I foresee …because…. Expressions to infer • Based on … I infer that … • I infer that… based on… • My conjecture on… is…. • I anticipate that… Expressions to justify • I believe this because… • My primary reason for thinking so is… • Perhaps the most convincing reason for this is… Expressions to persuade • Based on the evidence presented so far, I believe that… • Although some people claim that…, opponents argue that…. • It is vital to consider… • The advantages of … outweigh the disadvantages of … insofar as… • The statistics are misleading because they do/not show… • These [facts/reasons/data] strongly suggest that… Yet some argue.. Grammar • Present tense and continuous verb tense • Past tense and continuous verb tense • Infinitives of purpose It's + adjective+ infinitive • Gerunds • Modals • Reported Speech Pronunciation • Recognize stress in short phrases What I hear you say My group members are Discourse • Connectors to show advantages and disadvantages Sociolinguístic/Intercultural • Skills to analyze, interpret and relate • Adaptability to different forms of communication and learning • Learning through interaction		
STANDARS		**BASIC LEARNING RIGHTS**	
LISTENING	• Identifico la idea principal de un texto oral cuando tengo conocimiento previo del tema. • Identifico personas, situaciones, lugares y el tema en conversaciones sencillas. • Identifico el propósito de un texto oral. • Utilizo estrategias adecuadas al propósito y al tipo de texto (activación de conocimientos previos, apoyo en el lenguaje	**DBA**	Recognizes general and specific information in written and oral opinion texts and discussions on familiar topics. For this purpose, the student asks questions such as "What is the text about?" and "What is the most important idea the author is trying to express?" For example, when reading a text, the student highlights the general ideas and the supporting details in each paragraph.

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	corporal y gestual, uso de imágenes) para comprender lo que escucho. • Me apoyo en el lenguaje corporal y gestual del hablante para comprender mejor lo que dice. • Utilizo las imágenes e información del contexto de habla para comprender mejor lo que escucho.		Explains ideas presented in an oral or written text about topics of interest or that are familiar through the use of previous knowledge, inferences or interpretations. For example, when reading a text, the student makes comments that evidence his/her understanding. Writes narrative, descriptive and explanatory texts related to topics of interest or that are familiar to him/her.. The student follows a model for the process of planning, writing, reviewing, and editing a text. The student may use his/her teacher and/or classmates to receive advice and support. For example, the student follows the structure below to write a text. Composes clear and well-structured oral or written messages taking into consideration the context in which they are produced using the necessary vocabulary and text structures. For example, when writing an e-mail, the student greets the person, composes the message, and closes appropriately.
READING	• Identifico palabras clave dentro del texto que me permiten comprender su sentido general. • Asumo una posición crítica frente al punto de vista del autor. • Valoro la lectura como un medio para adquirir información de diferentes disciplinas que amplían mi conocimiento. • Utilizo variedad de estrategias de comprensión de lectura adecuadas al propósito y al tipo de texto. • Analizo textos descriptivos, narrativos y argumentativos con el fi n de comprender las ideas principales y específicas.		

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	• Comprendo variedad de textos informativos provenientes de diferentes fuentes.		Exchanges opinions on topics of personal, social or academic interest in a natural and coherent manner using familiar expressions. For example, the student participates in a round table discussion giving his/her opinion on the topic being discussed. Holds spontaneous and simple conversations on topics of personal or academic interest. Depending on the purpose and audience, the student chooses appropriate expressions to begin, maintain, and end conversations. Responds to questions and inquiries after an oral presentation on general or academic topics of interest using information previously consulted and organized. For example, the student can clarify doubts from an audience on a topic.
WRITING	• Estructuro mis textos teniendo en cuenta elementos formales del lenguaje como la puntuación, la ortografía, la sintaxis, la coherencia y la cohesión. • Planeo, reviso y edito mis escritos con la ayuda de mis compañeros y del profesor. • Escribo diferentes tipos de textos de mediana longitud y con una estructura sencilla (cartas, notas, mensajes, correos electrónicos, etc.). • Escribo textos de diferentes tipos teniendo en cuenta a mi posible lector.		
SPEAKING	• Participo espontáneamente en conversaciones sobre temas de mi interés utilizando un lenguaje claro y sencillo. • Respondo preguntas teniendo en cuenta a mi interlocutor y el contexto. • Utilizo una pronunciación inteligible para lograr una comunicación efectiva.		

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	• Uso mis conocimientos previos para participar en una conversación		
MONOLOGUE	• Narro en forma detallada experiencias, hechos o historias de mi interés y del interés de mi audiencia. • Hago presentaciones orales sobre temas de mi interés y relacionados con el currículo escolar. • Utilizo un vocabulario apropiado para expresar mis ideas con claridad sobre temas del currículo y de mi interés. • Puedo expresarme con la seguridad y confianza propios de mi personalidad. • Utilizo elementos metalingüísticos como gestos y entonación para hacer más comprensible lo que digo. • Sustento mis opiniones, planes y proyectos.		
SUGGESTED INDICATORS:			
KNOWING		**DOING**	**BEING**

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• Summarizes relevant information in texts related to the globalization phenomenon. • Recognizes general and specific information in narrative and descriptive oral and written texts related to academic subjects of interest. • Distinguishes vocabulary and expressions related to globalization. • Identifies basic structures of present, past and future tense. • Differentiates the structure and use of the infinitive and gerund.	• Formulates questions about globalization and its effects on the community using expressions defined. • Shares a position about subjects of interest orally. • Supports in writing a position about the subject of interest using structured reasons following a defined sample. • Makes an oral presentation about academic subjects of interest.	• Values and respects the opinion of others. • Assumes a critical position about academic and social subjects of interest.

PEDAGOGICAL AXES FOR HUMAN DEVELOPMENT

Sexual education and construction of citizenship - Education for the exercise of human rights, peace - Environmental education and risk management - Education in healthy lifestyles and life project - Education safe mobility - Economic and financial education - Education in entrepreneurship - Citizen competences.

Periodo: *4*

		Autoevaluación			Coevaluación			Heteroevaluación		
N°	***Criterios de evaluación***	***si***	***algunas veces***	***no***	***si***	***algunas veces***	***no***	***si***	***algunas veces***	***no***
S	• Recognizes general and specific ideas in short argumentative written texts on academic and scientific subjects. • Structures argumentative oral and written texts about academic and scientific subjects. • Expresses opinions about academic and scientific subjects in spontaneous interactions									

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A	Recognizes general and specific ideas in short argumentative written texts on academic and scientific subjects. • Structures argumentative oral and written texts about academic and scientific subjects									
B	Recognizes general and specific ideas in short argumentative written texts on academic and scientific subjects.									
BAJ	Present difficulties to recognize general and specific ideas in short argumentative written texts on academic and scientific subjects.									

S = Superior	**A = Alto**	**B = Básico**	**BAJ = Bajo**

GRADE:	ELEVENTH	**TERM:**	FIRST
GOAL:	Proponer acciones de sostenibilidad a partir de los 17 objetivos propuestos por la ONU. Propose sustainable actions based on the 17 proposed UN objectives.	**MODULE:**	SUSTAINABILITY: SUSTAINABILITY ACTIONS
FUNCTIONS:	• Describes characteristics of defined topics. • Makes	**OBJECTIVES:**	• Expresses points of view in simple argumentative written and oral texts

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HIGH SCHOOL 2023

	presentations about assigned topics. • Justifies opinions based on quotes and references. • Expresses opinions and points of view. • Requests clarification.		about academic subjects. • Identifies explicit and implicit information in different types of texts about subjects of general interest. • Structures different types of texts related to general and personal topics of interest. • Exchanges oral information about topics of general and personal interest in debates.
CONTENTS			
Lexical Words related to the 17 objectives of the UN • Poverty, hunger, health, education. • Equality, gender, inequality. • Environment, climate, oceans, seas, marine resources, ecosystems, water, energy, sanitation. • Justice, peaceful, inclusion, safety • Employment, economy, industrialization Expressions to request clarification, further information • Would you please repeat? • Can I ask a question? • Sorry, I am not sure what you mean • What I hear you saying is… Am I right? Expressions of cause and effect • Because of...then • In spite of, it was… • Therefore, because of A, B happened. Expressions to propose actions • I suggest we… • If we did… we could make the world a better place. • I propose… • Taking poverty into consideration, we could • The point is to help change by improving health conditions. Grammar • Future tense, perfect tense • Conditionals • Present and past tense • Reported Speech • Connectors of cause and effect Pronunciation • Recognition of pronunciation and blendings An opportunity -- Anopportunity • Recognize stress in short phrases Sorry, I'm not sure what you mean Discourse • Logical relations of cause, effect and contrast. Sociolinguistic/Intercultural • Learning through interaction • Skills to analyze, interpret and relate • Respect for others • Adaptability to different forms of communication and learning. • Curiosity and discovery			
STANDARS		**BASIC LEARNING RIGHTS**	
LISTENING	• Entiendo instrucciones para ejecutar acciones cotidianas. • Identifico la idea principal de un	**DBA**	Identifies the purpose of medium length oral and written texts related to topics of general and academic interest and shares it with others using his/her

	texto oral cuando tengo conocimiento previo del tema. • Identifico el propósito de un texto oral. • Muestro una actitud respetuosa y tolerante cuando escucho a otros. • Utilizo estrategias adecuadas al propósito y al tipo de texto (activación de conocimientos previos, apoyo en el lenguaje corporal y gestual, uso de imágenes) para comprender lo que escucho.		knowledge about the structure of texts. For example, after reading different texts, the student identifies the purpose and type of each one. Explains orally and in written forms the causes and effects as well as the problem and the solution of a situation by defining the relationship between ideas to be explained and using appropriate language. For example, the student explains the causes of a flood and its consequences in a logical manner. Identifies opinions of the author in oral and written texts related to his/her school environment using prior knowledge related to the topic as well as the structure of the text. For example after reading or listening to a text, the student writes a brief summary of the autor's opinions. Writes opinion texts about academic topics using a clear and simple structure. To do this, the student follows a model for the process of planning, writing, reviewing and editing a text.
READING	• Identifico el punto de vista del autor. • Asumo una posición crítica frente al punto de vista del autor. • Identifico los valores de otras culturas y eso me permite construir mi interpretación de su identidad. • Valoro la lectura como un medio para adquirir información de diferentes disciplinas que amplían mi conocimiento. • Utilizo variedad de estrategias de comprensión de lectura		

	adecuadas al propósito y al tipo de texto. • Comprendo variedad de textos informativos provenientes de diferentes fuentes.		Expresses his/her position on a familiar topic in written and oral form, taking into consideration his/her audience. To achieve this, the student sets the tone of the message depending on the context or relationship with the audience (formal or informal). For example, the student may express a personal opinion on the same topic to two different groups or people. Expresses orally his/her point of view about a controversial subject previously studied through the selection or organization of information from reliable sourcee and use of clear and structures ideas. For example, the student addresses an audience and presents his/her opinions using notes. Maintains previously prepared formal discussions about academic topics. To do so, the student follows the ideas presented about the topic and expresses his/her opinion and contrasts it with the opinions of others in the discussion. For example, the student
WRITING	• Estructuro mis textos teniendo en cuenta elementos formales del lenguaje como la puntuación, la ortografía, la sintaxis, la coherencia y la cohesión. • Planeo, reviso y edito mis escritos con la ayuda de mis compañeros y del profesor. • Expreso valores de mi cultura a través de los textos que escribo • Escribo resúmenes e informes que demuestran mi conocimiento sobre temas de otras disciplinas • Escribo textos expositivos sobre temas de mi interés.		
SPEAKING	• Participo espontáneamente en conversaciones sobre temas de mi interés utilizando un lenguaje claro y sencillo. • Respondo preguntas teniendo en cuenta a mi interlocutor y el contexto.		

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	• Utilizo una pronunciación inteligible para lograr una comunicación efectiva. • Uso lenguaje funcional para discutir alternativas, hacer recomendaciones y negociar acuerdos en debates preparados con anterioridad.		participates in a debate about immigration policies. Narrates personal experiences or familiar stories in oral or written form through the use of details related to situations, places, people, and actions. For example, the student shares a life lesson with classmates.
MONOLOGUE	• Hago presentaciones orales sobre temas de mi interés y relacionados con el currículo escolar. 2, 3 • Utilizo un vocabulario apropiado para expresar mis ideas con claridad sobre temas del currículo y de mi interés. • Puedo expresarme con la seguridad y confianza propios de mi personalidad. • Utilizo elementos metalingüísticos como gestos y entonación para hacer más comprensible lo que digo. • Sustento mis opiniones, planes y proyectos. • Uso estrategias como el parafraseo para compensar dificultades en la comunicación.		

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SUGGESTED INDICATORS:		
KNOWING	**DOING**	**BEING**
• Identifies specific information about a topic of interest in oral and written texts. • Defines the causes and effects of a topic of general interest. • Identifies basic structures of present, past and future tense and perfect tense. • Differentiates the structures of real and unreal conditionals.	Expresses orally points of view about topics of interest. • Supports points of view orally and in writing, about topics of general interest, making use of expressions and structures studied. • Identifies the characteristics and key aspects of a topic of general interest.	• Values and respects the opinion of others. • Assumes a critical position about academic and social subjects of interest. • Is interested in the common good.

PEDAGOGICAL AXES FOR HUMAN DEVELOPMENT

Sexual education and construction of citizenship - Education for the exercise of human rights, peace - Environmental education and risk management - Education in healthy lifestyles and life project - Education safe mobility - Economic and financial education - Education in entrepreneurship - Citizen competences.

Periodo: 1

		Autoevaluación			Coevaluación			Heteroevaluación		
N°	***Criterios de evaluación***	***si***	***algunas veces***	***no***	***si***	***algunas veces***	***no***	***si***	***algunas veces***	***no***
S	• Identifies explicit and implicit information in different types of texts about subjects of general interest. • Structures different types of texts related to general and personal topics of interest. • Expresses points of view in simple argumentative written and oral texts about									

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	academic subjects. • Exchanges oral information about topics of general and personal interest in debates.									
A	• Identifies explicit and implicit information in different types of texts about subjects of general interest. • Structures different types of texts related to general and personal topics of interest. • Expresses points of view in simple argumentative written and oral texts about academic subjects									
B	.• Identifies explicit and implicit information in different types of texts about subjects of general interest. • Structures different types of texts related to general and personal topics of interest.									
BAJ	• Present difficulties to identify explicit and implicit information in different types of texts about subjects of general interest. • Structures different types of texts related to general and personal topics of interest.									

S = Superior	**A = Alto**	**B = Básico**	**BAJ = Bajo**

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GRADE:	ELEVENTH	**TERM:**	SECOND
GOAL:	Plantear rutas para la obtención de servicios de salud en mi comunidad. Pose routes for obtaining health services in my community.	**MODULE:**	HEALTH: HEALTH SERVICES
FUNCTIONS:	• Expresses opinions on subjects defined. • Justifies points of view. • Expresses agreements and disagreements. • Describes experiences, events, and feelings. • Establishes comparisons between defined subjects. • Gives accurate information.	**OBJECTIVES:**	• Produces simple oral and written argumentative texts about subjects of other disciplines. • Identifies specific information in long written argumentative texts related to subjects of other disciplines. • Exchanges, orally, opinions and ideas in spontaneous interactions about subjects of other disciplines.

CONTENTS

Lexical Health Services • X-rays • Doctor appointments • Laboratory • Dentist • Women's health • Addictions.
Expressions to express comparison • They both show/have/etc. • The top one looks more… than the bottom one. • This system shows/has… but the other system is… • It is quite difficult to compare them. • This one is not as…as the other one. • They're both quite similar… • Both of them have got… in them.
Expressions to summarize information • In conclusion… • To sum up… • In short…
Expressions to present advantages and disadvantages • On the other hand… • The good/bad thing is/ are • One advantage/disadvantage is
Expressions to quote bibliographical sources • According to… • John Doe reported… • In a report posted in…
Expressions to complain: • I have a complaint to make. ... • Sorry to bother you but... • I'm sorry to say this but... • I'm afraid I've got a complaint about... • I'm afraid there is a problem with... • Excuse me but there is a problem about... • I want to complain about... • I'm angry about...
Expressions to answer complaints: Positive response to complaints: • I'm so sorry, but this will never occur / happen again. • I'm sorry, we promise never to make that mistake again. • I'm really sorry; we'll do our utmost/best not to make the same mistake again.
Negative response to complaints: • Sorry there is nothing we can do about that. • I'm afraid there isn't much we can do about that.

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Grammar • Reported speech • Present, past and future simple tense • Present and past continuous tense • Past perfect tense Pronunciation • Recognize stress in short phrases On the other hand Discourse • Logical sequence relations Sociolinguistic/Intercultural • Skills to analyze, interpret and relate • Respect for others • Knowledge of the impact of culture and situational, social and historical contexts			
STANDARS		**BASIC LEARNING RIGHTS**	
LISTENING	• Entiendo instrucciones para ejecutar acciones cotidianas. • Identifico la idea principal de un texto oral cuando tengo conocimiento previo del tema. • Identifico conectores en una situación de habla para comprender su sentido. • Identifico el propósito de un texto oral. • Utilizo estrategias adecuadas al propósito y al tipo de texto (activación de conocimientos previos, apoyo en el lenguaje corporal y gestual, uso de imágenes) para comprender lo que escucho. • Utilizo las imágenes e información del contexto de habla para comprender mejor lo que escucho.	**DBA**	Identifies the purpose of medium length oral and written texts related to topics of general and academic interest and shares it with others using his/her knowledge about the structure of texts. For example, after reading different texts, the student identifies the purpose and type of each one. Explains orally and in written forms the causes and effects as well as the problem and the solution of a situation by defining the relationship between ideas to be explained and using appropriate language. For example, the student explains the causes of a flood and its consequences in a logical manner.

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READING	• Identifico palabras clave dentro del texto que me permiten comprender su sentido general. • Identifico el punto de vista del autor. • Asumo una posición crítica frente al punto de vista del autor. • Utilizo variedad de estrategias de comprensión de lectura adecuadas al propósito y al tipo de texto. • Analizo textos descriptivos, narrativos y argumentativos con el fi n de comprender las ideas principales y específicas. • Hago inferencias a partir de la información en un texto • Comprendo variedad de textos informativos provenientes de diferentes fuentes.		Identifies opinions of the author in oral and written texts related to his/her school environment using prior knowledge related to the topic as well as the structure of the text. For example after reading or listening to a text, the student writes a brief summary of the autor's opinions. Writes opinion texts about academic topics using a clear and simple structure. To do this, the student follows a model for the process of planning, writing, reviewing and editing a text. Expresses his/her position on a familiar topic in written and oral form, taking into consideration his/her audience. To achieve this, the student sets the tone of the message depending on the context or relationship with the audience (formal or informal). For example, the student may express a personal opinion on the same topic to two different groups or people.
WRITING	• Estructuro mis textos teniendo en cuenta elementos formales del lenguaje como la puntuación, la ortografía, la sintaxis, la coherencia y la cohesión. • Planeo, reviso y edito mis escritos con la ayuda de mis compañeros y del profesor. • Expreso valores de mi cultura a través de los textos que escribo.		

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	• Escribo diferentes tipos de textos de mediana longitud y con una estructura sencilla (cartas, notas, mensajes, correos electrónicos, etc.). • Valoro la escritura como un medio de expresión de mis ideas y pensamientos, quién soy y qué sé del mundo. • Escribo textos a través de los cuales explico mis preferencias, decisiones o actuaciones		Expresses orally his/her point of view about a controversial subject previously studied through the selection or organization of information from reliable sourcee and use of clear and structures ideas. For example, the student addresses an audience and presents his/her opinions using notes. Maintains previously prepared formal discussions about academic topics. To do so, the student follows the ideas presented about the topic and expresses his/her opinion and contrasts it with the opinions of others in the discussion. For example, the student participates in a debate about immigration policies. Narrates personal experiences or familiar stories in oral or written form through the use of details related to situations, places, people, and actions. For example, the student shares a life lesson with classmates.
SPEAKING	• Participo espontáneamente en conversaciones sobre temas de mi interés utilizando un lenguaje claro y sencillo. 1, 2 • Respondo preguntas teniendo en cuenta a mi interlocutor y el contexto. 1, 2 • Utilizo una pronunciación inteligible para lograr una comunicación efectiva. 1, 3 • Uso mis conocimientos previos para participar en una conversación. • Describo en forma oral mis ambiciones, sueños y esperanzas utilizando un lenguaje claro y sencillo. • Utilizo estrategias que me permiten iniciar, mantener y cerrar		

	una conversación sencilla sobre temas de mi interés, de una forma natural.		
MONOLOGUE	• Narro en forma detallada experiencias, hechos o historias de mi interés y del interés de mi audiencia. • Utilizo un vocabulario apropiado para expresar mis ideas con claridad sobre temas del currículo y de mi interés. • Puedo expresarme con la seguridad y confianza propios de mi personalidad. • Uso estrategias como el parafraseo para compensar difi cultades en la comunicación		

SUGGESTED INDICATORS:		
KNOWING	**DOING**	**BEING**
• Identifies specific information about a topic of interest in oral and written texts. • Distinguishes points of view and expressions that indicate advantage and disadvantage about topics of interest. • Recognizes the vocabulary related to health services, bibliographic sources, comparisons, etc.	• Classifies information of different types of texts about health services based on defined categories and a provided format. • Prepares a simple written text about community health services. • Expresses orally points of view on subjects of interest.	• Respects the opinions of others. • Shows interest for the common good. .

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PEDAGOGICAL AXES FOR HUMAN DEVELOPMENT

Sexual education and construction of citizenship - Education for the exercise of human rights, peace - Environmental education and risk management - Education in healthy lifestyles and life project - Education safe mobility - Economic and financial education - Education in entrepreneurship - Citizen competences.

Periodo: 2

	Criterios de evaluación	**Autoevaluación**			**Coevaluación**			**Heteroevaluación**		
		si	***algunas veces***	***no***	***si***	***algunas veces***	***no***	***si***	***algunas veces***	***no***
S	•Identifies specific information in long written argumentative texts related to subjects of other disciplines •Produces simple oral and written argumentative texts about subjects of other disciplines. • Exchanges, orally, opinions and ideas in spontaneous interactions about subjects of other discipline									
A	Identifies specific information in long written argumentative texts related to subjects of other disciplines Produces simple oral and written argumentative texts about subjects of other disciplines.									
B	Identifies specific information in long written argumentative texts related to subjects of other disciplines									
BAJ	Present difficulties to identify specific information in long written argumentative texts related to subjects of other disciplines									

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S = Superior	A = Alto	B = Básico	BAJ = Bajo

GRADE:	ELEVENTH	**TERM:**	THIRD
GOAL:	Evaluar acciones cotidianas de reconciliación para la construcción de paz. Evaluate	**MODULE:**	DEMOCRACY AND PEACE: RECONCILIATION

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	daily reconciliation actions for the construction of peace.		
FUNCTIONS:	• Expresses opinions on defined subjects. • Justifies points of view. • Expresses agreements and disagreements. • Describes experiences, events, and feelings. • Defends a proposal with valid arguments.	**OBJECTIVES:**	• Identifies main points and specific information in different written and oral texts about personal and academic topics of interest. • Expresses points of view about personal and academic topics of interest. • Exchanges information orally about personal and academic topics of interest.
CONTENTS			
exical Social Value • Peace, cooperation, collaboration, love, honesty, etc. • Equality, dignity, sacrifice, acceptance, etc. • Integration, unity, humanitarianism, inclusion, etc. • Forgiveness, absolution, reconciliation, amnesty, clemency, etc. Citizen participation • Election • Vote for • Democracy • Opinions • Civil protection • Human rights Expressions to present a topic • Today, we would like to discuss… • On today's agenda, we want to express… • The major theme today is… Expressions to defend points of view and opinions • My opinion/view is that… • I hold the opinion that… • I have the feeling that… • I would say that… Expressions to summarize sources • Also, according to … and … the idea is… Expressing similarities and differences • Holmes and Watson agree that… • Differing viewpoints demonstrate that… Grammar • Third conditional • Adverbs and intensifiers Pronunciation • Recognize stress in short phrases What I hear you say My group members are Discourse • Logical and ordinal connectors Sociolinguistic/Intercultural • Learning through interaction • Skills to analyze, interpret and relate information • Abilities to listen and observe • Respect for others • Knowledge of the impact of culture and the situational, social and historical contexts		
STANDARS		**BASIC LEARNING RIGHTS**	
LISTENING	• Entiendo instrucciones para ejecutar acciones cotidianas. 1 • Identifico la idea principal de un	**DBA**	Identifies the purpose of medium length oral and written texts related to topics of general and academic interest

	texto oral cuando tengo conocimiento previo del tema. 2 • Identifico conectores en una situación de habla para comprender su sentido. • Identifico el propósito de un texto oral. • Utilizo estrategias adecuadas al propósito y al tipo de texto (activación de conocimientos previos, apoyo en el lenguaje corporal y gestual, uso de imágenes) para comprender lo que escucho • Me apoyo en el lenguaje corporal y gestual del hablante para comprender mejor lo que dice.		and shares it with others using his/her knowledge about the structure of texts. For example, after reading different texts, the student identifies the purpose and type of each one. Explains orally and in written forms the causes and effects as well as the problem and the solution of a situation by defining the relationship between ideas to be explained and using appropriate language. For example, the student explains the causes of a flood and its consequences in a logical manner. Identifies opinions of the author in oral and written texts related to his/her school environment using prior knowledge related to the topic as well as the structure of the text. For example after reading or listening to a text, the student writes a brief summary of the autor's opinions. Writes opinion texts about academic topics using a clear and simple structure. To do this, the student follows a model for the process of
READING	• Identifico palabras clave dentro del texto que me permiten comprender su sentido general. • Asumo una posición crítica frente al punto de vista del autor. • Valoro la lectura como un medio para adquirir información de diferentes disciplinas que amplían mi conocimiento. • Utilizo variedad de estrategias de comprensión de lectura		

	adecuadas al propósito y al tipo de texto. • Analizo textos descriptivos, narrativos y argumentativos con el fi n de comprender las ideas principales y específicas. • Hago inferencias a partir de la información en un texto. • Comprendo variedad de textos informativos provenientes de diferentes fuentes.		planning, writing, reviewing and editing a text. Expresses his/her position on a familiar topic in written and oral form, taking into consideration his/her audience. To achieve this, the student sets the tone of the message depending on the context or relationship with the audience (formal or informal). For example, the student may express a personal opinion on the same topic to two different groups or people. Expresses orally his/her point of view about a controversial subject previously studied through the selection or organization of information from reliable sourcee and use of clear and structures ideas. For example, the student addresses an audience and presents his/her opinions using notes. Maintains previously prepared formal discussions about academic topics. To do so, the student follows the ideas presented about the topic and expresses his/her opinion and contrasts it with the opinions of others in the
WRITING	• Estructuro mis textos teniendo en cuenta elementos formales del lenguaje como la puntuación, la ortografía, la sintaxis, la coherencia y la cohesión. • Expreso valores de mi cultura a través de los textos que escribo. • Escribo diferentes tipos de textos de mediana longitud y con una estructura sencilla (cartas, notas, mensajes, correos electrónicos, etc.). • Escribo resúmenes e informes que demuestran mi conocimiento sobre temas de otras disciplinas • Valoro la escritura como un medio de expresión de mis ideas		

	y pensamientos, quién soy y qué sé del mundo. • Escribo textos a través de los cuales explico mis preferencias, decisiones o actuaciones		discussion. For example, the student participates in a debate about immigration policies. Narrates personal experiences or familiar stories in oral or written form through the use of details related to situations, places, people, and actions. For example, the student shares a life lesson with classmates.
SPEAKING	• Participo espontáneamente en conversaciones sobre temas de mi interés utilizando un lenguaje claro y sencillo. • Respondo preguntas teniendo en cuenta a mi interlocutor y el contexto. • Utilizo una pronunciación inteligible para lograr una comunicación efectiva. • Uso lenguaje funcional para discutir alternativas, hacer recomendaciones y negociar acuerdos en debates preparados con anterioridad. • Utilizo estrategias que me permiten iniciar, mantener y cerrar una conversación sencilla sobre temas de mi interés, de una forma natural.		
MONOLOGUE	• Narro en forma detallada experiencias, hechos o historias de mi interés y del interés de mi audiencia.		

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	• Utilizo un vocabulario apropiado para expresar mis ideas con claridad sobre temas del currículo y de mi interés. • Puedo expresarme con la seguridad y confianza propios de mi personalidad. • Utilizo elementos metalingüísticos como gestos y entonación para hacer más comprensible lo que digo. • Opino sobre los estilos de vida de la gente de otras culturas, apoyándome en textos escritos y orales previamente estudiados		

SUGGESTED INDICATORS:		
KNOWING	**DOING**	**BEING**
• Identifies relevant information in a text of general interest. • Recognizes the mechanisms for citizen participation. • Distinguishes expressions related to social values. • Differentiates the structures of real and unreal conditionals.	Expresses orally and clearly the rights as citizens. • Participates in a prepared discussion on the role of the community as driver of change. • Evaluates orally and in writing the existing channels of citizen participation.	• Respects differences. • Shows interest for the common good. • Values others' points of view..

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PEDAGOGICAL AXES FOR HUMAN DEVELOPMENT
Sexual education and construction of citizenship - Education for the exercise of human rights, peace - Environmental education and risk management - Education in healthy lifestyles and life project - Education safe mobility - Economic and financial education - Education in entrepreneurship - Citizen competences.

Periodo: *3*

	Criterios de evaluación	Autoevaluación			Coevaluación			Heteroevaluación		
		si	*algunas veces*	*no*	*si*	*algunas veces*	*no*	*si*	*algunas veces*	*no*
S	Identifies main points and specific information in different written and oral texts about personal and academic topics of interest. • Expresses points of view about personal and academic topics of interest. • Exchanges information orally about personal and academic topics of interest.									
A	Identifies main points and specific information in different written and oral texts about personal and academic topics of interest. • Expresses points of view about personal and academic topics of interes									
B	Identifies main points and specific information in different written and oral texts about personal and academic topics of interest.									
BAJ	Present difficulties to identify main points and specific information in different written and oral texts about personal and academic topics of interest									

S = Superior	**A = Alto**	**B = Básico**	**BAJ = Bajo**

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GRADE:	ELEVENTH	**TERM:**	FOURTH
GOAL:	Promover el uso responsable de la tecnología para la protección de la privacidad. Promote the responsible use of technology to protect privacy.	**MODULE:**	GLOBALIZATION: TECHNOLOGY AND PRIVACY
FUNCTIONS:	• Expresses opinions. • Justifies points of view. • Expresses agreements and disagreements. • Describes experiences, events, and feelings.	**OBJECTIVES:**	• Identifies explicit and implicit information in argumentative texts related to academic topics. • Structure medium length argumentative written texts about academic topics. • Exchange information orally about a subject of general interest. • Support orally personal points of view about an established academic subject.
CONTENTS			
Lexical Social networks • Twitter • Facebook • Youtube • Google + • Badoo • Linkedin • Reddit • Instagram Expressions for rules on etiquette • Remember the Human. • Adhere to the same standards of behavior online that you follow in real life. • Know where you are in cyberspace. • Respect other people's time and bandwidth. • Make yourself look good online. • Share expert knowledge. • Respect other people's privacy. • Do not abuse your power. • Be forgiving of other people's mistakes. Expressions related to opinions • I think that … • I consider …. • I agree … • I disagree … • Bearing in mind… • I believe… • In my opinion, that one would be better. • If you ask me, this one is better. • I think, this one is fine • I'm not so sure about that… Grammar • Third conditional Pronunciation • Recognize stress in short phrases Let us talk privacy. Discourse • Logical and sequence connectors Sociolinguistic/Intercultural • Self-critical reflection • Adaptability to the different forms of communication and learning • Curiosity and discovery			
STANDARS		**BASIC LEARNING RIGHTS**	

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LISTENING	• Identifico conectores en una situación de habla para comprender su sentido. • Identifico el propósito de un texto oral. • Muestro una actitud respetuosa y tolerante cuando escucho a otros. • Utilizo estrategias adecuadas al propósito y al tipo de texto (activación de conocimientos previos, apoyo en el lenguaje corporal y gestual, uso de imágenes) para comprender lo que escucho. • Comprendo el sentido general del texto oral aunque no entienda todas sus palabras. • Me apoyo en el lenguaje corporal y gestual del hablante para comprender mejor lo que dice.	**DBA**	Identifies the purpose of medium length oral and written texts related to topics of general and academic interest and shares it with others using his/her knowledge about the structure of texts. For example, after reading different texts, the student identifies the purpose and type of each one. Explains orally and in written forms the causes and effects as well as the problem and the solution of a situation by defining the relationship between ideas to be explained and using appropriate language. For example, the student explains the causes of a flood and its consequences in a logical manner. Identifies opinions of the author in oral and written texts related to his/her school environment using prior knowledge related to the topic as well as the structure of the text. For example after reading or listening to a text, the student writes a brief summary of the autor's opinions. Writes opinion texts about academic topics using a clear and simple
READING	• Identifico palabras clave dentro del texto que me permiten comprender su sentido general. • Identifico el punto de vista del autor.		

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	• Valoro la lectura como un medio para adquirir información de diferentes disciplinas que amplían mi conocimiento. • Comprendo variedad de textos informativos provenientes de diferentes fuentes.		structure. To do this, the student follows a model for the process of planning, writing, reviewing and editing a text. Expresses his/her position on a familiar topic in written and oral form, taking into consideration his/her audience. To achieve this, the student sets the tone of the message depending on the context or relationship with the audience (formal or informal). For example, the student may express a personal opinion on the same topic to two different groups or people. Expresses orally his/her point of view about a controversial subject previously studied through the selection or organization of information from reliable sourcee and use of clear and structures ideas. For example, the student addresses an audience and presents his/her opinions using notes. Maintains previously prepared formal discussions about academic topics. To do so, the student follows the ideas presented about the topic and expresses
WRITING	• Estructuro mis textos teniendo en cuenta elementos formales del lenguaje como la puntuación, la ortografía, la sintaxis, la coherencia y la cohesión. • Planeo, reviso y edito mis escritos con la ayuda de mis compañeros y del profesor. • Escribo textos de diferentes tipos teniendo en cuenta a mi posible lector. Escribo textos a través de los cuales explico mis preferencias, decisiones o actuaciones. • Escribo textos expositivos sobre temas de mi interés.		
SPEAKING	• Participo espontáneamente en conversaciones sobre temas de mi interés utilizando un lenguaje claro y sencillo.		

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	• Respondo preguntas teniendo en cuenta a mi interlocutor y el contexto. • Utilizo una pronunciación inteligible para lograr una comunicación efectiva • Uso lenguaje funcional para discutir alternativas, hacer recomendaciones y negociar acuerdos en debates preparados con anterioridad.		his/her opinion and contrasts it with the opinions of others in the discussion. For example, the student participates in a debate about immigration policies. Narrates personal experiences or familiar stories in oral or written form through the use of details related to situations, places, people, and actions. For example, the student shares a life lesson with classmates.
MONOLOGUE	• Hago presentaciones orales sobre temas de mi interés y relacionados con el currículo escolar. • Utilizo un vocabulario apropiado para expresar mis ideas con claridad sobre temas del currículo y de mi interés. • Utilizo elementos metalingüísticos como gestos y entonación para hacer más comprensible lo que digo. • Sustento mis opiniones, planes y proyectos.		
SUGGESTED INDICATORS:			
KNOWING		**DOING**	**BEING**

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• Identifies essential information in an oral or written text. • Defines causes and effects in a topic of general interest. • Recognizes expressions related to social networks, mass media, rules of etiquette, etc. • Differentiates the structure of real and unreal conditionals.	• Classifies key information of different sources about topics of general interest. • Proposes orally and in writing strategies that contribute to the respect for privacy through the use of technology. • Prepares a narrative written text about topics of general interest. .	• Is interested in standards of common courtesy. • Tolerates differences. • Respects established turns.

PEDAGOGICAL AXES FOR HUMAN DEVELOPMENT

Sexual education and construction of citizenship - Education for the exercise of human rights, peace - Environmental education and risk management - Education in healthy lifestyles and life project - Education safe mobility - Economic and financial education - Education in entrepreneurship - Citizen competences.

Periodo: *4*

		Autoevaluación			Coevaluación			Heteroevaluación		
N°	***Criterios de evaluación***	***si***	***algunas veces***	***no***	***si***	***algunas veces***	***no***	***si***	***algunas veces***	***no***
S	• Identifies explicit and implicit information in argumentative texts related to academic topics. • Structure medium length argumentative written texts about academic topics. • Exchange information orally about a subject of general interest. • Support orally personal points of view about an established academic subject.									

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A	Identifies explicit and implicit information in argumentative texts related to academic topics. • Structure medium length argumentative written texts about academic topics.									
B	Identifies explicit and implicit information in argumentative texts related to academic topics.									
BAJ	Present difficulties to identify explicit and implicit information in argumentative texts related to academic topics.									

S = Superior	**A = Alto**	**B = Básico**	**BAJ = Bajo**