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| **SUBJECT:** | ENGLISH | **GRADE:** | 11º | **YEAR:** | 2020 |

**FIRST TERM**

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| **QUALITY REFERENCE** | **BASIC LEARNING RIGHTS** | **SUGGESTED PERFORMANCE INDICATORS** | **MODULE 1** | **CONTENT** |
| **BASIC STANDARS OF COMPETENCE** | Identifies the purpose of  medium length oral and  written texts related to topics  of general and academic  interest and shares it with  others  Orally expresses his / her  point of view about a  previously controversial issue  studied. | **KNOWING**   * Recognizes expressions related to social networks, mass media, rules of etiquette, etc.   **DOING**   * Classifies key information of different sources about topics of general interest.   **BEING**   * Tolerates differences. | **HEALTH:**  THE FUTURE IN YOUR HANDS | VOCABULARY:   * Expressions with *dream /*   ambitions and goals   * Skills, abilities and careers * Positives and negatives adjectives * School and university subjects * Interview expressions   GRAMMAR:   * First and second conditional * I intend / hope to …, I’m keen to …, I’d like to … * *Can, could, will, be able to* for possibility * Verb + ing and verb + to infinitive * *Wh*-questions |
| **LISTENING**  Uses strategies appropriate to the purpose and type of text (activation of prior knowledge, support in body language and gestures, use of images) to understand what I hear.  **READING**  Uses a variety of reading comprehension strategies appropriate to the purpose and type of text.  **WRITING**  Write summaries and reports that demonstrate my knowledge about subjects of other disciplines.  **MONOLOGUE**  Sustains my opinions, plans and projects.  **CONVERSATION**  Uses strategies that allow me to initiate, maintain and close a simple conversation about topics of my interest, in a natural way. |
| **METHODOLOGY** | **EVALUATION** | | **RESOURCES** | |
| The class will be divided in 6 parts:  First: The teacher uses warm ups, because they are different types of activities which help the students begin to think in English, review previously introduced materials and become interested in the lesson.  Second: The teacher uses a lead in, because, it has the purpose of tapping into students’ prior knowledge about the topic that is going to be addressed.  Third: The PRESENTATION phase of the lesson is when the teacher introduces new information.  Fourth: Guided practices, the teacher gives students the chance to practice, discuss and experiment with the new information.  Fifth: Students should reach a point of independent practice where they are freely able to complete the task on their own.  Sixth: Assessment refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students. | The evaluation process is quantitative and qualitative during every class.  Through: Guided exercises, workshops, oral presentations, vocabulary, writings, Icfes exercises, quizzes and exams. Also, the teacher evaluates the axiological aspects as respect, punctuality, responsibility and others. | | * Video Beam. * Dictionaries. * Flash cards. * Speaker. * Markers. * Posters * Notebooks * Photocopies | |
| **BIBLIOGRAPHY** | | | | |
| * <http://aprende.colombiaaprende.edu.co/ckfinder/userfiles/files/cartillaDBA.pdf> * http://www.colombiaaprende.edu.co/html/mediateca/1607/articles-115375\_archivo.pdf * Ministerio de Educación Nacional (2016), Suggested curriculum structure, Colombia, Imprenta Nacional de Colombia. * [https://aprendecolombiaaprende.edu.co/colombiabilingue/94009](https://aprende.colombiaaprende.edu.co/colombiabilingue/94009) | | | | |

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| **INDICADORES DE RENDIMIENTO SUGERIDOS** | | |
| **SABER** | **HACER** | **SER** |
| Reconoce expresiones relacionadas con redes sociales, medios de comunicación, reglas de etiqueta, etc. | Clasifica información clave de diferentes fuentes sobre temas de interés general. | Tolera las diferencias |

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| **SUBJECT:** | ENGLISH | **GRADE:** | 11º | **YEAR:** | 2020 |

**SECOND TERM**

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| **QUALITY REFERENCE** | **BASIC LEARNING RIGHTS** | **SUGGESTED PERFORMANCE INDICATORS** | **MODULE 2** | **CONTENT** |
| **BASIC STARDARS OF COMPETENCE** | 1. Identifies the purpose of medium length oral and written texts related to topics of general and academic interest and shares it with others  2. Explains orally and in written forms the causes and effects as well as the problem and the solution of a situation. | **KNOWING**   * Recognizes the mechanisms for citizen participation.     **DOING**   * Participates in a prepared discussion on the role of the community as driver of change.     **BEING**   * Shows interest for the common good | **DEMOCRACY AND PEACE:**  GLOBAL CITIZENSHIP | VOCABULARY:   * Phrasal verbs * Basic human needs * World problems * War and conflict * Verbs related to the media * Community and voluntary work * Wealth and money * Documentary programme   GRAMMAR:   * Definite and indefinite articles * Must / Should * Present continuous versus present tense * Past continuous versus past simple * *Will / won’t* versus *be going to* * Present perfect versus past perfect * Present perfect continuous * Relative clauses |
| **LISTENING**  Uses strategies appropriate to the purpose and type of text (activation of prior knowledge, support in body language and gestures, use of images) to understand what I hear.  **READING**  Uses a variety of reading comprehension strategies appropriate to the purpose and type of text.  **WRITING**  Write summaries and reports that demonstrate my knowledge about subjects of other disciplines.  **MONOLOGUE**  Sustains my opinions, plans and projects.  **CONVERSATION**  Uses strategies that allow me to initiate, maintain and close a simple conversation about topics of my interest, in a natural way. |
| **METHODOLOGY** | **EVALUATION** | | **RESOURCES** | |
| The class will be divided in 6 parts:  First: The teacher uses warm ups, because they are different types of activities which help the students begin to think in English, review previously introduced materials and become interested in the lesson.  Second: The teacher uses a lead in, because, it has the purpose of tapping into students’ prior knowledge about the topic that is going to be addressed.  Third: The PRESENTATION phase of the lesson is when the teacher introduces new information.  Fourth: Guided practices, the teacher gives students the chance to practice, discuss and experiment with the new information.  Fifth: Students should reach a point of independent practice where they are freely able to complete the task on their own.  Sixth: Assessment refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students. | The evaluation process is quantitative and qualitative during every class.  Through: Guided exercises, workshops, oral presentations, vocabulary, writings, Icfes exercises, quizzes and exams. Also, the teacher evaluates the axiological aspects as respect, punctuality, responsibility and others. | | * Video Beam. * Dictionaries. * Flash cards. * Speaker. * Markers. * Posters * Notebooks * Photocopies | |
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| **INDICADORES DE RENDIMIENTO SUGERIDOS** | | |
| **SABER** | **HACER** | **SER** |
| Reconoce los mecanismos de participación ciudadana. | Participa en una discusión preparada sobre el papel de la comunidad como motor del cambio. | Muestra interés por el bien común |

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| **SUBJECT:** | ENGLISH | **GRADE:** | 11º | **YEAR:** | 2020 |

**THIRD TERM**

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| **QUALITY REFERENCE** | **BASIC LEARNING RIGHTS** | **SUGGESTED PERFORMANCE INDICATORS** | **MODULE 3** | **CONTENT** |
| **BASIC STARDARS OF COMPETENCE** | 4. Writes opinion texts about academic topics using a clear and simple structure.  5. Expresses his/her position on a familiar topic in written and oral form, taking into consideration his/her audience | **KNOWING**   * Distinguishes points of view and expressions that indicate advantage and disadvantage about topics of interest.   **DOING**   * Prepares a simple written text about sexual health in the community   **BEING**   * Tolerates differences. | **SUSTAINABILITY:**  LOVE AND RELATIONSHIPS | VOCABULARY:   * Personality adjectives, adverbs of manner * Job titles adjective – preposition collocations * Adjectives and noun forms * Adjectives for describing relationships – Personal qualities * Phrasal verbs * Sexual health * Health and well-being – Food groups * Verb-preposition collocations   GRAMMAR   * Review of second conditional *would / wouldn’t* * Third conditional * The passive voice * *When* and *until* * Have to express obligation |
| **LISTENING**  Uses strategies appropriate to the purpose and type of text (activation of prior knowledge, support in body language and gestures, use of images) to understand what I hear.  **READING**  Uses a variety of reading comprehension strategies appropriate to the purpose and type of text.  **WRITING**  Write summaries and reports that demonstrate my knowledge about subjects of other disciplines.  **MONOLOGUE**  Sustains my opinions, plans and projects.  **CONVERSATION**  Uses strategies that allow me to initiate, maintain and close a simple conversation about topics of my interest, in a natural way. |
| **METHODOLOGY** | **EVALUATION** | | **RESOURCES** | |
| The class will be divided in 6 parts:  First: The teacher uses warm ups, because they are different types of activities which help the students begin to think in English, review previously introduced materials and become interested in the lesson.  Second: The teacher uses a lead in, because, it has the purpose of tapping into students’ prior knowledge about the topic that is going to be addressed.  Third: The PRESENTATION phase of the lesson is when the teacher introduces new information.  Fourth: Guided practices, the teacher gives students the chance to practice, discuss and experiment with the new information.  Fifth: Students should reach a point of independent practice where they are freely able to complete the task on their own.  Sixth: Assessment refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students. | The evaluation process is quantitative and qualitative during every class.  Through: Guided exercises, workshops, oral presentations, vocabulary, writings, Icfes exercises, quizzes and exams. Also, the teacher evaluates the axiological aspects as respect, punctuality, responsibility and others. | | * Video Beam. * Dictionaries. * Flash cards. * Speaker. * Markers. * Posters * Notebooks * Photocopies | |
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| **INDICADORES DE RENDIMIENTO SUGERIDOS** | | |
| **SABER** | **HACER** | **SER** |
| Distingue puntos de vista y expresiones que indican ventajas y desventajas sobre temas de interés. | Prepara un texto simple escrito sobre la salud sexual en la comunidad. | Tolera las diferencias. |

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**FOURTH TERM**

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| **QUALITY REFERENCE** | **BASIC LEARNING RIGHTS** | **SUGGESTED PERFORMANCE INDICATORS** | **MODULE 4** | **CONTENT** |
| **BASIC STARDARS OF COMPETENCE** | 6. Expresses orally his/her point of view about a controversial subject previously studied.  7. Maintains previously prepared formal discussions about academic topics.  8. Narrates personal experiences or familiar stories in oral or written form. | **KNOWING**   * Defines the causes and effects of a topic of general interest.   **DOING**   * Supports points of view orally and in writing, about topics of general interest, making use of expressions and structures studied.   **BEING**   * Assumes a critical position about academic and social subjects of interest. | **GLOBALIZACIÓN:**  SAVING PLANET EARTH | VOCABULARY:   * Places in a city * Family vocabulary * Environmental problems * Holidays * Job titles Mining * Containers and packaging * Strong and normal adjectives * Colour idioms   GRAMMAR   * Use to and used to * Expressions for cause and effect * *Need to* to express necessity * Linking phrases * Either.. or, neither.. nor, both, not only… but also |
| **LISTENING**  Uses strategies appropriate to the purpose and type of text (activation of prior knowledge, support in body language and gestures, use of images) to understand what I hear.  **READING**  Uses a variety of reading comprehension strategies appropriate to the purpose and type of text.  **WRITING**  Write summaries and reports that demonstrate my knowledge about subjects of other disciplines.  **MONOLOGUE**  Sustains my opinions, plans and projects.  **CONVERSATION**  Uses strategies that allow me to initiate, maintain and close a simple conversation about topics of my interest, in a natural way. |
| **METHODOLOGY** | **EVALUATION** | | **RESOURCES** | |
| The class will be divided in 6 parts:  First: The teacher uses warm ups, because they are different types of activities which help the students begin to think in English, review previously introduced materials and become interested in the lesson.  Second: The teacher uses a lead in, because, it has the purpose of tapping into students’ prior knowledge about the topic that is going to be addressed.  Third: The PRESENTATION phase of the lesson is when the teacher introduces new information.  Fourth: Guided practices, the teacher gives students the chance to practice, discuss and experiment with the new information.  Fifth: Students should reach a point of independent practice where they are freely able to complete the task on their own.  Sixth: Assessment refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students. | The evaluation process is quantitative and qualitative during every class.  Through: Guided exercises, workshops, oral presentations, vocabulary, writings, Icfes exercises, quizzes and exams. Also, the teacher evaluates the axiological aspects as respect, punctuality, responsibility and others. | | * Video Beam. * Dictionaries. * Flash cards. * Speaker. * Markers. * Posters * Notebooks * Photocopies | |
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| **INDICADORES DE RENDIMIENTO SUGERIDOS** | | |
| **SABER** | **HACER** | **SER** |
| Define las causas y los efectos de un tema de interés general. | Apoya puntos de vista de forma oral y escrita sobre temas de interés general, haciendo uso de expresiones y estructuras estudiadas. | Asume una posición crítica sobre temas académicos y sociales de interés. |

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| **PROMOTIONAL ACHIEVEMENT** |
| * **KNOWING:** Identifies specific information about a topic of interest in oral and written texts. * **DOING:** Classifies key information of different sources about topics of general interest. * **BEING:** Attends classes on time, wearing correctly the uniform that corresponds to him every day, keeping his notebook in order and maintaining a respectful and collaborative attitude. |

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| **LOGROS PROMOCIONALES** |
| * **SABER:** Identifica información de un tema de interés en textos orales y escritos. * **LOGRO PROCEDIMENTAL:** Clasifica información clave acerca de temas de interés general, provenientes de diferente fuente. * **LOGRO ACTITUDINAL:** Asiste a clases puntualmente portando correctamente el uniforme que le corresponde cada día, llevando su cuaderno en orden y manteniendo una actitud de respeto y colaboración. |