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| **ASIGNATURA:** | INGLÉS | **GRADO:** | 1 | **AÑO:** | 2023 |

**PRIMER PERIODO**

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| **REFERENTES DE CALIDAD** | **LOGROS** | | **EJE TEMÁTICO** | | **TEMAS/SUBTEMAS** |
| **ESTÁNDARES DE COMPETENCIAS U ORIENTACIONES PEDAGÓGICAS** | * **LOGRO COGNITIVO:**Recognize the main greetings in English. * **LOGRO PROCEDIMENTAL:**Elaborate through illustrations, a list in English about fruits and habits to have a Healthy life. * **LOGRO ACTITUDINAL:**Promote actions fundamental to the good habits practice bodily and nutritional to have a life healthy. | | **HEALTH AND LIFE** | | * GREETINGS   Goodmorning  Goodafternoon  Goodevening  Hello  Whatisyourname?  Mynameis………  Bye.  Goodbye.   * Bodyparts * FRUITS AND VEGETABLES * THE COLORS   (Environmentcolors  yellow, blue, red).   * NUMBERS:   Numbersfrom 0 to 5 |
| **LISTENING**  Recognizes when somebody speaks to him in English and reacts verbally and non-verbally.  **READING**  Recognizes short words and phrases in English in books, objects, toys, advertisements and places in my school.  **WRITING**  Writes the name of places and elements that recognizes in an illustration.  **MONOLOGUE**  Uses gestures and body movements to makes him/her understand better.  **CONVERSATION**  Actively participates in games of words and rounds. |
| **DERECHOS BÁSICOS DE APRENDIZAJE** |
| Understands and responds to instructions about basic school tasks, verbally and non-verbally verbal. |
| **METODOLOGÍA** | | **EVALUACIÓN** | | **RECURSOS** | |
| The class will be divided in 6 parts:  First: The teacher uses warm up, 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 practice, 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 able to complete the task on their own.  Sixth: Assessment refers to the wide variety of methods or tools that educators | | The evaluation process is quantitative and qualitative during every class.  Through: Guided exercises, workshops, oral presentations and activities, vocabulary, writings, quizzes and exams. Also, the teacher evaluates the axiological aspects as respect, punctuality, responsibility and others. | | * Laptop. * Video Beam. * Dictionaries. * Flash cards. * Speaker. * Markers. * Posters * Notebooks * Photocopies | |
| **BIBLIOGRAFÍA** | | | | | |
| * <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://aprende.colombiaaprende.edu.co/colombiabilingue/94009> | | | | | |

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| **INDICADORES DE RENDIMIENTO SUGERIDOS** | | |
| **SABER** | **HACER** | **SER** |
| Identificar palabras que ayudan a diferenciar los diferentes saludos en la segunda lengua. | Organizar imágenes para representar los diferentes saludos y partes del cuerpo. | Reconoce su responsabilidad de practicar hábitos saludables para cuidar el cuerpo. |

**SEGUNDO PERIODO**

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| **REFERENTES DE CALIDAD** | **LOGROS** | | **EJE TEMÁTICO** | | **TEMAS/SUBTEMAS** |
| **ESTÁNDARES DE COMPETENCIAS U ORIENTACIONES PEDAGÓGICAS** | **LOGRO COGNITIVO:**Identify vocabulary related to family members.  **LOGRO PROCEDIMENTAL:**Describe family members, using models given by the teacher.  **LOGRO ACTITUDINAL:**Recognize their cultural identity as a member of a family. | | **PEACE AND LIVING TOGETHER** | | * SCHOOL OBJECTS * FAMILY MEMBERS:(review) mother, father, brother, sister. * COLORS:   Primarycolors and  Secondary colors (black, white and green)   * NUMBERS: from 5 to 10   How many members does your family have?How old are you? |
| **LISTENING**  Demonstrates comprehension of simple questions about himself, his family and his environment.  **READING**  Relates illustrations with simple sentences. Recognize and follow simple instructions, if they are illustrated.  **WRITING**  Answers short questions like: here, who, when.and where, if refer to the family, friends or the school.  **MONOLOGUE**  Uses gestures and body movements to make me understand better.  **CONVERSATION**  Responds to questions about people, objects and places of their environment. |
| **DERECHOS BÁSICOS DE APRENDIZAJE** |
| Understands and answers very simple questions about his/her personal information, such as name, age, and family |
| **METODOLOGÍA** | | **EVALUACIÓN** | | **RECURSOS** | |
| The class will be divided in 6 parts:  First: The teacher uses warm up, 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 practice, 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 able to complete the task on their own.  Sixth: Assessment refers to the wide variety of methods or tools that educators | | The evaluation process is quantitative and qualitative during every class.  Through: Guided exercises, workshops, oral presentations and activities, vocabulary, writings, quizzes and exams. Also, the teacher evaluates the axiological aspects as respect, punctuality, responsibility and others. | | * Laptop. * Video Beam. * Dictionaries. * Flash cards. * Speaker. * Markers. * Posters * Notebooks * Photocopies | |
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| **INDICADORES DE RENDIMIENTO SUGERIDOS** | | |
| **SABER** | **HACER** | **SER** |
| Identificar vocabulario relacionado con miembros de la familia. | Describir a los miembros de la familia, usando modelos dados por el maestro. | Reconocer su identidad cultural como miembro de una familia. |

**TERCER PERIODO**

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| **REFERENTES DE CALIDAD** | **LOGROS** | | **EJE TEMÁTICO** | | **TEMAS/SUBTEMAS** |
| **ESTÁNDARES DE COMPETENCIAS U ORIENTACIONES PEDAGÓGICAS** | **LOGRO COGNITIVO:**  Recognize thepossessives my, your,his, her.  **LOGRO PROCEDIMENTAL:**  Respondto stimuli given throughimperatives in English.  **LOGRO ACTITUDINAL:**  Respect himselfand to the other beings in nature. | | **ENVIRONMENT AND SOCIETY** | | * HOUSE PARTS * FARM ANIMALS: * NUMBERS: from 10 to 15 * Thereis/there are. |
| **LISTENING**  Recognizes when they speak to him in English and reacts verbally and non-verbally.  **READING**  Recognizes short words and phrases in English in books, objects, toys, advertisements and places in my school.  **WRITING**  Writes the name of places and elements that I recognize in an illustration.  **MONOLOGUE**  Uses gestures and body movements to make me understand better.  **CONVERSATION**  Responds questions about people, objects and places of their environment. |
| **DERECHOS BÁSICOS DE APRENDIZAJE** |
| Understands and follows instructions related to basic school tasks, verbally and nonverbally. |
| **METODOLOGÍA** | | **EVALUACIÓN** | | **RECURSOS** | |
| The class will be divided in 6 parts:  First: The teacher uses warm up, 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 practice, 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 able to complete the task on their own.  Sixth: Assessment refers to the wide variety of methods or tools that educators | | The evaluation process is quantitative and qualitative during every class.  Through: Guided exercises, workshops, oral presentations and activities, vocabulary, writings, quizzes and exams. Also, the teacher evaluates the axiological aspects as respect, punctuality, responsibility and others. | | * Laptop. * Video Beam. * Dictionaries. * Flash cards. * Speaker. * Markers. * Posters * Notebooks * Photocopies | |
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| **INDICADORES DE RENDIMIENTO SUGERIDOS** | | |
| **SABER** | **HACER** | **SER** |
| Reconocer las expresiones Hay / Hay para describir un objeto u objetos y la ubicación física. | Construir, a través de imperativos, una lista de las cosas que las personas deben hacer para mantener una casa limpia y organizada. | Reconocer su responsabilidad de cuidar y mantener su entorno limpio. |

**CUARTO PERIODO**

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| **REFERENTES DE CALIDAD** | **LOGROS** | | **EJE TEMÁTICO** | | **TEMAS/SUBTEMAS** |
| **ESTÁNDARES DE COMPETENCIAS U ORIENTACIONES PEDAGÓGICAS** | * **LOGRO COGNITIVO:**Identify simple words and phrases. * **LOGRO PROCEDIMENTAL:**Use the alphabet to spell his/her name. * **LOGRO ACTITUDINAL:**Respect himself and others. | | **A GLOBAL VILLAGE** | | * THE ALPHABET:   Reinforce the vocabulary using the alphabet letters.   * SPELLING   How do you spell your name?   * NUMBERS   From 15 to 20 |
| **LISTENING**  Recognizes when speak to him in English and reacts verbally and non-verbally.  **READING**  Recognize short words and phrases in English in books, objects, toys, advertisements, and places in my school.  **WRITING**  Copy and transcribe words that understand and use frequently in the classroom.  **MONOLOGUE**  Describes what is doing.  **CONVERSATION**  Actively participates in word games and rounds. |
| **DERECHOS BÁSICOS DE APRENDIZAJE** |
| Understands and follows instructions related to basic school tasks, verbally and nonverbally. |
| **METODOLOGÍA** | | **EVALUACIÓN** | | **RECURSOS** | |
| The class will be divided in 6 parts:  First: The teacher uses warm upbecause 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 practice, 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 able to complete the task on their own.  Sixth: Assessment refers to the wide variety of methods or tools that educators | | The evaluation process is quantitative and qualitative during every class.  Through: Guided exercises, workshops, oral presentations and activities, vocabulary, writings, quizzes and exams. Also, the teacher evaluates the axiological aspects as respect, punctuality, responsibility and others. | | * Laptop. * Video Beam. * Dictionaries. * Flash cards. * Speaker. * Markers. * Posters * Notebooks * Photocopies | |
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| **INDICADORES DE RENDIMIENTO SUGERIDOS** | | |
| **SABER** | **HACER** | **SER** |
| Identificar palabras y frases simples en la segunda lengua. | Deletrear su nombre y el de sus compañeros de clase en inglés. | Respetar a sus compañeros y fomentar las prácticas de buena conducta en el salón de clase. |

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| **LOGROS PROMOCIONALES** |
| * **LOGRO COGNITIVO:**Identificar palabras que lo/la ayudaran a seguir la secuencia en los diferentes procesos. * **LOGRO PROCEDIMENTAL:**Intercambiar información básica y simple relacionada con los miembros de la familia, la escuela y el entorno. * **LOGRO ACTITUDINAL:**Asistir a clase puntualmente portando correctamente el uniforme que le corresponde cada día, llevar su cuaderno en orden y mantener una actitud de respeto y colaboración. |