|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **ASIGNATURA:** | INGLÉS | **GRADO:** | 2 | **AÑO:** | 2023 |

**PRIMER PERIODO**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **REFERENTES DE CALIDAD** | **LOGROS** | | **EJE TEMÁTICO** | | **TEMAS/SUBTEMAS** |
| **ESTÁNDARES DE COMPETENCIAS U ORIENTACIONES PEDAGÓGICAS** | * **LOGRO COGNITIVO:**Recognize and pronounce vocabulary related to numbers and colors. * **LOGRO PROCEDIMENTAL:**Associate words that they hear to images related to body parts. * **LOGRO ACTITUDINAL:**Respect and takes care of their own and their classmates. | | **HEALTH AND LIFE** | | * The alphabet (review) * The Greetings (review) * Bodyparts * Schoolobjects and colors * Numbers 0-20 |
| **LISTENING**  I understand when they greet me and say goodbye to me.  **READING**  I follow the sequence of a simple story, starting from imagery.  **WRITING**  I copy or associate the name of places and elements that I recognize in an illustration.  **MONOLOGUE**  I respond to Greetings and farewells.  **CONVERSATION**  I use nonverbal language when I can´t verbally answer simple questions about me and my environment. For example, nodding or denying the head. |
| **DERECHOS BÁSICOS DE APRENDIZAJE** |
| Understands the sequence of a simple short story about familiar topics and retells it using pictures and previously studied words. |
| **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> | | | | | |

|  |  |  |
| --- | --- | --- |
| **INDICADORES DE RENDIMIENTO SUGERIDOS** | | |
| **SABER** | **HACER** | **SER** |
| Reconocer y pronunciar el vocabulario relacionado a números y colores. | Asociar palabras que escucha a imágenes relacionadas con los saludos.  . | Respetar y cuidar lo suyo y lo de sus compañeros.  . |

**SEGUNDO PERIODO**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **REFERENTES DE CALIDAD** | **LOGROS** | | **EJE TEMÁTICO** | | **TEMAS/SUBTEMAS** |
| **ESTÁNDARES DE COMPETENCIAS U ORIENTACIONES PEDAGÓGICAS** | * **LOGRO COGNITIVO:**Recognize and pronounce vocabulary related to school objects. * **LOGRO PROCEDIMENTAL:**Associate words that they hear to images related to parts of the school objects and means of transport. * **LOGRO ACTITUDINAL:**Follow the established norms of conduct. | | **PEACE AND LIVING TOGETHER** | | * Numbers 21 to 40 * Ocupations (jobs) * Houseparts * Places of theschool |
| **LISTENING**  I recognize when they speak to me in English, and I react verbally and non-verbally.  **READING**  I follow the sequence of a simple story, starting from imagery.  **WRITING**  I copy and transcribe words that I understand and use often in the classroom.  **MONOLOGUE**  I recite and sing rhymes, poems and songs that I understand, with proper rhythm and intonation.  **CONVERSATION**  I use nonverbal language when I can't Verbally answer simple questions about me and my environment. For example, nodding or denying the head. |
| **DERECHOS BÁSICOS DE APRENDIZAJE** |
| Understands the sequence of a simple short story about familiar topics and retells it using pictures and previously studied words. |
| **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> | | | | | |

|  |  |  |
| --- | --- | --- |
| **INDICADORES DE RENDIMIENTO SUGERIDOS** | | |
| **SABER** | **HACER** | **SER** |
| Reconocer y pronunciar vocabulario relacionado con objetos escolares. | Asociar palabras que escucha, con imágenes relacionadas con partes y objetos de la escuela. | Seguir las normas de conducta establecidas.  . |

**TERCER PERIODO**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **REFERENTES DE CALIDAD** | **LOGROS** | | **EJE TEMÁTICO** | | **TEMAS/SUBTEMAS** |
| **ESTÁNDARES DE COMPETENCIAS U ORIENTACIONES PEDAGÓGICAS** | * **LOGRO COGNITIVO:** * Identify the vocabulary, words related to free time activities. * **LOGRO PROCEDIMENTAL:** * Participate in short conversations using vocabulary related to his/her daily routine. * **LOGRO ACTITUDINAL:** * Respect his/her classmates. | | **ENVIRONMENT AND SOCIETY** | | * Numbers 41 to 60   (Count the number of bottles and plastic bags recycled)   * FREE TIME ACTIVITIES   (Outdoor activities)   * DAILY ROUTINE |
| **LISTENING**  I recognize when they speak to me in English, and I react verbally and non-verbally.  **READING**  I follow the sequence of a simple story, starting from imagery.  **WRITING**  I copy and transcribe words that I understand and use often in the classroom.  **MONOLOGUE**  I recite and sing rhymes, poems and songs that I understand, with proper rhythm and intonation.  **CONVERSATION**  I use nonverbal language when I can't Verbally answer simple questions about me and my environment. Forexample, noddingordenyingthe head. |
| **DERECHOS BÁSICOS DE APRENDIZAJE** |
| Expresses simple ideas about topics he/she already knows, using simple words or phrases. |
| **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> | | | | | |

|  |  |  |
| --- | --- | --- |
| **INDICADORES DE RENDIMIENTO SUGERIDOS** | | |
| **SABER** | **HACER** | **SER** |
| Identificar el vocabulario, palabras relacionadas con las actividades al aire libre. | Participar en conversaciones cortas utilizando vocabulario relacionado con la rutina diaria. | Apreciar la presencia de otros seres vivos en su contexto. |

**CUARTO PERIODO**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **REFERENTES DE CALIDAD** | **LOGROS** | | **EJE TEMÁTICO** | | **TEMAS/SUBTEMAS** |
| **ESTÁNDARES DE COMPETENCIAS U ORIENTACIONES PEDAGÓGICAS** | * **LOGRO COGNITIVO:**Identify vocabulary words simple English related to characteristics of living beings. * **LOGRO PROCEDIMENTAL:**Classify and name In English living beings according to their characteristics. * **LOGRO ACTITUDINAL:**Value the presence of other living things in your environment. | | **A GLOBAL VILLAGE** | | * Numbers 61 to 80 * WILD ANIMALS * TYPICAL FOOD   Fruits and vegetables. |
| **LISTENING**  I recognize when they speak to me in English and I react verbally and non-verbally.  **READING**  I follow the sequence of a simple story, starting from imagery.  **WRITING**  I copy and transcribe words that I understand and use often in the classroom.  **MONOLOGUE**  I recite and sing rhymes, poems and songs that I understand, with proper rhythm and intonation.  **CONVERSATION**  I use nonverbal language when I can't Verbally answer simple questions about me and my environment. |
| **DERECHOS BÁSICOS DE APRENDIZAJE** |
| Understands the sequence of a simple short story about familiar topics and retells it using pictures and previously studied words |
| **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> | | | | | |

|  |  |  |
| --- | --- | --- |
| **INDICADORES DE RENDIMIENTO SUGERIDOS** | | |
| **SABER** | **HACER** | **SER** |
| Reconocer vocabulario oral relacionado a los diferentes seres vivos. | Comprende textos descriptivos simples y breves sobre las características de los diferentes seres vivos. | Se proyecta como un miembro importante de su comunidad. |

|  |
| --- |
| **LOGROS PROMOCIONALES** |
| * **LOGRO COGNITIVO:**Identificar el vocabulario, palabras relacionadas a las características de las cosas vivas y objetos. * **LOGRO PROCEDIMENTAL:**Comprender textos descriptivos simples y breves sobre las características de los diferentes seres vivos. * **LOGRO ACTITUDINAL:**Asistir a clase puntualmente portando correctamente el uniforme que le corresponde cada día, llevar su cuaderno en orden y seguir las normas de conducta establecidas. |