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| **ASIGNATURA:** | INGLÉS | **GRADO:** | 3 | **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 vocabulary to name the body parts.  **LOGRO PROCEDIMENTAL:** Participate in a short conversation about common diseases.  **LOGRO ACTITUDINAL:** Promote actions for the prevention of these diseases at home. | | **HEALTH AND LIFE** | | * Greetings the alphabet (review) * Body parts review * Healthy food * Review numbers from 1 to 50 Numbers from 50 to 80 |
| **LISTENING**  I understand when they greet me and say goodbye to me.  **READING**  I recognize familiar words in immediate contexts,  I demonstrate with gestures and movements.  **WRITING**  I copy or associate the name of places and elements that I recognize in an illustration.  **MONOLOGUE**  I recite and sing rhymes, poems, and songs that I understand, with proper rhythm and intonation.  **CONVERSATION**  I respond to greetings and farewells. |
| **DERECHOS BÁSICOS DE APRENDIZAJE** |
| Understands and describes details in short, simple texts related to familiar topics, based on images and known 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> | | | | | |

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| **INDICADORES DE RENDIMIENTO SUGERIDOS** | | |
| **SABER** | **HACER** | **SER** |
| Reconocer el vocabulario para nombrar las partes del cuerpo. | Clasificar las causas y síntomas de enfermedades comunes en el contexto, usando imágenes. | Promover acciones para la prevención de enfermedades en el hogar. |

**SEGUNDO PERIODO**

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| **REFERENTES DE CALIDAD** | **LOGROS** | | **EJE TEMÁTICO** | | **TEMAS/SUBTEMAS** |
| **ESTÁNDARES DE COMPETENCIAS U ORIENTACIONES PEDAGÓGICAS** | * **LOGRO COGNITIVO:** Identify words and basic expressions related to their duties at home, school, and community. * **LOGRO PROCEDIMENTAL:** Write and say simple phrases with familiar vocabulary. * **LOGRO ACTITUDINAL:** Show a respectful attitude toward their peers and the environment. | | **PEACE AND LIVING TOGETHER** | | * The colors and school objects. * Family members * The time * Numbers from 50 to 80 |
| **LISTENING**  I recognize when they speak to me in English  and I react verbally and non-verbally.  **READING**  Recognizes words and short phrases in English in books, objects, toys, advertisements and places of your school.  **WRITING**  Copies and transcribe words that I understand and use frequently in the classroom.  **MONOLOGUE**  I recite and sing rhymes, poems and songs that I understand, with proper rhythm and intonation.  **CONVERSATION**  I answer simple questions about myself and my verbal or non-verbal environment. |
| **DERECHOS BÁSICOS DE APRENDIZAJE** |
| Understands and describes details in short, simple texts related to familiar topics, based on images and known 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 | |
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| **INDICADORES DE RENDIMIENTO SUGERIDOS** | | |
| **SABER** | **HACER** | **SER** |
| Identificar palabras y expresiones básicas relacionadas con sus obligaciones en el hogar, la escuela y la comunidad. | Seguir y dar instrucciones básicas en el aula. | Mantener un buen comportamiento dentro y fuera del salón de clases. |

**TERCER PERIODO**

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| **REFERENTES DE CALIDAD** | **LOGROS** | | **EJE TEMÁTICO** | | **TEMAS/SUBTEMAS** |
| **ESTÁNDARES DE COMPETENCIAS U ORIENTACIONES PEDAGÓGICAS** | **LOGRO COGNITIVO:** Identify simple vocabulary related to elements of the environment in their context.  **LOGRO PROCEDIMENTAL:** Understand specific details about the environment, in a short text, if the language is simple.  **LOGRO ACTITUDINAL:** Work in a team to make their school community a better place to be. | | **ENVIRONMENT AND SOCIETY** | | * Numbers from 80 to 100 * Environment elements. * Animals. |
| **LISTENING**  I recognize when they speak to me in English  and I react verbally and non-verbally.  **READING**  Recognizes words and short phrases in English in books, objects, toys, advertisements, and places of your school.  **WRITING**  Copies and transcribe words that I understand and use frequently in the classroom.  **MONOLOGUE**  I recite and sing rhymes, poems and songs that I understand, with proper rhythm and intonation.  **CONVERSATION**  I answer simple questions about my-self and my verbal or non-verbal environment. |
| **DERECHOS BÁSICOS DE APRENDIZAJE** |
| Understands and describes details in short, simple texts related to familiar topics, based on images and  known 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 | |
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| **INDICADORES DE RENDIMIENTO SUGERIDOS** | | |
| **SABER** | **HACER** | **SER** |
| Identificar vocabulario simple relacionado a elementos del medio ambiente en su contexto. | Clasificar causas y efectos dentro de una situación ambiental, utilizando imágenes. | Trabajar en equipo para hacer de su comunidad escolar un mejor lugar para estar. |

**CUARTO PERIODO**

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| **REFERENTES DE CALIDAD** | **LOGROS** | | **EJE TEMÁTICO** | | **TEMAS/SUBTEMAS** |
| **ESTÁNDARES DE COMPETENCIAS U ORIENTACIONES PEDAGÓGICAS** | * **LOGRO COGNITIVO:** Identify vocabulary and expressions related to technology. * **LOGRO PROCEDIMENTAL:** Describe technological elements they regularly use. * **LOGRO ACTITUDINAL:** Identify some possible risks of using technology. | | **A GLOBAL VILLAGE** | | * Parts of the house and Objects in the house * Technology devices |
| **LISTENING**  I recognize when they speak to me in English  and I react verbally and non-verbally.  **READING**  Recognizes words and short phrases in English in books, objects, toys, advertisements and places of your school.  **WRITING**  Copies and transcribe words that I understand and use frequently in the classroom.  **MONOLOGUE**  I recite and sing rhymes, poems and songs that I understand, with proper rhythm and intonation.  **CONVERSATION**  I answer simple questions about my-self and my verbal or non-verbal environment. |
| **DERECHOS BÁSICOS DE APRENDIZAJE** |
| Describes things, places, people, and communities, in oral or written form, using simple 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 | |
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| **INDICADORES DE RENDIMIENTO SUGERIDOS** | | |
| **SABER** | **HACER** | **SER** |
| Identificar vocabulario y expresiones relacionadas con la tecnología. | Describir los elementos tecnológicos que usan regularmente. | Reconocer que el acceso y uso de la tecnología no es igual para todos. |

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| **LOGROS PROMOCIONALES** |
| * **LOGRO COGNITIVO:** Reconocer vocabulario simple relacionado a elementos del ambiente en su entorno. * **LOGRO PROCEDIMENTAL:** Escribir y pronunciar frases simples con vocabulario familiar. * **LOGRO ACTITUDINAL:** Asistir a clases puntualmente portando correctamente el uniforme que le corresponde cada día, llevar su cuaderno en orden y mantener una actitud de respeto y colaboración. |