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| **ASIGNATURA:** | INGLÉS | **GRADO:** | 4 | **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 related to the main substances harmful to health, in short written texts.
* **LOGRO PROCEDIMENTAL:** Make a list of products containing substances harmful to health.
* **LOGRO ACTITUDINAL:** Value taking care of his/her body.
 | **HEALTH AND LIFE** | * Greetings
* Alphabet
* Numbers from 1 to 100
* Healthy

 Food.Grammar:* Alphabet - How do you spell?
* Connectors (but, and,).
* I like / I don´t like.
 |
| **LISTENING**I recognize when I am spoken to in English and react verbally and non-verbally. **READING**I relate illustrations to simple sentences on familiar topics. topics that are familiar to me.**WRITING**I write the names of places and elements that I recognize in an illustration. **MONOLOGUE**I mention my likes and dislikes in simple sentences.**CONVERSATION**I respond to greetings and goodbyes. |
| **DERECHOS BÁSICOS DE APRENDIZAJE** |
| Exchanges opinions about a topic of interest based on situations related to his/her immediate environment, using simple and familiar sentence. |
| **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
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| **INDICADORES DE RENDIMIENTO SUGERIDOS** |
| **SABER** | **HACER** | **SER** |
| Identificar los usos de las preguntas Wh para obtener información específica. | Intercambiar información sobre los efectos nocivos de ciertas sustancias para la salud. | Promover acciones para prevenir el consumo de sustancias nocivas para la salud. |

**SEGUNDO PERIODO**

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| **REFERENTES DE CALIDAD** | **LOGROS** | **EJE TEMÁTICO** | **TEMAS/SUBTEMAS** |
| **ESTÁNDARES DE COMPETENCIAS U ORIENTACIONES PEDAGÓGICAS** | * **LOGRO COGNITIVO:** Identify structures to express other people’s qualities.
* **LOGRO PROCEDIMENTAL:** Express his/her opinions by not offending or embarrassing their peers.
* **LOGRO ACTITUDINAL:** Respect the opinions and positions of his/her classmates in issues of common interest.
 | **PEACE AND LIVING TOGETHER** | * Physical appearance and personality adjectives
* Family member she verb To Be
 |
| **LISTENING**I follow the sequence of a short story told by my teacher, supported by images.**READING**I recognize familiar words and phrases in immediate contexts.**WRITING**I write personal information in simple formats.**MONOLOGUE**I describe characteristics of myself, other people, animals, places with very simple language,**CONVERSATION**I actively participate in word games and rounds. |
| **DERECHOS BÁSICOS DE APRENDIZAJE** |
| Compares basic characteristics of people, objects and places in his/her school and community, using simple sentences. |
| **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.
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| **INDICADORES DE RENDIMIENTO SUGERIDOS** |
| **SABER** | **HACER** | **SER** |
| Identificar estructuras para expresar las cualidades de otras personas. | Expresar sus opiniones sin ofender o avergonzar a sus compañeros. | Respetar las opiniones y posiciones de sus compañeros en asuntos de interés común. |

**TERCER PERIODO**

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| **REFERENTES DE CALIDAD** | **LOGROS** | **EJE TEMÁTICO** | **TEMAS/SUBTEMAS** |
| **ESTÁNDARES DE COMPETENCIAS U ORIENTACIONES PEDAGÓGICAS** | * **LOGRO COGNITIVO:** Establish practices that may favor or harm the environment.
* **LOGRO PROCEDIMENTAL:** Compare human actions that affect positively or negatively the environment.
* **LOGRO ACTITUDINAL:** Recognize the importance of the environment.
 | **ENVIRONMENT AND SOCIETY** | * The Environment vocabulary (the weather
* Wh-questions: who, when, where
* Jobs
 |
| **LISTENING**I follow the sequence of a short story told by my teacher, supported by images.**READING**I recognize familiar words and phrases in immediate contexts.**WRITING**I write personal information in simple formats.**MONOLOGUE**I describe characteristics of myself, other people, animals, places with very simple language,**CONVERSATION**I actively participate in word games and rounds. |
| **DERECHOS BÁSICOS DE APRENDIZAJE** |
| * Understands the main idea and supporting details in a short, simple, informative text about topics that are familiar or of personal interest.
* Asks and answers questions related to who, when and where, in written or oral form, after reading or listening to a short and simple text.
* Exchanges opinions about a topic of interest based on situations related to his/her immediate environment, using simple and familiar sentence.
* Compares basic characteristics of people, objects and places in his/her school and community, using simple sentences.
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| **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.
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| **INDICADORES DE RENDIMIENTO SUGERIDOS** |
| **SABER** | **HACER** | **SER** |
| Conocerconceptos y procesos relacionados con la conservación del medio ambiente. | Utilizar conceptos y procesos relacionados con la conservación del medio ambiente. | Reconocer la importancia del medio ambiente. |

**CUARTO 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 the global community.
* **LOGRO PROCEDIMENTAL:** Express how their actions affect the global community.
* **LOGRO ACTITUDINAL:** Consider his/her role as a member of a global community.
 | **A GLOBAL VILLAGE**  | * Present progressive: affirmative, negative and interrogative.
* Holidays
* Days of the week and months.
 |
| **LISTENING**I follow the sequence of a short story told by my teacher, supported by images.**READING**I recognize familiar words and phrases in immediate contexts.**WRITING**I write personal information in simple formats.**MONOLOGUE**I describe characteristics of myself, other people, animals, places with very simple language,**CONVERSATION**I actively participate in word games and rounds |
| **DERECHOS BÁSICOS DE APRENDIZAJE** |
| Exchanges opinions about a topic of interest based on situations related to his/her immediate environment, using simple and familiar sentence. |
| **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.
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| **INDICADORES DE RENDIMIENTO SUGERIDOS** |
| **SABER** | **HACER** | **SER** |
| Identificar vocabulario relacionado con la comunidad global. | Expresar cómo sus acciones afectan a la comunidad global. | Considerar su papel como miembro de una comunidad global. |

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| **LOGROS PROMOCIONALES** |
| * **LOGRO COGNITIVO:** Identificar vocabulario relacionados con su entorno más cercano en descripciones de situaciones del diario vivir.
* **LOGRO PROCEDIMENTAL:** Describir las acciones de su comunidad y cómo estas afectan la comunidad global.
* **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.
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