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| **ASIGNATURA:** | INGLÉS | **GRADO:** | 5 | **AÑO:** | 2023 |

**PRIMER PERIODO**

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| **REFERENTES DE CALIDAD** | **LOGROS** | | **EJE TEMÁTICO** | | **TEMAS/SUBTEMAS** |
| **ESTÁNDARES DE COMPETENCIAS U ORIENTACIONES PEDAGÓGICAS** | * **LOGRO COGNITIVO:** Identify words and expressions to talk about hygiene and daily routine activities. * **LOGRO PROCEDIMENTAL:** Describe his/her daily routine and hobbies. * **LOGRO ACTITUDINAL:** Respect decisions and opinions from others. | | **HEALTH AND LIFE** | | * The alphabet (review) * Greetings * body parts * numbers 1-1000 * Daily routine   Grammar  frequency adverbs  (always, sometimes, never, everyday ) |
| **LISTENING**  I recognize when I am spoken to in English and react verbally and non-verbally.  **READING**  I recognize familiar words and phrases in immediate contexts.  **WRITING**  I write 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 the I understand, with appropriate rhythm and intonation.  **CONVERSATION**  I respond to greetings and goodbyes. |
| **DERECHOS BÁSICOS DE APRENDIZAJE** |
| Exchanges information about habits, likes and preferences related to familiar topics, following models provided by the teacher. |
| **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 y expresiones para hablar sobre higiene y actividades cotidianas. | Hacer y responder preguntas sobre su rutina diaria y pasatiempos. | Demostrar con sus acciones respeto hacia sus compañeros y hacia si mismo/a. |

**SEGUNDO PERIODO**

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| **REFERENTES DE CALIDAD** | **LOGROS** | | **EJE TEMÁTICO** | | **TEMAS/SUBTEMAS** |
| **ESTÁNDARES DE COMPETENCIAS U ORIENTACIONES PEDAGÓGICAS** | * **LOGRO COGNITIVO:** Recognize the vocabulary and structures to describe the qualities of other people. * **LOGRO PROCEDIMENTAL:** Compare in some detail the physical characteristics and qualities of others. * **LOGRO ACTITUDINAL:** Show with his/her words that he/she respect himself/ herself and his peers. | | **PEACE AND LIVING TOGETHER:** | | * The family * Adjectives   synonyms and opposites   * Wh-questions (who, what, when, where) * House parts. |
| **LISTENING**  I recognize when I am spoken to in English and react verbally and non-verbally.  **READING**  I recognize familiar words and phrases in immediate contexts.  **WRITING**  I write 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 the I understand, with appropriate rhythm and intonation.  **CONVERSATION**  I answer simple questions about myself and my environment verbally and nonverbally. |
| **DERECHOS BÁSICOS DE APRENDIZAJE** |
| Explains in oral or written form, cause and effect related to topics of most immediate relevance, using simple sentences and following a model. |
| **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 el vocabulario y las estructuras para describir las cualidades de otras personas. | Comparar con cierto detalle las características físicas y las cualidades de los demás. | Demostrar con sus palabras que se respeta a sí mismo y a sus compañeros |

**TERCER PERIODO**

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| **REFERENTES DE CALIDAD** | **LOGROS** | | **EJE TEMÁTICO** | | **TEMAS/SUBTEMAS** |
| **ESTÁNDARES DE COMPETENCIAS U ORIENTACIONES PEDAGÓGICAS** | * **LOGRO COGNITIVO:** Identify words and expressions that describe the qualities or states. * **LOGRO PROCEDIMENTAL:** Interact with peers to talk about places and/or people in their local context. * **LOGRO ACTITUDINAL:** Accept and value their fellows regardless of gender, age, socioeconomic status, or marginalized groups. | | **ENVIRONMENT AND SOCIETY** | | * Comparatives * Plurals * Jobs * The planet (environment) |
| **LISTENING**  I recognize when I am spoken to in English and react verbally and non-verbally.  **READING**  I recognize familiar words and phrases in immediate contexts.  **WRITING**  I write 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 the I understand, with appropriate rhythm and intonation.  **CONVERSATION**  I answer simple questions about myself and my environment verbally and nonverbally. |
| **DERECHOS BÁSICOS DE APRENDIZAJE** |
| Understands general and specific information in a short narrative text about topics that are familiar or of personal interest of an event or anecdote |
| **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 la estructura de la forma comparativa. | Hacer comparaciones simples basadas en las características de sus compañeros | Aceptar y valorar a sus compañeros independientemente de su sexo, edad, situación socioeconómica o grupos marginados |

**CUARTO PERIODO**

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| **REFERENTES DE CALIDAD** | **LOGROS** | | **EJE TEMÁTICO** | | **TEMAS/SUBTEMAS** |
| **ESTÁNDARES DE COMPETENCIAS U ORIENTACIONES PEDAGÓGICAS** | * **LOGRO COGNITIVO:** Recognize the vocabulary of the media and information he/she has contact with. * **LOGRO PROCEDIMENTAL:** Answer simple questions about current events. * **LOGRO ACTITUDINAL:** Consider the effectiveness of information received through mass media. | | **A GLOBAL VILLAGE** | | * Technology vocabulay) * Mass media vocabulary   Grammar   * Present simple * Holidays |
| **LISTENING**  I recognize when I am spoken to in English and react verbally and non-verbally.  **READING**  I recognize familiar words and phrases in immediate contexts.  **WRITING**  I write 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 the I understand, with appropriate rhythm and intonation.  **CONVERSATION**  I actively participate in word games and rounds. |
| **DERECHOS BÁSICOS DE APRENDIZAJE** |
| Exchanges information about habits, likes and preferences related to familiar topics, following models provided by the teacher. |
| **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 el vocabulario de los medios y la información con la que tiene contacto. | Contar sus anécdotas usando un lenguaje simple. | Considerar la efectividad de información recibida a través de los medios de comunicación. |

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| **LOGROS PROMOCIONALES** |
| * **LOGRO COGNITIVO:** Identificar las estructuras de preguntas simples como: QUE, QUIEN Y DONDE * **LOGRO PROCEDIMENTAL:** Contar sus anécdotas usando lenguaje simple. * **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 |