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| **ASIGNATURA:** | INGLÉS | **GRADO:** | 6 | **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 greetings, instructions and classroom language. * **LOGRO PROCEDIMENTAL:** Use greetings appropriately in short conversations. * **LOGRO ACTITUDINAL:** Participate actively in the activities | | **HEALTH** | | * Greetings * The alphabet (Review) * Body Parts * Personal pronouns * Possessive adjectives   VOCABULARY   * Greetings: Hello, hi, nice to meet you * Alphabet and numbers 0–100 |
| **LISTENING**  Understands oral questions and expressions about him, his family, friends, and his environment.  **READING**  Understands written structures to carry out everyday, personal and academic activities.  **WRITING**  Writes short messages with different purposes related to situations, objects or people in the immediate environment.  **MONOLOGUE**  Describes a person, place or object using simple sentences, that are familiar, if it is required, I support on teacher´s notes.  **CONVERSATION**  Responds using short phrases to simple questions about familiar topics. |
| **DERECHOS BÁSICOS DE APRENDIZAJE** |
| * Participates in a short conversation. * Describes the basic characteristics of people, things, and places found in his/her school, city or community |
| **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 practices, 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 freely able to complete the task on their own.  Sixth: Assessment refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students. | | The evaluation process is quantitative and qualitative during every class.  Through: Guided exercises, workshops, oral presentations, vocabulary, writings, Icfes exercises, 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 relacionado con saludos, instrucciones y lenguaje en el aula. | Usar saludos apropiadamente en conversaciones cortas. | Participar activamente en las actividades |

**SEGUNDO PERIODO**

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| **REFERENTES DE CALIDAD** | **LOGROS** | | **EJE TEMÁTICO** | | **TEMAS/SUBTEMAS** |
| **ESTÁNDARES DE COMPETENCIAS U ORIENTACIONES PEDAGÓGICAS** | * **LOGRO COGNITIVO:** Recognize vocabulary related to daily routines and personal care. * **LOGRO PROCEDIMENTAL:** Answer with short phrases the questions on personal care routines based on vocabulary and expressions studied. * **LOGRO ACTITUDINAL:** Value the contributions of classmates in class | | **DEMOCRACY AND PEACE** | | * Personal pronouns * Present simple * Expressing ability with can/can’t * Adverbs of frequency * Dily routine   VOCABULARY  Days of the week and months of the year. |
| **LISTENING**  Understands basic information about topics related to his daily activities and his environment.  **READING**  Understands written instructions to carry out everyday, personal and academic activities.  **WRITING**  Writes short messages with different purposes related to situations, objects or people in the immediate environment.  **MONOLOGUE**  Describes a person, place or object using simple sentences, that are familiar, if it is required, I support on teacher´s notes.  **CONVERSATION**  responds with short sentences to simple questions about topics that are familiar. |
| **DERECHOS BÁSICOS DE APRENDIZAJE** |
| * Participates in a short conversation. * Answers questions related to “what, who and when” after reading or listening to a short simple text |
| **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 practices, 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 freely able to complete the task on their own.  Sixth: Assessment refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students. | | The evaluation process is quantitative and qualitative during every class.  Through: Guided exercises, workshops, oral presentations, vocabulary, writings, Icfes exercises, 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 vocabulario relacionado con las rutinas diarias y el cuidado personal. | Responder con frases cortas las preguntas sobre rutinas de cuidado personal basadas en vocabulario y expresiones estudiadas. | Valorar las contribuciones de los compañeros de clase. |

**TERCER PERIODO**

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| **REFERENTES DE CALIDAD** | **LOGROS** | | **EJE TEMÁTICO** | | **TEMAS/SUBTEMAS** |
| **ESTÁNDARES DE COMPETENCIAS U ORIENTACIONES PEDAGÓGICAS** | * **LOGRO COGNITIVO:** Recognize vocabulary regarding saving energy. * **LOGRO PROCEDIMENTAL:** Propose simple actions to save energy. * **LOGRO ACTITUDINAL:** Value the importance of saving energy. | | **SUSTAINABILITY** | | * Jobs * Parts of the house. * Places in town |
| **LISTENING**  Understands basic information about topics related to his daily activities and his environment.  **READING**  Understands written instructions to carry out every day, personal and academic activities.  **WRITING**  Writes short messages with different purposes related to situations, objects or people in the immediate environment.  **MONOLOGUE**  Describes a person, place or object using simple sentences, that are familiar, if it is required, I support on teacher´s notes.  **CONVERSATION**  Responds with short sentences to simple questions about topics that are familiar. |
| **DERECHOS BÁSICOS DE APRENDIZAJE** |
| Understands instructions and expresses them in oral and written form. |
| **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 practices, 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 freely able to complete the task on their own.  Sixth: Assessment refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students. | | The evaluation process is quantitative and qualitative during every class.  Through: Guided exercises, workshops, oral presentations, vocabulary, writings, Icfes exercises, 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 vocabulario sobre ahorro de energía. | Proponer acciones simples para ahorrar energía. | Valorar la importancia de ahorrar energía. |

**CUARTO PERIODO**

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| **REFERENTES DE CALIDAD** | **LOGROS** | | **EJE TEMÁTICO** | | **TEMAS/SUBTEMAS** |
| **ESTÁNDARES DE COMPETENCIAS U ORIENTACIONES PEDAGÓGICAS** | **LOGRO COGNITIVO:** Identify information related to particular characteristics of some countries such as food, clothing and celebrations.  **LOGRO PROCEDIMENTAL:** Provide orally and in writing, information about countries, celebrations and customs.  **LOGRO ACTITUDINAL:** Respect customs and traditions of others**.** | | **GLOBALIZATION** | | * Countries and nationalities. * the weather. * Holidays.   VOCABULARY   * Descriptive adjectives * Weather and seasons * Clothes * Vocabulary related to celebrations * Vocabulary related to food |
| **LISTENING**  It includes questions and oral expressions that reflect him, his family, friends and their environment.  **READING**  Identifies in simple texts, cultural elements such as customs and celebrations.  **WRITING**  Describes short messages and with different purposes related to situations, objects or people in the immediate environment.  **MONOLOGUE**  Establishes comparisons between characters, places and objects.  **CONVERSATION**  Responds with short sentences to simple questions about topics that are familiar. |
| **DERECHOS BÁSICOS DE APRENDIZAJE** |
| Requests and provides clarification on how names and unknown words are spelled. |
| **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 practices, 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 freely able to complete the task on their own.  Sixth: Assessment refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students. | | The evaluation process is quantitative and qualitative during every class.  Through: Guided exercises, workshops, oral presentations, vocabulary, writings, Icfes exercises, 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 información relacionada con características particulares de algunos países, como alimentos, vestimenta y celebraciones. | Proporcionar oralmente y por escrito, información sobre países, celebraciones y costumbres.  . | Respetar las costumbres y tradiciones de los demás. |

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| **LOGROS PROMOCIONALES** |
| **LOGRO COGNITIVO:** Diferenciar características de personas, animales y cosas.  **LOGRO PROCEDIMENTAL:** Intercambiar información sobre las características de personas y lugares usando preguntas y respuestas.  **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. |