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| **ASIGNATURA:** | INGLÉS | **GRADO:** | 7 | **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 expressions of daily routines, hobbies, and future plans. * **LOGRO PROCEDIMENTAL:** Prepare a list of simple sentences about personal care activities and their corresponding level with the help of the teacher and classmates. * **LOGRO ACTITUDINAL:** Interiorize the importance of integral personal care. | | **HEALTH:** **INTEGRAL PERSONAL CARE** | | * Greetings * The Alphabeth (review) * Describe human actions. * Free time activities * Healthy food |
| **LISTENING**  Understands with oral expressions that refer relationship, family, friends and environment.  **READING**  Understands written instructions to carry out idiosyncratic daily, personal, and academic activities.  **WRITING**  Uses the right vocabulary to give coherence even in writing.  **CONVERSATION**  Asks simple questions on topics that are familiar to supporting in gestures and repeated actions. |
| **DERECHOS BÁSICOS DE APRENDIZAJE** |
| * Orally describes people, activities, events and personal experiences orally. * Understands the main idea and some details related to activities, places and people in a short descriptive 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 | |
| **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 expresiones de rutinas diarias, pasatiempos y planes futuros. | Preparar una lista de oraciones simples sobre actividades de cuidado personal y su nivel correspondiente con la ayuda del maestro y los compañeros de clase. | Interiorizar la importancia del cuidado personal integral. |

**SEGUNDO PERIODO**

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| **REFERENTES DE CALIDAD** | **LOGROS** | | **EJE TEMÁTICO** | | **TEMAS/SUBTEMAS** |
| **ESTÁNDARES DE COMPETENCIAS U ORIENTACIONES PEDAGÓGICAS** | **LOGRO COGNITIVO:** Recognize expressions related to feelings, emotions, values, qualities, and identify basic structures of present simple tense.  **LOGRO PROCEDIMENTAL:** Produce short descriptive texts describing values and qualities of peers and/or family members.  **LOGRO ACTITUDINAL:** Respect differences. | | **DEMOCRACY AND PEACE: “BULLYING AND CONFLICTS”** | | * Present simple tense * Verb to be * Action verbes * Personality adjectives * Conectors   (Because, since, for this reason) |
| **LISTENING**  Understands and follow specific instructions when these are presented clearly and with vocabulary known.  **WRITING**  Uses appropriate vocabulary to give coherence to the writings.  **READING**  I identify meaning relationships expressed in texts on familiar topics.  **CONVERSATION**  Makes proposals to classmate about what to do, where, when or how.  **MONOLOGUE**  I give short, rehearsed presentations on everyday and personal topics. |
| **DERECHOS BÁSICOS DE APRENDIZAJE** |
| * Orally describes people, activities, events and personal experiences orally. * Recognizes specific information related to objects, people, and actions in written and oral texts. |
| **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 expresiones relacionadas con sentimientos, emociones, valores, cualidades, e identificar estructuras básicas del presente simple. | Producir textos descriptivos breves que describen valores y cualidades de compañeros y / o miembros de la familia. | Colaborar para lograr un ambiente agradable en el aula. |

**TERCER PERIODO**

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| **REFERENTES DE CALIDAD** | **LOGROS** | | **EJE TEMÁTICO** | | **TEMAS/SUBTEMAS** |
| **ESTÁNDARES DE COMPETENCIAS U ORIENTACIONES PEDAGÓGICAS** | **LOGRO COGNITIVO:** Understand the general idea of a short oral or written text about an academic subject.  **LOGRO PROCEDIMENTAL:** Exchange information related to academic subject and propose simple actions for environmental conservation.  **LOGRO ACTITUDINAL:** Respect the environment. | | SUSTAINABILITY: “CONSERVATION” | | * Daily Routines * Imperative * modals * Sequence connectors. * Sustainability vocabulary. |
| **LISTENING**  Understands an oral description of a situation, person, place or object.  **READING**  Identifies the action, the characters and the environment in narrative texts.  **WRITING**  Writes short messages and with different related purposes with situations, objects or people of my immediate surroundings.  **CONVERSATION**  Starts, holds and closes a simple conversation about at known topic.  **MONOLOGUE**  I give short, rehearsed presentations on everyday and personal topics. |
| **DERECHOS BÁSICOS DE APRENDIZAJE** |
| * Writes short and simple texts about familiar actions, experiences and plans. * Understands the main idea and some details related to activities, places and people in a short. |
| **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** |
| Entender la idea general de un texto escrito y oral sobre una materia académica. | Intercambiar información relacionada con una materia académica y proponer acciones simples para la conservación del medio ambiente. | Respetar el medio ambiente. |

**CUARTO PERIODO**

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| **REFERENTES DE CALIDAD** | **LOGROS** | | **EJE TEMÁTICO** | | **TEMAS/SUBTEMAS** |
| **ESTÁNDARES DE COMPETENCIAS U ORIENTACIONES PEDAGÓGICAS** | * **LOGRO COGNITIVO:** Recognize expressions related to biodiversity, sports, weather, seasons. * **LOGRO PROCEDIMENTAL:** Produce oral or written texts, providing information about cultural characteristics of some countries. * **LOGRO ACTITUDINAL:** Respect cultural differences. | | **GLOBALIZATION**  “INTERNATIONAL CULTURES” | | HOLIDAYS AND TRADITIONS “AROUND THE WORLD”   * Cities and countries. * Adjectives   **Weather** • Sunny, cloudy, snowy, windy (Hot, warm, cold)  **Qualities** • Fast, slow, big, small, old, new, modern, far, near, etc. |
| **LISTENING**  Understands and follow specific instructions when these are presented clearly and with vocabulary known.  **WRITING**  Uses appropriate vocabulary to give coherence to writings.  **READING**  I identify meaning relationships expressed in texts on familiar topics.  **CONVERSATION**  Makes proposals to colleagues about what to do, where, when or how.  **MONOLOGUE**  I give short, rehearsed presentations on everyday and personal topics. |
| **DERECHOS BÁSICOS DE APRENDIZAJE** |
| * Write short and simple texts about familiar actions, experiences and plans. * Understand the main idea and some details related to activities, places and people in a short descriptive 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 expresiones relacionadas con biodiversidad, deportes, clima, estaciones del año. | Producir textos orales y escritos, proveyendo información sobre las características culturales de algunos países. | Respetar las diferencias culturales. |

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| **LOGROS PROMOCIONALES** |
| **LOGRO COGNITIVO:** Identificar similitudes y diferencias entre personas, lugares, animales y cosas.  **LOGRO PROCEDIMENTAL:** Producir textos orales y escritos donde provee información acerca de temas de interés.  **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. |