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| **ASIGNATURA:** | INGLÉS | **GRADO:** | 8 | **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 symptoms, parts of the body, and treatments in a brief and simple written text and recognize expressions of opinion, recommendation.  **LOGRO PROCEDIMENTAL:** Prepare a written and simple report based on notes taken and an established sample.  **LOGRO ACTITUDINAL:** Recognize negative health practices. | | **HEALTH**  **YOUR WORLD** | | VOCABULARY:   * Greetings * The alphabet, Numbers 0 – 20, Countries, nationalities and colours. * Family members, Numbers 21 – 100, Personality adjectives and Jobs. * Subjects, classroom objects, Days of the week and Adjectives describing physical appearance.   GRAMMAR:   * Questions and answers * Full and contracted forms of to Be: affirmative and negative. * Possessive adjectives, possessive ‘s and to be: questions. * A and An, This/These and That/Those, Wh-questions with to Be |
| **LISTENING**  Identifies different roles of speakers that participate in conversations on related topics with interests.  **READING**  Identifies initiation, knot, and outcome in a narration.  **WRITING**  Writes stories about experiences personal and facts around other people.  **MONOLOGUE**  Expresses opinion about matters of general interest own and classmate**.**  **CONVERSATION**  I rely on my general knowledge of the world to participate in a conversation. |
| **DERECHOS BÁSICOS DE APRENDIZAJE** |
| * Explains in written form different situations and facts in a coherent and simple manner. * Recognizes specific information in short oral and written texts on topics of general interest |
| **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** |
| Identificar síntomas, partes del cuerpo y tratamientos en escritos breves y simples, también, reconocer expresiones de opinión y recomendaciones. | Preparar un escrito y reporte simple basados en notas tomadas y un ejemplo establecido. | Reconocer practicas saludables negativas. |

**SEGUNDO PERIODO**

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| **REFERENTES DE CALIDAD** | **LOGROS** | | **EJE TEMÁTICO** | | **TEMAS/SUBTEMAS** |
| **ESTÁNDARES DE COMPETENCIAS U ORIENTACIONES PEDAGÓGICAS** | **LOGRO COGNITIVO:** Recognize positive and negative language and identify basic narrative structures.  **LOGRO PROCEDIMENTAL:** Show comprehension of general and specific ideas in oral and written texts by completing pre-established forms.  **LOGRO ACTITUDINAL:** Show respect for opinions expressed by his peers. | | **DEMOCRACY AND PEACE:** LANGUAGE IN THE CONSTRUCTION OF PEACE. | | * Frequency Adverbs. * Present simple Vs. Past tense. * Sequence connectors. * Democracy and peace vocabulary. |
| **LISTENING**  Identifies different roles of speakers that participate in conversations on related topics with interests.  **READING**  Identifies initiation, knot and outcome in a narration.  **WRITING**  Writes stories about experiences personal and facts around me.  **MONOLOGUE**  Expresses opinions about matters of general interest own or classmate.  **CONVERSATION**  Use of formal or informal language in improvised role-plays, depending on the context. |
| **DERECHOS BÁSICOS DE APRENDIZAJE** |
| * Recognizes specific information in short oral and written texts on topics of general interest. * Exchanges information about academic and general interest topics, through simple conversations, dialogues, and role-plays. |
| **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 lenguaje positivo y negativo e identificar estructuras narrativas básicas. | Mostrar comprensión de ideas generales y especificas en textos orales y escritos para completar formularios prestablecidos. | Mostrar respeto para expresar opiniones con sus pares. |

**TERCER PERIODO**

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| **REFERENTES DE CALIDAD** | **LOGROS** | | **EJE TEMÁTICO** | | **TEMAS/SUBTEMAS** |
| **ESTÁNDARES DE COMPETENCIAS U ORIENTACIONES PEDAGÓGICAS** | **LOGRO COGNITIVO:** Identify basic descriptive structures and the sections of a descriptive text.  **LOGRO PROCEDIMENTAL:** Express opinions or gives information orally, spontaneously and with simple vocabulary.  **LOGRO ACTITUDINAL:** Show respect for the environment through the promotion of responsible practices. | | SUSTAINABILITY: HUMAN ACTIONS | | * Introduce yourself to a group. * Describe human actions. * Request information on actions. * Discuss good and bad practices. * Sustainability vocabulary. * Grammar   Past simple  Present perfect  Adjectives |
| **LISTENING**  Shows a respectful and tolerant attitude to listen to others.  **READING**  Identifies points for and against in a text argumentative on subjects with which acquainted.  **WRITING**  Organizes coherent paragraphs short, taking into account formal elements of language as spelling and punctuation.  **MONOLOGUE**  Expresses opinions about matters of general interest own or classmate.  **CONVERSATION**  Interacts with my classmates and teacher for make decisions about issues specifics know. |
| **DERECHOS BÁSICOS DE APRENDIZAJE** |
| * Requests and provides information about experiences and plans in a clear and brief manner. * Recognizes specific information in short oral and written texts on topics of general interest. |
| **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 estructuras descriptivas básicas y las secciones de un texto descriptivo. | Expresar opiniones o dar información oralmente, espontáneamente y ganar vocabulario simple. | Mostrar respeto por el medio ambiente a través de la promoción de prácticas responsables. |

**CUARTO PERIODO**

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| **REFERENTES DE CALIDAD** | **LOGROS** | | **EJE TEMÁTICO** | | **TEMAS/SUBTEMAS** |
| **ESTÁNDARES DE COMPETENCIAS U ORIENTACIONES PEDAGÓGICAS** | **LOGRO COGNITIVO:** Recognize vocabulary on consumption and consumerism, fashion, technology, needs; and expressions of opinion, points of view.  **LOGRO PROCEDIMENTAL:** Produce simple structures and argumentative text based on previously consulted bibliographical references.  **LOGRO ACTITUDINAL:** Participate actively in planned activities. | | **GLOBALIZATION:** CONSUMERISM | | * Present perfect tense. * Future tense. * Conditionals. * Sequence connectors. * Globalization vocabulary |
| **LISTENING**  Recognizes linking elements of a text oral and identify its sequence.  **READING**  Acknowledges the purpose of a description in narrative texts of medium extension.  **WRITING**  Edits writing in class, rehearsed and brief about some academic subject of interest.  **MONOLOGUE**  Expresses opinions about matters of general interest own or classmate.  **CONVERSATION**  Shows that I recognize elements of the foreign cultures and relate them to my culture. |
| **DERECHOS BÁSICOS DE APRENDIZAJE** |
| * Recognizes specific information in short oral and written texts on topics of general interest. * Exchanges information about academic and general interest topics, through simple conversations, dialogues, and role-plays. |
| **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 consumo y consumismo, moda, tecnología, necesidades y expresiones de opinión y puntos de vista. | Producir estructuras simples y textos argumentativos basados ​​en referencias bibliográficas previamente consultadas. | Reconocer las características del consumo responsable. |

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| **LOGROS PROMOCIONALES** |
| * **LOGRO COGNITIVO:** Identificar estructuras básicas descriptivas. * **LOGRO PROCEDIMENTAL:** Producir estructuras simples y textos argumentativos basados en referencias bibliográficas consultadas previamente. * **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. |