|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **ASIGNATURA:** | INGLÉS | **GRADO:** | 9 | **AÑO:** | 2023 |

**PRIMER PERIODO**

|  |  |  |  |
| --- | --- | --- | --- |
| **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****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**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, supports on teacher’s notes.**CONVERSATION**Responds using short phrases to simple questions about familiar topics. |
| **DERECHOS BÁSICOS DE APRENDIZAJE** |
| * Participates in a short conversation where he/she provides his/her name, age and basic information to teachers, friends and acquaintances.
* 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
 |
| **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>
 |

|  |
| --- |
| **INDICADORES DE RENDIMIENTO SUGERIDOS** |
| **SABER** | **HACER** | **SER** |
| Identificar estructuras básicas de tiempo presente simple y cuantitativos. | Compartir escrita y oralmente su posición sobre temas de interés | Asumir una posición crítica sobre temas académicos y sociales de interés. |

**SEGUNDO PERIODO**

|  |  |  |  |
| --- | --- | --- | --- |
| **REFERENTES DE CALIDAD** | **LOGROS** | **EJE TEMÁTICO** | **TEMAS/SUBTEMAS** |
| **ESTÁNDARES DE COMPETENCIAS U ORIENTACIONES PEDAGÓGICAS** | * **LOGRO COGNITIVO:** Identify essential information related to daily personal care routines in short written texts with simple language.
* **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:AROUND THE WORLD | VOCABULARY:* Daily routines, Time, Free time activities, Time expressions, Sports and Adjectives.
* Likes and dislikes, -ing adjectives, celebrations and festivals, ordinal numbers and holiday activities.

GRAMMAR:* Present Simple: Affirmative, third person, negative and questions.
* Verbs + ing, Yes/no – wh questions – Prepositions: at, on, in.
* Present continuous, Time expressions for present actions
 |
| **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, supports on teacher’s notes.**CONVERSATION**Responds using short phrases to simple questions about familiar topics. |
| **DERECHOS BÁSICOS DE APRENDIZAJE** |
| * Understands and uses familiar words and short phrases about routines, daily activities and preferences.
* Understands instructions related to class, school, and community activities and expresses them in oral and written form to evidence his/her understanding.
 |
| **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 | 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>
 |

|  |
| --- |
| **INDICADORES DE RENDIMIENTO SUGERIDOS** |
| **SABER** | **HACER** | **SER** |
| Identificar información esencial relacionada con las rutinas diarias de cuidado personal en textos cortos escritos con un lenguaje simple. | 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**

|  |  |  |  |
| --- | --- | --- | --- |
| **REFERENTES DE CALIDAD** | **LOGROS** | **EJE TEMÁTICO** | **TEMAS/SUBTEMAS** |
| **ESTÁNDARES DE COMPETENCIAS U ORIENTACIONES PEDAGÓGICAS** | * **LOGRO COGNITIVO:** Recognize vocabulary and expressions related to common preventable diseases.
* **LOGRO PROCEDIMENTAL:** Identify information related to preventable diseases in oral and writing short texts.
* **LOGRO ACTITUDINAL:** Respect other points of view.
 | **SUSTAINABILITY:**HOW WE LIVE | VOCABULARY:* Food, drinks and containers.
* Should/shouldn’t, intensifiers, extreme adjectives.
* The environment and Healthy habits.
* Free activities
* How to be polite

GRAMMAR:* Countable and uncountable nouns, there is / there are, how much/how many, quantifiers: a little, a lot, a few – some/any.
* Play + game; go + verb + ing; do + activity.
* Can / can´t
 |
| **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, supports on teacher’s notes.**CONVERSATION**Responds using short phrases to simple questions about familiar topics. |
| **DERECHOS BÁSICOS DE APRENDIZAJE** |
| * Describes the basic characteristics of people, things, and places.
* Answers questions related to “what, who and when” after reading or listening to a short simple text whose topic is connected.
 |
| **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 | 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>
 |

|  |
| --- |
| **INDICADORES DE RENDIMIENTO SUGERIDOS** |
| **SABER** | **HACER** | **SER** |
| Reconocer vocabulario y expresiones relacionadas con enfermedades prevenibles comunes. | Identificar información relacionada con enfermedades prevenibles en forma oral y escribiendo textos cortos. | Respetar los otros puntos de vista. |

**CUARTO PERIODO**

|  |  |  |  |
| --- | --- | --- | --- |
| **REFERENTES DE CALIDAD** | **LOGROS** | **EJE TEMÁTICO** | **TEMAS/SUBTEMAS** |
| **ESTÁNDARES DE COMPETENCIAS U ORIENTACIONES PEDAGÓGICAS** | * **LOGRO COGNITIVO:** Describe past experiences and future plans.
* **LOGRO PROCEDIMENTAL:** Propose simple actions to save energy.
* **LOGRO ACTITUDINAL:** Value the importance of saving energy.
 | **GLOBALIZATION:**PROTECT THE EARTH | VOCABULARY:* Natural landscapes, Using water, Housework, Animals.
* Environmental problems, Natural disasters and Helping the environment.
* Predictions for the world 2050-
* Opposite adjectives

GRAMMAR:* Comparatives and superlatives; The imperative; has / have to for obligation.
* Affirmative and negative predictions using will and won’t.
* Past simple
 |
| **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, supports on teacher’s notes.**CONVERSATION**Responds using short phrases to simple questions about familiar topics. |
| **DERECHOS BÁSICOS DE APRENDIZAJE** |
| * Understands the subject and general information of a short simple text using.
* Answers questions related to “what, who and when” after reading or listening to a short simple text whose topic is connected.
 |
| **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 | 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>
 |

|  |
| --- |
| **INDICADORES DE RENDIMIENTO SUGERIDOS** |
| **SABER** | **HACER** | **SER** |
| Describir experiencias pasadas y planes futuros. | Proponer acciones simples para ahorrar energía. | Valorar la importancia de ahorrar energía. |

|  |
| --- |
| **LOGROS PROMOCIONALES** |
| * **LOGRO COGNITIVO:** Producir textos argumentativos orales y escritos de mediana extensión sobre temas sociales.
* **LOGRO PROCEDIMENTAL:** Intercambiar información sobre temas sociales 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 disciplina en clase.
 |

|  |
| --- |
| **PROMOTIONAL ACHIEVEMENT** |
| * **KNOWING:**
* **DOING:**
* **BEING:**
 |