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| **ASIGNATURA:** | INGLÉS | **GRADO:** | 10 | **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 basic structures of simple present and quantifiers. * **LOGRO PROCEDIMENTAL:** Share their position about the subject of interest writing and orally. * **LOGRO ACTITUDINAL:** Assume a critical position about academic and social subjects of interest. | | **SUSTAINABILITY:**  WE ARE ALL DIFFERENT | | VOCABULARY:   * Daily activities * Celebrations and festivals * Leisure activities * Adjectives for describing people and things. * Changing your appearance   GRAMMAR:   * Adverbs of frequency and frequency expressions * Quantifiers Some / Any * Have to and has to * Sentences with to + infinitive * Must / mustn’t / have to / don’t have to |
| **LISTENING**  Understands the general meaning of the oral text even if you do not understand all of its words.  **READING**  Uses a variety of reading comprehension strategies appropriate to the purpose and type of text.  **WRITING**  Writes summaries and reports that demonstrate my knowledge about subjects of other disciplines.  **MONOLOGUE**  Uses strategies such as paraphrasing to compensate for communication difficulties.  **CONVERSATION**  Uses strategies that allow me to initiate,  maintain and close a simple conversation about topics of my interest, in a natural way. |
| **DERECHOS BÁSICOS DE APRENDIZAJE** |
| * Composes clear and well-structured oral or written messages taking into consideration the context in which they are produced. * Exchanges opinions on topics of personal, social or academic 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 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**

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| **REFERENTES DE CALIDAD** | **LOGROS** | | **EJE TEMÁTICO** | | **TEMAS/SUBTEMAS** |
| **ESTÁNDARES DE COMPETENCIAS U ORIENTACIONES PEDAGÓGICAS** | * **LOGRO COGNITIVO:** Identify basic structures of present continuous, future tense, zero and first conditionals. * **LOGRO PROCEDIMENTAL:** Exchange opinions in a round table on subjects of academic interest. * **LOGRO ACTITUDINAL:** Regard academic and social subjects of interest. | | **DEMOCRACY AND PEACE:**  MONEY MAKES THE WORLD GO ROUND | | VOCABULARY:   * Everyday products * Adjectives for fashion and clothes * Sports and hobbies * Clothes and parts of the body * Things for outdoor activities * Essential and desirable ítems * Places of work   GRAMMAR:   * Simple and continuous present * Will and won’t to make predictions. * Zero conditional * First conditional |
| **LISTENING**  Understands the general meaning of the oral text even if you do not understand all of its words.  **READING**  Uses a variety of reading comprehension strategies appropriate to the purpose and type of text.  **WRITING**  Writes summaries and reports that demonstrate my knowledge about subjects of other disciplines.  **MONOLOGUE**  Uses strategies such as paraphrasing to compensate for communication difficulties.  **CONVERSATION**  Uses strategies that allow me to initiate, maintain and close a simple conversation about topics of my interest, in a natural way. |
| **DERECHOS BÁSICOS DE APRENDIZAJE** |
| * Recognizes general and specific information in written and oral opinion texts and discussions on familiar topics. * Explains ideas presented in an oral or written text about topics of interest or that are familiar through the use of previous knowledge, inferences or interpretations. |
| **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. | | * Video Beam. * Dictionaries. * Flash cards. * Speaker. * Markers. * Posters * Notebooks * Photocopies | |
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| **INDICADORES DE RENDIMIENTO SUGERIDOS** | | |
| **SABER** | **HACER** | **SER** |
| Identificar estructuras básicas de tiempo presente continuo, futuro, cero y primer condicional. | Intercambiar opiniones en una mesa redonda sobre temas de interés académico. | Asumir una posición crítica con respecto a los temas académicos y sociales de interés. |

**TERCER PERIODO**

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| **REFERENTES DE CALIDAD** | **LOGROS** | | **EJE TEMÁTICO** | | **TEMAS/SUBTEMAS** |
| **ESTÁNDARES DE COMPETENCIAS U ORIENTACIONES PEDAGÓGICAS** | * **LOGRO COGNITIVO:** Identify basic structures of simple past, Be going to, modal verbs and present perfect. * **LOGRO PROCEDIMENTAL:** Make an oral presentation of an advertisement campaign clearly and with confidence. * **LOGRO ACTITUDINAL:** Recognize consequences of certain cultural and social health practices of people. | | **HEALTH:**  TEEN CULTURE | | VOCABULARY:   * Positive and negative adjectives * Irregular verbs * Abilities * Useful equipment * Social problems   GRAMMAR:   * Comparative and superlatives * Simple past Affirmative, negative and questions. * Verb + ing form; verb + infinitive + to * Be going to * Should and could * Can and could for ability * Present perfect |
| **LISTENING**  Understands the general meaning of the oral text even if you do not understand all of its words.  **READING**  Uses a variety of reading comprehension strategies appropriate to the purpose and type of text.  **WRITING**  Writes summaries and reports that demonstrate my knowledge about subjects of other disciplines.  **MONOLOGUE**  Uses strategies such as paraphrasing to compensate for communication difficulties.  **CONVERSATION**  Uses strategies that allow me to initiate, maintain and close a simple conversation about topics of my interest, in a natural way. |
| **DERECHOS BÁSICOS DE APRENDIZAJE** |
| * Holds spontaneous and simple conversations on topics of personal or academic interest. * Responds to questions and inquiries after an oral presentation on general or academic topics of 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. | | * Video Beam. * Dictionaries. * Flash cards. * Speaker. * Markers. * Posters * Notebooks * Photocopies | |
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| **INDICADORES DE RENDIMIENTO SUGERIDOS** | | |
| **SABER** | **HACER** | **SER** |
| Identificar estructuras básicas del pasado simple, Be going to, verbos modales y presente perfecto. | Hacer una presentación oral de una campaña publicitaria de forma clara y con confianza. | Reconocer las consecuencias de ciertas prácticas culturales y sociales de salud de las personas. |

**CUARTO PERIODO**

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| **REFERENTES DE CALIDAD** | **LOGROS** | | **EJE TEMÁTICO** | | **TEMAS/SUBTEMAS** |
| **ESTÁNDARES DE COMPETENCIAS U ORIENTACIONES PEDAGÓGICAS** | * **LOGRO COGNITIVO:** Recognize general and specific information in narrative and descriptive oral and written texts related to academic subjects of interest, using past continuous, present perfect continuous and conditionals structures. * **LOGRO PROCEDIMENTAL:** Support in writing a position about the subject of interest using structured reasons following a defined sample. * **LOGRO ACTITUDINAL:** Assume a critical position about academic and social subjects of interest. | | **GLOBALIZATION:**  OUR NATURAL ENVIROMENT | | VOCABULARY:   * Landscapes * Holidays * Facilities in a national park * Indigenous people * Trafficked animals * Environmental problems * Adjectives to describe places * Vocabulary categories across the module     GRAMMAR:   * The past continuous * Present perfect continuous (Ever & never / For & since / Already, still and yet) * First and second conditional |
| **LISTENING**  Understands the general meaning of the oral text even if you do not understand all of its words.  **READING**  Uses a variety of reading comprehension strategies appropriate to the purpose and type of text.  **WRITING**  Writes summaries and reports that demonstrate my knowledge about subjects of other disciplines.  **MONOLOGUE**  Uses strategies such as paraphrasing to compensate for communication difficulties.  **CONVERSATION**  Uses strategies that allow me to initiate, maintain and close a simple conversation about topics of my interest, in a natural way. |
| **DERECHOS BÁSICOS DE APRENDIZAJE** |
| * Composes clear and well-structured oral or written messages taking into consideration the context in which they are produced. * Exchanges opinions on topics of personal, social or academic 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. | | * Video Beam. * Dictionaries. * Flash cards. * Speaker. * Markers. * Posters * Notebooks * Photocopies | |
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| **INDICADORES DE RENDIMIENTO SUGERIDOS** | | |
| **SABER** | **HACER** | **SER** |
| Reconocer información general y específica en textos narrativos y descriptivos orales y escritos relacionados con temas académicos de interés, utilizando estructuras del pasado continuo, presente perfecto continuo y condicionales. | Apoya por escrito una posición sobre el tema de interés utilizando razones estructuradas siguiendo una muestra definida. | Asume una posición crítica sobre temas académicos y sociales de interés. |

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| **LOGROS PROMOCIONALES** |
| * **LOGRO COGNITIVO:** Identificar estructuras básicas de los tiempos presente, pasado y futuro simple y perfecto. * **LOGRO PROCEDIMENTAL:** Sustentar de manera escrita y oral una postura sobre temas de interés a partir de razones estructuradas siguiendo un modelo definido. * **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. |

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