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| **ASIGNATURA:** | **ENGLISH** | **GRADO:** | 11 | **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 related to social networks, mass media, rules of etiquette, using present simple and continuous, modals, gerund and infinitive verbs. * **LOGRO PROCEDIMENTAL:** Classify key information of different sources about topics of general interest. * **LOGRO ACTITUDINAL:** Tolerate differences. | | **HEALTH:**  THE FUTURE IN YOUR HANDS | | VOCABULARY:   * Expressions with *dream /*   ambitions and goals   * Skills, abilities and careers * Positives and negatives adjectives * School and university subjects * Interview expressions   GRAMMAR:  Greetings and The Alphabet Review   * Definite and indefinite articles * Present continuous vs simple present * Must / Should * Verb + ing and verb + to infinitive * *Wh*-questions * *ICFES* |
| **LISTENING**  Uses strategies appropriate to the purpose and type of text (activation of prior knowledge, support in body language and gestures, use of images) to understand what I hear.  **READING**  Uses a variety of reading comprehension strategies appropriate to the purpose and type of text.  **WRITING**  Write summaries and reports that demonstrate my knowledge about subjects of other disciplines.  **MONOLOGUE**  Sustains my opinions, plans and projects.  **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** |
| * Identifies the purpose of medium length oral and written texts related to topics of general and academic interest and shares it with others. * Orally expresses his / her point of view about a previously controversial issue studied. |
| **METODOLOGÍA** | | **EVALUACIÓN** | | **RECURSOS** | |
| The class will be divided in 6 parts:  First: The teacher uses warm ups, 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://aprendecolombiaaprende.edu.co/colombiabilingue/94009](https://aprende.colombiaaprende.edu.co/colombiabilingue/94009) | | | | | |

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| **INDICADORES DE RENDIMIENTO SUGERIDOS** | | |
| **SABER** | **HACER** | **SER** |
| Reconocer expresiones relacionadas con redes sociales, medios de comunicación, reglas de etiqueta, utilizando el presente simple y continuo, verbos modales, gerundio e infinitivos. | Clasificar información clave de diferentes fuentes sobre temas de interés general. | Tolerar las diferencias. |

**SEGUNDO PERIODO**

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| **REFERENTES DE CALIDAD** | **LOGROS** | | **EJE TEMÁTICO** | | **TEMAS/SUBTEMAS** |
| **ESTÁNDARES DE COMPETENCIAS U ORIENTACIONES PEDAGÓGICAS** | * **LOGRO COGNITIVO:** Recognize the mechanisms for citizen participation, using past simple & continuous; also, present perfect and present perfect. * **LOGRO PROCEDIMENTAL:** Participate in a prepared discussion on the role of the community as driver of change. * **LOGRO ACTITUDINAL:** Show interest for the common good. | | **DEMOCRACY AND PEACE:**  GLOBAL CITIZENSHIP | | VOCABULARY:   * Phrasal verbs * Basic human needs * World problems * War and conflict * Verbs related to the media * Community and voluntary work * Wealth and money * Documentary programme   GRAMMAR:   * Past continuous vs past simple * *Will / won’t* vs *be going to* * Present perfect vs past perfect * Present perfect continuous * Relative clauses * I intend / hope to …, I’m keen to …, I’d like to … * *Can, could, will, be able to* for possibility * *ICFES* |
| **LISTENING**  Uses strategies appropriate to the purpose and type of text (activation of prior knowledge, support in body language and gestures, use of images) to understand what I hear.  **READING**  Uses a variety of reading comprehension strategies appropriate to the purpose and type of text.  **WRITING**  Write summaries and reports that demonstrate my knowledge about subjects of other disciplines.  **MONOLOGUE**  Sustains my opinions, plans and projects.  **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** |
| * Identifies the purpose of medium length oral and written texts related to topics of general and academic interest and shares it with others. * Explains orally and in written forms the causes and effects as well as the problem and the solution of a situation. |
| **METODOLOGÍA** | | **EVALUACIÓN** | | **RECURSOS** | |
| The class will be divided in 6 parts:  First: The teacher uses warm ups, 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 los mecanismos de participación ciudadana, utilizando pasado simple & continuo; también, presente perfecto y presente perfecto continuo. | Participar en una discusión preparada sobre el papel de la comunidad como motor del cambio. | Mostrar interés por el bien común |

**TERCER PERIODO**

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| **REFERENTES DE CALIDAD** | **LOGROS** | | **EJE TEMÁTICO** | | **TEMAS/SUBTEMAS** |
| **ESTÁNDARES DE COMPETENCIAS U ORIENTACIONES PEDAGÓGICAS** | * **LOGRO COGNITIVO:** Distinguish points of view and expressions that indicate advantage and disadvantage about topics of interest, using passive voice, first and second conditional. * **LOGRO PROCEDIMENTAL:** Prepare a simple written text about sexual health in the community. * **LOGRO ACTITUDINAL:** Tolerate differences. | | **SUSTAINABILITY:**  LOVE AND RELATIONSHIPS | | VOCABULARY:   * Personality adjectives, adverbs of manner * Job titles adjective – preposition collocations * Adjectives and noun forms * Adjectives for describing relationships – Personal qualities * Phrasal verbs * Sexual health * Health and well-being – Food groups * Verb-preposition collocations   GRAMMAR   * First and second conditional * The passive voice * *When* and *until* * Have to express obligation. * *ICFES* |
| **LISTENING**  Uses strategies appropriate to the purpose and type of text (activation of prior knowledge, support in body language and gestures, use of images) to understand what I hear.  **READING**  Uses a variety of reading comprehension strategies appropriate to the purpose and type of text.  **WRITING**  Write summaries and reports that demonstrate my knowledge about subjects of other disciplines.  **MONOLOGUE**  Sustains my opinions, plans and projects.  **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** |
| * Writes opinion texts about academic topics using a clear and simple structure. * Expresses his/her position on a familiar topic in written and oral form, taking into consideration his/her audience. |
| **METODOLOGÍA** | | **EVALUACIÓN** | | **RECURSOS** | |
| The class will be divided in 6 parts:  First: The teacher uses warm ups, 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** |
| Distinguir puntos de vista y expresiones que indican ventajas y desventajas sobre temas de interés, utilizando la voz pasiva, primer y segundo condicional. | Preparar un texto simple escrito sobre la salud sexual en la comunidad. | Tolerar las diferencias. |

**CUARTO PERIODO**

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| **REFERENTES DE CALIDAD** | **LOGROS** | | **EJE TEMÁTICO** | | **TEMAS/SUBTEMAS** |
| **ESTÁNDARES DE COMPETENCIAS U ORIENTACIONES PEDAGÓGICAS** | * **LOGRO COGNITIVO:** Define the causes and effects of a topic of general interest, using third conditional and cause and effect expressions. * **LOGRO PROCEDIMENTAL:** Support points of view orally and in writing, about topics of general interest, making use of expressions and structures studied. * **LOGRO ACTITUDINAL:** Assume a critical position about academic and social subjects of interest. | | **GLOBALIZACIÓN:**   * SAVING PLANET EARTH | | VOCABULARY:   * Places in a city * Family vocabulary * Environmental problems * Holidays * Job titles Mining * Containers and packaging * Strong and normal adjectives * Colour idioms   GRAMMAR   * Third conditional * Use to and used to * Expressions for cause and effect * *Need to* to express necessity * Linking phrases * Either.. or, neither.. nor, both, not only… but also |
| **LISTENING**  Uses strategies appropriate to the purpose and type of text (activation of prior knowledge, support in body language and gestures, use of images) to understand what I hear.  **READING**  Uses a variety of reading comprehension strategies appropriate to the purpose and type of text.  **WRITING**  Write summaries and reports that demonstrate my knowledge about subjects of other disciplines.  **MONOLOGUE**  Sustains my opinions, plans and projects.  **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** |
| * Expresses orally his/her point of view about a controversial subject previously studied. * Maintains previously prepared formal discussions about academic topics. * Narrates personal experiences or familiar stories in oral or 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** |
| Definir las causas y efectos de un tema de interés general, utilizando tercer condicional y expresiones de causa y efecto. | Argumentar puntos de vista de manera oral y escrita, sobre temas de interés general, haciendo uso de expresiones y estructuras estudiadas. | Asume una posición crítica sobre asignaturas académicas y sociales de interés. |

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| **LOGROS PROMOCIONALES** |
| * **LOGRO COGNITIVO:** Estructurar textos de diferentes tipos relacionados con temas de interés general y personal. * **LOGRO PROCEDIMENTAL:** Producir textos orales y escritos argumentativos sencillos sobre temas de otras disciplinas. * **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:** |