

2016



NOMBRE DEL ÁREA O NÚCLEO

PLAN DE ÁREA

INSTITUCIÓN EDUCATIVA DISTRITAL RODRIGO GALVÁN DE LA BASTIDAS
SANTA MARTA, DTHC



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Santa Marta, DTHC

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1 PRESENTACION

INTRODUCCIÓN

La Institución Educativa Distrital Rodrigo Galván de la Bastidas, enfoca su labor hacia la innovación, fortalecimiento y el mejoramiento de la calidad del proceso educativo; de igual manera la convivencia pacífica para apoyar el desarrollo de la sociedad. Nuestra propuesta pedagógica enmarcada en los Lineamientos Curriculares del Ministerio de Educación, La Ley General de Educación que establece como uno de sus fines *“El estudio y la comprensión crítica de la cultura nacional y de la diversidad étnica y cultural del país, como fundamento de la unidad nacional y de su identidad”*. En la misma ley se fijan como objetivos de la Educación Básica y Media *“La adquisición de elementos de conversación y de lectura, al menos en una lengua extranjera”* y *“La comprensión y la capacidad de expresarse en una lengua extranjera”*.

Los procesos de enseñanza-aprendizaje del idioma extranjero inglés se miran desde un enfoque comunicativo, semiótico y funcional, el cual se centra en la construcción e interpretación de significados, dándole bases a los estudiantes para que a través de estos puedan construir conocimientos y habilidades comunicativas.

Aprender una lengua extranjera es una oportunidad invaluable para el desarrollo social, cultural y cognitivo de los estudiantes.

La capacidad de expresarse en una lengua extranjera permitirá a los estudiantes ser competentes en este mundo globalizado, donde el conocimiento de una segunda lengua cada día se hace una exigencia para poder interactuar con diferentes culturas y expandir sus oportunidades y mejoramiento de su calidad de vida, ya que la institución se encuentra ubicada en una ciudad turística, donde el



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manejo de una lengua extranjera, especialmente el inglés es de vital importancia.

Desde la asignatura se brindarán espacios a los estudiantes para desarrollar las habilidades de Reading, speaking, listening, and writing, que son las bases esenciales para el desarrollo de las habilidades comunicativas, unificando los niveles del Marco Común de Referencia Europeo (MCER) y desarrollando el Proyecto de Bilingüismo dentro del área.

2 OBJETIVOS

2.1 OBJETIVO GENERAL

Formar seres humanos capaces de desarrollar sus competencias y habilidades comunicativas en idioma extranjero inglés.

2.2 OBJETIVOS ESPECIFICOS

- ❖ Desarrollar habilidades comunicativas para leer, comprender, escribir, escuchar, hablar y expresarse adecuadamente en idioma extranjero inglés.

- ❖ Implementar estrategias de pensamiento para desarrollar competencias en el desempeño de pruebas Saber.

- ❖ Desarrollar la capacidad para apreciar y valorar la lengua como medio de comunicación multicultural



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IDENTIFICACIÓN DEL ÁREA

ÁREA DE INGLÉS

GRADO	INTENSIDAD HORARIA
6°	3Horas semanales
7°	3Horas semanales
8°	3Horas semanales
9°	3Horas semanales
10°	3Horas semanales
11°	3Horas semanales

3 COMPETENCIAS DEL ÁREA

Competencia lingüística.

Se refiere al conocimiento de los recursos formales de la lengua como sistema y a la capacidad para utilizarlos en la formulación de mensajes bien formados y significativos. Incluye los conocimientos y las destrezas léxicas, fonológicas, sintácticas y ortográficas, entre otras. Esta competencia implica, no sólo el manejo teórico de conceptos gramaticales, ortográficos o semánticos, sino su aplicación en diversas situaciones. (Por ejemplo, hacer asociaciones para usar el vocabulario conocido en otro contexto o aplicar las reglas gramaticales aprendidas en la construcción de nuevos mensajes).

Competencia pragmática.

Se relaciona con el uso funcional de los recursos lingüísticos y comprende, en primer lugar, una competencia discursiva que se



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refiere a la capacidad de organizar las oraciones en secuencias para producir fragmentos textuales. En segundo lugar, implica una competencia funcional para conocer, tanto las formas lingüísticas y sus funciones, como el modo en que se encadenan unas con otras en situaciones comunicativas reales.

Competencia sociolingüística.

Se refiere al conocimiento de las condiciones sociales y culturales que están implícitas en el uso de la lengua. Por ejemplo, se emplea para manejar normas de cortesía y otras reglas que ordenan las relaciones entre generaciones, géneros, clases y grupos sociales. También se maneja al entrar en contacto con expresiones de la sabiduría popular o con las diferencias de registro, de dialecto y de acento.

Describas desde la normativa del Ministerio de Educación Nacional.
Iniciar un subtítulo para cada Asignatura componente.}

4 COMPONENTES DEL AREA

(Las unidades generales del conocimiento del área, en forma general y en particular, es decir, por asignatura y niveles

Grado 6°

1º Periodo	2º Periodo	3º Período	4º Periodo
<p>LANGUAGE FOCUS AND VOCABULARY</p> <ul style="list-style-type: none">• Greetings and farewells.• School Things• There is / There are• A / An	<p>LANGUAGE FOCUS AND VOCABULARY</p> <ul style="list-style-type: none">• Months of the year• School subjects• The Alphabet• Colors• Cardinal and Ordinal numbers	<p>LANGUAGE FOCUS AND VOCABULARY</p> <ul style="list-style-type: none">• Personal Pronouns• Simple Present “TO BE”• Introduce yourself.	<p>LANGUAGE FOCUS AND VOCABULARY</p> <ul style="list-style-type: none">• The Family• The Adjectives• Describing People• The Clothes• Possessive Adjectives• Demonstrative Adjectives• The House



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<ul style="list-style-type: none">• Classroom Language• The days of the weekHolidays	<ul style="list-style-type: none">• Nationalities• Plural forms of nouns <p>LISTENING SKILL</p> <p>Listen the correct spelling of some words.</p> <p>WRITING SKILL</p> <ul style="list-style-type: none">• Write about months of the year and feelings.• Write about your favorite subjects.	<ul style="list-style-type: none">• Information Questions with “BE”• Prepositions: in, on• Animals• Fruits• Professions and occupations <p>LISTENING SKILL</p> <ul style="list-style-type: none">• Listen to and complete facts about other people.	<p>SPEAKING SKILL</p> <p>Talk about your family.</p> <p>Describe your favorite Singer.</p> <p>WRITING SKILL</p> <p>Write about what are you wearing.</p> <p>Write a poem.</p> <p>LISTENING SKILL.</p> <p>Listening about things in your house.</p> <p>READING SKILLS.</p> <p>Read a text about a family.</p>
<p>WRITING SKILL</p> <p>Make short conversation with a partner using Greetings.</p>	<ul style="list-style-type: none">• Read about different countries and cultures. <p>SPEAKING SKILL.</p> <p>Talk about myself and Others.</p>	<ul style="list-style-type: none">• Listen for a question in a conversation.• Listen for specific information about names, birthdays, and ages.	
<p>LISTENING SKILL.</p> <p>Listen to and complete a dialogue to introduce yourself.</p>		<p>SPEAKING SKILL</p> <p>Talk about your partners</p>	



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		<p>occupation.</p> <p>WRITING SKILL</p> <p>Write about your and your partner personal information.</p> <p>READING SKILLS</p> <p>Read about how to save animals.</p>	
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7th Grade

1 st Period LANGUAGE FOCUS AND VOCABULARY	2 nd Period LANGUAGE FOCUS AND VOCABULARY	3 rd Períod LANGUAGE FOCUS AND VOCABULARY	4 th Period Simple Present Tenses. Auxiliaries Do –Does. Wh- Questions. Where? What? Why? When? How? Relations of time: Everyday, Once, once a week, once
<ul style="list-style-type: none">• Review of Verb To be Affirmative, negative and questions sentences.• The alphabet• The time.• Nationalities.• Where are you from?• My family members.• Possessive adjectives.• Places (at the restaurant, at the supermarket, at the cinema, in the beach, at the hospital, etc).	<p>There is / there are.</p> <p>Plural of the nouns.</p> <p>Occupations.</p> <p>Adjectives.</p> <p>Describing people.</p> <p>Cardinal numbers.</p> <p>Days of the week / months of the year.</p>	<p>Emotions.</p> <p>How do you feel?</p> <p>Giving apologies.</p> <p>Express moods.</p> <p>My environment.</p> <p>Democracy.</p> <p>Prepositons of places (in, on, over, next to, behind, in front of, between,</p>	



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SPEAKING SKILL. <ul style="list-style-type: none">• Exchanging personal information.• Where can I get this..?• Participate in short conversations providing information about him or herself as well as about familiar people, places and events.• Gives and follows instructions.• Talk about nationalities and different cultures.• Ask and tell the time.• Talk about possessions. WRITING SKILL Write short and simple texts about familiar actions, experiences and plans. <ul style="list-style-type: none">• Read about different families in the world. LISTENING SKILL <ul style="list-style-type: none">• Listen to and complete facts about other people.	My hobbies and interests. My daily rountine. LISTENING SKILL Listen and to understand what people do. Listen and to understand how many things are there in the classroom. SPEAKING SKILL. Talk about different nationalities. WRITINGSKILL Describe people, places, etc. Make a portfolio about the topics you have studied.	around) SPEAKING SKILL Describe actions related to a subject in his/her school environment. Talk about myself and others feelings. Talk about your ideal school. Talk about where people and things are. LISTENING SKILL Listen and give apologies. WRITING SKILL Write a letter to your partner giving excuses. Write about your eating habits. Write about your ideal classroom and environment. SPEAKING SKILL Ask for and give some information. Talk about protecting	a month , a Year, How is the weather like? Seasons Expressions to compare and contrast. Expressions to give reasons. LISTENING SKILL Listen to a story and correct sentences. Listen to and understand phrases in a correct way. Listen and answer about the weather. SPEAKING SKILL Ask for and give some information. Talk about protecting
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<ul style="list-style-type: none">Listen to and understand imperatives. <p>READING SKILL</p> <ul style="list-style-type: none">Read about other people and where they are from.Read about descriptions about different countries and cultures.Read about different families.		<p>Write a poster giving the place of different things or people.</p> <p>READING SKILL</p> <p>Read about democracy in your country and in the world.</p> <p>Read a story.</p> <p>Read descriptions of people and their occupations.</p> <p>Read about different diets and foods.</p>	<p>the environment.</p> <p>Ask for the weather and seasons.</p> <p>What are you wearing?</p> <p>WRITING SKILL</p> <p>Write short texts about The activities you and your family do.</p> <p>Write about your daily activities.</p> <p>READING SKILL</p> <p>Read short articles and match them to the correct information.</p> <p>Read about daily routines.</p>
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8th GRADE

1 st Period LANGUAGE FOCUS AND VOCABULARY <ul style="list-style-type: none">• Saying hello and goo-bye.• Formal and informal greetings.• Rules in the classroom.• Following Instructions.• I love my family.• Adjectives for describing people• Project:Living Together SPEAKING SKILL. <ul style="list-style-type: none">• Exchanging personal information.• Participate in short conversations providing information about him or herself as well as about	2 nd Period LANGUAGE FOCUS AND VOCABULARY <ul style="list-style-type: none">Talking about my city and my country.Simple Present Statements.Rules of the verbs in the simple present tense.Affirmative, negative and questions statements.Auxiliaries Do-Does.Outdoor activities and sportsMy favorite food.In a restaurant.	3 rd Períod LANGUAGE FOCUS AND VOCABULARY <ul style="list-style-type: none">What are you doing?What are you wearing?The weather and seasons.Possessive adjectives.Present continuos.Affirmative, negative and Questions statements with ing.SPEAKING SKILLDescribe actions related to a subject in his/her school environment.	4 th Period Simple past tense. Regular and irregular verbs. Auxiliary Did. Questions and negative statements in the past. LISTENING SKILL Listen to a story and correct sentences. Listen to and understand phrases in a correct way. Listening to and understand sounds in the past. SPEAKING
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<p>familiar people, places and events.</p> <ul style="list-style-type: none">• Gives and follows instructions.• Recognize the role of language(positive Or negative) in the construction of peace in the community. <p>WRITING SKILL</p> <p>Write short and simple texts about familiar actions, experiences and plans.</p> <ul style="list-style-type: none">• Read about different families in the world. <p>LISTENING SKILL</p> <ul style="list-style-type: none">• Listen to and complete facts about other people.• Listen to and to understand imperatives. <p>READING SKILL</p> <ul style="list-style-type: none">• Read about different families.• Read about	<p>SPEAKING SKILL</p> <p>Talk about cities in my country.</p> <p>Describe health problems.</p> <p>Formulate initiatives for the prevention of health disorders.</p> <p>Describe eating habits.</p> <p>Exchange information about academic and general interest topics, through simple conversations, dialogues and role-plays.</p> <p>LISTENING SKILL</p> <p>Listen to and complete a dialogue about food.</p> <p>Listen to and</p>	<p>Asking about and describing clothing and colors .</p> <p>Talking about the weather and seasons.</p> <p>Finding owner objects.</p> <p>LISTENING SKILL</p> <p>Listen to different kind of outdoor activites.</p> <p>Listen about different clothes.</p> <p>WRITING SKILL</p> <p>Write about clothes you like to wear.</p> <p>Writing questions about sports.</p> <p>Explains in written form different familiar situations and facts in a coherent and simple manner</p>	<p>SKILL</p> <p>Ask and say where people were.</p> <p>Talk about great inventions.</p> <p>WRITING SKILL</p> <p>Write about your last holiday.</p> <p>Present your last portfolio.</p> <p>LISTENING SKILL</p> <p>Listening to people talk about their past summer activities.</p> <p>READING ACTIVITIES.</p> <p>Reading about three people's weekend experiences.</p>



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	<p>human rights.</p> <p>understand different kind of food.</p> <p>Listen to and understand favorite sports.</p> <p>READING SKILL</p> <p>Recognizes specific information in short oral and written texts on topics of general interests.</p> <p>WRITINGSKILL</p> <p>Make a portfolio about the topics studied in the first and second period of this year.</p>	<p>READING SKILL</p> <p>Reading about four unusual races in the U.S</p> <p>Reading an online chat between two friends</p> <p>.</p>	
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9th Grade

1st Period	2 nd Period	3 rd Períod	4 th Period
LANGUAGE FOCUS AND VOCABULARY	LANGUAGE FOCUS AND VOCABULARY	LANGUAGE FOCUS AND VOCABULARY	LANGUAGE FOCUS AND VOCABULARY
FIRST PERIOD	Second Period	Third Period	Fourth Period
Language focus.	LANGUAGE FOCUS	WHAT A WEEK: PRESENT PERFECT TENSES.	LANGUGE FOCUS
I love my family.	How was your weekend?		Expressions to summarize ideas.
What type of family is yours?	Simple Past Tenses.	First conditional	On the whole...
Present simple and present continuous.	Regular and Irregular verbs.	Lexical vocabulary about clothes.	Basically he/she is saying...
Expressing preferences.	Affirmative, negative and questions statements.	Connectors of cause and effect.	Adverbs of frequency and sequence.
Likes and dislikes			Lexical rights.
My body	Auxiliary Did	Expressions to suggest.	Expressions of advantages and disadvantages.
Health problems. and advise. Medications.	Past continuous	If I were you...I would..	Sequence and logical connectors.
Modal verbs for obligation: Should, ought to, had better	Comparative and superlatives adjectives	Have you thought about...	Autobiography.
Food pyramid.		Expressions of contrast and addition.	
States of health.	SPEAKING SKILL		
Good and bad habits			



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<p>with your health.</p> <p>Possessive adjectives</p> <p>SPEAKING SKILL.</p> <p>Describe health problems.</p> <p>Formulate initiatives for the prevention of health disorders.</p> <p>Describe eating habits.</p> <p>Exchange information about academic and general interest topics, through simple conversations, dialogues and role-plays.</p> <p>WRITING SKILL</p> <p>Write short and simple texts about familiar actions, experiences and plans.</p> <ul style="list-style-type: none">• Read about different families in the world. <p>LISTENING SKILL</p> <p>Listen to and complete a dialogue about food.</p>	<p>Learning through interaction.</p> <p>Asking for and giving information about weekend and vacation activities.</p> <p>Talk about past actions.</p> <p>Compare and contrast different cultures and countries.</p> <p>Ask and say where people were.</p> <p>LISTENING SKILL</p> <p>Listen about inventions.</p> <p>Listen to and understand what people do on weekends.</p> <p>Listen to a story and complete sentences.</p> <p>Listening to and understand sounds in the</p>	<p>Expressions to make an oral presentation</p> <p>SPEAKING SKILL</p> <p>Make oral presentation using expressions for oral presentations.</p> <p>Asking about and describing clothing and colors .</p> <p>Expresses agreements and disagreements.</p> <p>Justifies points of view.</p> <p>LISTENING SKILL</p> <p>Listen and respect other's opinions.</p> <p>Listen to and understand which activities people do.</p> <p>WRITING SKILL</p> <p>Write about clothes you like to wear.</p>	<p>LISTENING SKILL</p> <p>Recognize emphasis in short phrases.</p> <p>Show a respectful and tolerant attitude by listening to others.</p> <p>SPEAKING SKILL</p> <p>Talk about human rights.</p> <p>Expresses agreements and disagreements on topics related to the social environment.</p> <p>Summarize other's ideas.</p> <p>WRITING SKILL</p> <p>Write about your last holiday.</p> <p>Present your last portfolio.</p> <p>Knowledge of own culture</p>



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<p>Listen to and understand different kind of food.</p> <p>Listen to and understand favorite sports</p> <p>READING SKILL</p> <p>Recognizes specific information in short oral and written texts on topics of general interests</p>	<p>past.</p> <p>READING SKILL</p> <p>Read and understand a story.</p> <p>Read and understand a short article.</p> <p>Read, listen to and understand a mystery story.</p> <p>Reading about three people's weekend experiences.</p> <p>WRITINGSKILL</p> <p>Write about activities you did in your last vacation.</p> <p>Make a portfolio about the topics studied in the first and second period of this year.</p>	<p>Explains in written form different familiar situations and facts in a coherent and simple manner</p> <p>Write a postcard.</p> <p>READING SKILL</p> <p>Reading about four unusual races in the U.S</p> <p>Read and understand short articles.</p>	<p>and culture of others.</p>
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10th Grade

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<p>LANGUAGE FOCUS AND VOCABULARY</p> <p>FIRST PERIOD</p> <p>Language Focus</p> <p>Vocabulary for past and present perfect.</p> <p>Since.</p> <p>For</p> <p>Already</p> <p>Key word bank</p> <p>Nouns</p> <p>Adjectives</p> <p>Verbs</p> <p>Adjective form</p> <p>Multi-part verbs</p> <p>Feelings</p> <p>Free time</p> <p>Going out</p> <p>Hobbies</p> <p>School problems and how to handle them.</p> <p>SPEAKING SKILL.</p> <p>Talking about sports you watch and play.</p>	<p>LANGUAGE FOCUS AND VOCABULARY</p> <p>Second Period</p> <p>LANGUAGE FOCUS</p> <p>Levels of stress : Very relaxing, quite relaxing, very stressful..</p> <p>Ed and ing adjectives</p> <p>Celebrations</p> <p>Modal verbs : Can/can't</p> <p>Have to/ not have to/ should/ shouldn't.</p> <p>The voice</p> <p>SPEAKING SKILL</p> <p>Learning through interaction.</p>	<p>LANGUAGE FOCUS AND VOCABULARY</p> <p>Third Period</p> <p>Language Focus</p> <p>W-h Questions</p> <p>Conditional</p> <p>Demonstratives</p> <p>Lexical:</p> <p>Expressions about fashion.</p> <p>Clothing, accessories and fashion.</p> <p>Expressions of opinion:</p> <p>In my opinion.</p> <p>If you ask me...</p> <p>In my way of thinking</p> <p>SPEAKING SKILL</p> <p>Expresses agreements and disagreements.</p>	<p>LANGUAGE FOCUS AND VOCABULARY</p> <p>Fourth Period</p> <p>Countable and uncountable nouns.</p> <p>Too + Adjective.</p> <p>Not + adjective + enough</p> <p>Determiners</p> <p>All of / both of</p> <p>None</p> <p>Neither of</p> <p>Predictions will and going to.</p> <p>Lexical.</p> <p>Globalization</p> <p>Tag Questions.</p>



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<p>WRITING SKILL</p> <p>Asking for and giving information about abilities and talents.</p> <p>Asking for and describing current activities.</p> <p>LISTENING SKILL</p> <p>Listen to and complete a dialogue about food.</p> <p>Listen to and understand different kind of food.</p> <p>Listen to and understand favorite sports</p> <p>READING SKILL</p> <p>Recognizes specific information in short oral and written texts on topics of general interests</p>	<p>Asking for and giving advices.</p> <p>Talk about abilities.</p> <p>Talk about past actions.</p> <p>Make and replay to offers and requests.</p> <p>Make invitations.</p> <p>LISTENING SKILL</p> <p>Listen to and understand stress on words.</p> <p>Distinguishes expressions related to: cause and effect.</p> <p>Listening to and understand sounds in the past.</p> <p>READING SKILL</p> <p>Read and understand a story.</p> <p>Read and understand a short article.</p>	<p>Justifies points of view.</p> <p>Orally and respectfully justifies his/her point of view on the most effective campaign based on vocabulary, expressions and structures studied.</p> <p>LISTENING SKILL</p> <p>Listen and respect other's opinions.</p> <p>Listen to and give different points of view related with different topics.</p> <p>Listen to and identify sounds.</p> <p>WRITING SKILL</p> <p>Explains in written form different familiar situations and facts in a coherent and simple manner</p> <p>Write a postcard.</p>	<p>LISTENING SKILL</p> <p>Recognize emphasis in short phrases.</p> <p>Show a respectful and tolerant attitude by listening to others.</p> <p>SPEAKING SKILL</p> <p>Talk about vocabulary related to globalization.</p> <p>Expresses agreements and disagreements on topics related to the social environment.</p> <p>Summarize other's ideas.</p> <p>WRITING SKILL</p> <p>Write an article about grocery store.</p>



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	<p>WRITING SKILL</p> <p>Produces advertising texts on cultural and social practices causing health problems for people.</p> <p>Make a portfolio about the topics studied in the first and second period of this year.</p>	<p>READING SKILL</p> <p>Reading about four unusual races in the U.S</p> <p>Read and understand short articles.</p>	<p>Present your last portfolio.</p> <p>Knowledge of own culture and the culture of others.</p> <p>READING SKILL</p> <p>Summarizes relevant information to the texts related to the globalization phenomenon.</p> <p>Distinguishes vocabulary related to globalization.</p>
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11th Grade

1 st Period LANGUAGE FOCUS AND VOCABULARY FIRST PERIOD	2 nd Period LANGUAGE FOCUS AND VOCABULARY	3 rd Períod LANGUAGE FOCUS AND VOCABULARY WHOEVER/WHATEVER. VOCABULARY OF ANIMALS.	4 th Period Simple past tense. Regular and irregular verbs.
Present and present continuous tenses. Past tenses Conditional Lexical: Words related to the 17 objectives of the UN. Poverty, hunger, health, education, equality, gender, inequality, environment, climate, oceans, seas, marine resources, ecosystems, water, energy, Sanitation, justice, peaceful, inclusion Safety, employment, economy, industrialization, Prepositions of places ICFES activities SPEAKING SKILL. <ul style="list-style-type: none">Expresses opinions and points of view.	Perfect tense Future tense Future arrangements and intentions Connectors of cause and effect. Because of... then. In spite of... it was... Due to... Therefore, Expressions to propose actions. I suggest... The point is to help change by improving health conditions. Social networks.	Reported Speech BEST FRIENDS? PREPOSITION FOLLOWED BY ING, VOCABULARY OF ADJECTIVES AND PREPOSITIONS. Lexical Health services X-rays Doctor appointments Laboratory Dentist Women's health Pediatrics. Expressions to quote bibliographical sources According to... García Marquez reported that...	Auxiliary Did. Questions and negative statements in the past. LISTENING SKILL Listen to a story and correct sentences. Listen to and understand phrases in a correct way. Listening to and understand sounds in the past. SPEAKING



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<ul style="list-style-type: none">• Exchanges oral information About topics of general and personal interests in debates.• Recognize the role of language(positive Or negative) in the construction of peace in the community. <p>Expresses orally points of view about topics of interests.</p> <p>WRITING SKILL</p> <p>Write short and simple texts about familiar actions, experiences and plans.</p> <p>LISTENING SKILL</p> <ul style="list-style-type: none">• Listen to and complete facts about other people.• Listen to and to understand prepositions of places.	<p>Icfes activities</p> <p>SPEAKING SKILL</p> <p>Talk about future plans.</p> <p>Make phone calls, leaving phone message.</p> <p>Accept and refuse invitations.</p> <p>LISTENING SKILL</p> <p>Listen to and complete a dialogue about social network.</p> <p>READING SKILL</p> <p>Recognizes specific information in short oral and written texts on topics of general interests.</p> <p>WRITINGSKILL</p>	<p>In a report posted in..</p> <p>Icfes activities.</p> <p>SPEAKING SKILL</p> <p>Describe actions related to a subject in his/ her school environment.</p> <p>Talk about medical services.</p> <p>Make a role- play at the doctor's office.</p> <p>LISTENING SKILL</p> <p>Recognizes the vocabulary related to health services,</p> <p>.</p> <p>Classifies information of different types of texts about health services.</p> <p>WRITING SKILL</p> <p>Explains in written form different familiar situations</p>	<p>SKILL</p> <p>Ask and say where people were.</p> <p>Talk about great inventions.</p> <p>WRITING SKILL</p> <p>Write about your last holiday.</p> <p>Present your last portfolio.</p> <p>LISTENING SKILL</p> <p>Listening to people talk about their past summer activities.</p> <p>READING ACTIVITIES.</p> <p>Reading about three people's weekend experiences.</p>



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<p>Listen to and answer where things or people are.</p> <p>READING SKILL</p> <ul style="list-style-type: none">• Read about human rights.	<p>Write short texts, making differences of the structures of real and unreal conditionals.</p> <p>Produce simple oral and Written texts about subjects of other disciplines.</p> <p>Make a portfolio about the topics studied in the first and second period of this year.</p>	<p>and facts in a coherent and simple manner</p> <p>READING SKILL</p> <p>Reading an online chat between two friends</p> <p>bibliographic sources, comparisons, etc</p>	
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5 ESTANDARES CURRICULARES (Por grado y/o nivel)

Grados 6°- 7°

- ✓ Escucho un texto oral y, si me resulta familiar, comprendo la información más importante
- ✓ Sostengo conversaciones rutinarias para saludar, despedirme, hablar del clima o de cómo me siento.
- ✓ Expreso mis ideas, sensaciones y sentimientos con oraciones cortas y claras y una pronunciación comprensible.
- ✓ El lenguaje que domino me permite tratar temas cotidianos o sobre los que tengo conocimiento, pero es normal que cometa algunos errores básicos.

Grados 8 a 9

- ✓ Cuando me hablan sobre lo que hago en la escuela o en mi tiempo libre, comprendo las ideas generales si el lenguaje es claro.
- ✓ Participo en conversaciones en las que expreso opiniones e intercambio información sobre temas personales o de mi vida diaria.

Grados 10 a 11

- ✓ Con mi vocabulario trato temas generales, aunque recurro a estrategias para hablar de hechos y objetos cuyo nombre desconozco.
- ✓ Manejo aceptablemente normas lingüísticas, con algunas interferencias de mi lengua materna.



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6 ESTRUCTURA CURRICULAR

6.1 6º Grado:

EJES TEMÁTICOS	LOGROS	COMPONENTES
PRIMER PERÍODO Saying Hello!	<p>Comprendo una descripción oral sobre una situación, persona, lugar u objeto.</p> <p>Describo con frases cortas personas, lugares, objetos o hechos relacionados con temas y situaciones que me son familiares.</p> <p>Comprendo el lenguaje básico sobre mi familia y amigos, si me hablan despacio y con pronunciación clara.</p> <p>Hablo en inglés, con palabras y oraciones cortas y aisladas, para expresar mis ideas y sentimientos sobre temas del colegio y mi familia.</p>	<ul style="list-style-type: none">1. Formal and Informal Greetings and FarewellsThe classroomSchool ThingsThere is / There areA / AnClassroom LanguageThe days of the weekHolidays
SEGUNDO PERÍODO WHERE ARE YOU FROM? <ul style="list-style-type: none">Months of the yearSchool subjectsThe AlphabetColorsCardinal and Ordinal numbersNationalitiesPlural forms of nouns	<p>Comprendo historias cortas narradas en un lenguaje sencillo.</p> <p>Desarrollo estrategias que me ayudan a entender algunas palabras, expresiones y oraciones que leo.</p> <p>Participo en conversaciones con pronunciación clara y buena entonación.</p> <p>Participo en situaciones comunicativas cotidianas tales como pedir favores, disculparme y agradecer.</p>	



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<p>TERCER PERÍODO WHAT DO YOU DO?</p> <ul style="list-style-type: none">• Personal Pronouns• Simple Present "TO BE"• Introduction• Information Questions with "BE"• Prepositions: in, on• Animals• Fruits• Professions and occupations.	<p>Hablo en Inglés, con palabras y oraciones cortas y aisladas, para expresar mis ideas y sentimientos sobre temas del colegio y de mi vida personal.</p> <p>Participo en conversaciones con pronunciación clara y buena entonación.</p> <p>Desarrollo estrategias que me ayudan a entender algunas palabras, expresiones y oraciones que leo.</p> <p>Valoro la lectura como un hábito importante de enriquecimiento personal y académico.</p> <p>Completo información personal básica en formatos y documentos sencillos.</p> <p>Utilizo vocabulario adecuado para darle coherencia a mis escritos.</p>	
<p>CUARTO PERÍODO.</p> <p>What does she look like?</p> <ul style="list-style-type: none">• The Family• The Adjectives• Describing People• The Clothes• Possessive Adjectives• Demonstrative Adjectives• The House	<p>Comprendo una descripción oral sobre una situación, persona, lugar u objeto.</p> <p>Describo con frases cortas personas, lugares, objetos o hechos relacionados con temas y situaciones que me son familiares.</p> <p>Comprendo el lenguaje básico sobre mi familia y amigos, si me hablan despacio y con pronunciación clara.</p> <p>Hablo en inglés, con palabras y oraciones cortas y aisladas, para expresar mis ideas y sentimientos sobre temas del colegio y mi familia.</p>	•



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7TH Grade

EJES TEMÁTICOS	LOGROS	COMPONENTES
<p>LANGUAGE FOCUS AND VOCABULARY</p> <p>FIRST PERIOD</p> <ul style="list-style-type: none">• Review of Verb To be Affirmative, negative and questions sentences.• The alphabet• The time.• Nationalities.• Where are you from?• My family members.• Possessive adjectives. <p>Places (at the restaurant, at the supermarket, at the cinema, in the beach, at the hospital, etc</p>	<p>Produces a short descriptive text about the characteristics of people and places orally and in writing.</p> <p>Prepares a comparative chart of different cultural characteristics of some previously assigned country.</p> <p>Produces oral and written texts, providing information about cultural characteristics of some countries.</p> <p>Describe habits, people, places, etc.</p> <p>Respect cultural differences.</p> <p>Values the contribution of his/her classmates.</p>	



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EJES TEMÁTICOS	LOROS	COMONENTES
<p>Second Period</p> <p>LANGUAGE FOCUS AND VOCABULARY</p> <p>There is / there are.</p> <p>Plural of the nouns.</p> <p>Occupations</p> <p>Adjectives.</p> <p>Feelings and emotions.</p> <p>Describing people.</p> <p>Cardinal numbers.</p> <p>Days of the week / months of the year.</p> <p>My hobbies and interests.</p> <p>Expressions to show interests and tastes,</p> <p>My favorite activity is..</p> <p>I like to dance..</p> <p>I really like swimming..</p> <p>My daily rourtine.</p>	<p>Listen to people talk about shopping list.</p> <p>Produces short descriptive texts describing values and qualities of peers, teachers, and family members.</p> <p>Identify singular and plural words.</p> <p>Collaborate in achieving a nice atmosphere in the classroom.</p> <p>Talk about birthdays.</p> <p>Read about different occupations.</p> <p>Produce short texts about activities performed by their family members.</p> <p>Listen to and answer about daily routine activities.</p>	



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EJES TEMÁTICOS	LOGROS	COMPONENTES
<p>3 rd Períod</p> <p>LANGUAGE FOCUS AND VOCABULARY</p> <p>Lexical about feelings and Emotions.</p> <p>Anger, happiness, happy,sad, sadness, motivation, motivated</p> <p>How do you feel?</p> <p>Giving apologies.</p> <p>Express moods.</p> <p>My environment.</p> <p>Lexical about conservation:</p> <p>Protect, preserve, avoid, save animals, oceans, plants</p> <p>Natural resources.</p> <p>Global warning.</p> <p>Democracy.</p> <p>Prepositons of places (in,on,over, next to, behind, in front of, between, around)</p>	<p>Exchange suggestions and recommendations about specific situations in the classroom.</p> <p>Respect differences.</p> <p>Ask for and give apologies.</p> <p>Give suggestions and recommendations.</p> <p>Exchanges information on daily activities based on questions and giving information.</p> <p>Read texts about protecting the environment.</p> <p>Talk about a peaceful environment.</p>	



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EJES TEMÁTICOS	LOGROS	COMPONENTES
<p>Language Focus</p> <p>Fourth Period</p> <p>Simple Present Tenses.</p> <p>Auxiliaries Do –Does.</p> <p>Wh- Questions.</p> <p>Where?</p> <p>What?</p> <p>Why?</p> <p>When?</p> <p>How?</p> <p>Relations of time: Everyday, Once, once a week, once a month , a Year,</p> <p>How is the weather like?</p> <p>Seasons</p> <p>Expressions to compare and contrast.</p> <p>Expressions to give reasons.</p>	<p>Identifies W-h Questions in statements to obtain specific information.</p> <p>Exchange information related to academic subjects.</p> <p>Identifies similarities and differences between people, places, animals and things.</p> <p>Identifies basic structures of simple present.</p> <p>Read and talk about the weather conditions.</p> <p>Gives and request information.</p>	



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8th Grade

EJES TEMÁTICOS	LOGROS	COMPONENTES
<p>PRIMER PERÍODO</p> <p>1. HOW IS IT GOING? SAYING HELLO AND GOOD BYE.</p> <p>1. Greetings and Farewell.</p> <p>2. Let me introduce myself.</p> <p>3. Personal information.</p> <p>Personal pronouns</p> <p>Possessive adjectives</p> <p>4. Rules in the classroom.</p> <p>.</p> <p>5. Giving thanks.</p> <p>6. Giving excuses.</p> <p>7. I love my family</p> <p>8. PROJECT: LIVING TOGETHER</p> <p>1. Vocabulary of: 2. Peace, tolerance, respect the differences,</p>	<p>Use formal or informal language games improvised role, depending on the context.</p> <p>I make short presentations and tested on everyday topics and personal</p> <p>I follow the instructions given in class for academic activities.</p> <p>I understand what I'm told by my teacher and partners.</p>	



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EJES TEMÁTICOS	LOGROS	COMPONENTES
<p>SEGUNDO PERÍODO</p> <p>DESCRIBING MYSELF</p> <ul style="list-style-type: none">✓ Use of the verb To Be✓ Describing people✓ Adjectives <p>Describing my classroom, my classmates, my teachers and my school.</p> <p>Describe my city.</p> <p>Adjectives for describe places.</p> <p>Prepositions of places.</p> <p>Prepositions of time.</p> <p>Ordinal Numbers.</p> <p>Rules of the verbs in the simple present Tense.</p> <p>Auxiliaries Do and Does.</p> <p>Affirmative and Negative Sentences</p>	<p>I make and brief exposures tested on an academic subject of my interest.</p> <p>I show a respectful and tolerant attitude by listening to others.</p> <p>Writing a relatively short text to me, my family, my friends, my environment or facts that are familiar to me.</p> <p>Use formal or informal language games improvised role, depending on the context.</p> <p>Identifies information about the most common cultural and social practices.</p> <p>.</p>	



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EJES TEMÁTICOS	LOGROS	COMPONENTES
TERCER PERÍODO What are you doing? What are you wearing? The weather and seasons. Possessive adjectives. Present continuous. Affirmative, negative and Questions statements with ing. W-h Questions. Vocabulary about sports	<p>Describe my daily routine and others using simple sentences</p> <p>I talk with my classmates and my teacher about past experiences and future plans.</p>	
EJES TEMÁTICOS	LOGROS	COMPONENTES
Fourth Period Language Focus Simple Past Tenses 1. Rules of the verbs in the simple Past Tenses.	I talk with my classmates and my teacher about past experiences and future plans.	



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<p>2. What did you do yesterday?</p> <p>Auxiliary Did.</p> <p>Negative and Questions Sentences in the past.</p> <p>Expressions in the past.</p> <p>Yesterday. Last year. Last month One year ago. Last weekend.</p> <p>Regular and irregular verbs</p> <p>Auxiliary Did</p> <p>Affirmative, Negatives and Questions statements in the past.</p> <p>Events that changed the world.</p>		
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Grado 9

EJES TEMÁTICOS	LOGROS	COMPONENTES
<p>FIRST PERIOD</p> <p>Language focus.</p> <p>I love my family.</p> <p>What type of family is yours?</p> <p>Present simple and present continuous.</p> <p>Expressing preferences.</p> <p>Likes and dislikes</p> <p>My body</p> <p>Health problems. and advise. Medications.</p> <p>Modal verbs for obligation: Should, ought to, had better</p> <p>Food pyramid.</p> <p>States of health.</p> <p>Good and bad habits with your health.</p> <p>Possessive adjectives</p>	<p>Prepare oral and written texts on recommendations related to academic subjects of interest.</p> <p>Give recommendations on general interest subjects.</p> <p>Recognizes vocabulary related to common preventable diseases.</p> <p>Respect the points of view of others.</p> <p>Express disagreements in a respectful way.</p> <p>Identifies preventable diseases in their environment.</p> <p>Make a list of the healthiest daily personal care activities based on the notes taken.</p>	



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EJES TEMÁTICOS	LOGROS	COMPONENTES
<p>Second Period</p> <p>LANGUAGE FOCUS</p> <p>How was your weekend?</p> <p>Simple Past Tenses.</p> <p>Regular and Irregular verbs.</p> <p>Affirmative, negative and questions statements.</p> <p>Auxiliary Did</p> <p>Past continuous</p> <p>Comparative and superlatives adjectives</p>	<p>Students make short presentations and essays on everyday topics and personal.</p> <p>Use formal or informal role in improvised language games, according to the context.</p> <p>Knowledge of own culture and the culture of others.</p>	



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EJES TEMÁTICO	LOGROS	COMPONENTES
THIRD PERIOD LANGUAGE FOCUS WHAT A WEEK: PRESENT PERFECT TENSES. First conditional Lexical vocabulary. Connectors of cause and effect. Expressions to suggest. If I were you...I would.. Have you thought about... Expressions of contrast and addition. Expressions to make an oral presentation	I understand relations of addition, contrast, temporal and spatial order and cause and effect between simple statements Show a respectful and tolerant attitude by listening to others. I identify different roles of the speakers participating in discussions of subjects related to my interests. I use my general knowledge of the world to understand what I hear. I talk with my classmates and my teacher about past experiences and future plans. I dare to participate in a conversation with my classmates and my teacher.	



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EJES TEMÁTICO	LOGROS	COMPONENTES
<p>FOURTH PERIOD</p> <p>LANGUGE FOCUS</p> <p>Expressions summarize ideas.</p> <p>On the whole...</p> <p>Basically he/ she is saying...</p> <p>Adverbs of frequency and sequence.</p> <p>Lexical rights.</p> <p>Expressions of advantages and disadvantages.</p> <p>Sequence and logical connectors.</p> <p>Autobiography.</p>	<p>Develop a comparative table on the rigths of citizens and the general identified by colleagues in the class.</p> <p>Recognizes own civil rights as a citizen.</p> <p>Respects the views of others.</p> <p>Expresses actions following a logical sequence.</p> <p>Chooses appropriate information to support points of view.</p>	



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Grado 10

EJES TEMÁTICOS	LOGROS	COMPONENTES
First Period Language Focus Vocabulary for past and present perfect. Since. For Already Key word bank Nouns Adjectives Verbs Adjective form Multi-part verbs Feelings Free time Going out Hobbies School problems and how to handle them.	<p>.</p> <p>Make comparisons between Past simple and present perfect.</p> <p>Compare people, things or animals in foreign language.</p> <p>Describe people ,things, animals, places, etc. In foreign language.</p> <p>Express possibilities in foreign language.</p> <p>.</p>	<p>1. A2</p> <p>2. A2</p> <p>3. B1</p> <p>4. A2</p>



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EJES TEMÁTICOS	LOGROS	COMPONENTES
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Second Period Language Focus Levels of stress : Very relaxing, quite relaxing, very stressful.. Ed and ing adjectives Celebrations Modal verbs : Can/can't Have to/ not have to/ should/ shouldn't. The passive voice	Express feelings in foreing language. Demonstrate that recognize elements of foreign culture and relate to my culture Identifies the structure of passive voice. Identifies ed and ing adjectives.	1. A2 COMPONENTES 2. A2
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EJES TEMÁTICOS	LOGROS	COMPONENTES
Third Period Language Focus W-h Questions Conditional Demonstratives Lexical: Expressions about fashion. Clothing, accessories and fashion. Expressions of opinion: In my opinion. If you ask me... In my way of thinking...	Summarizes relevant information in texts related to the fashion phenomenon, using strategies to prepare summaries. Differentiates the difference between real and irreal conditions. Assumes a critical position about academic and social subjects of interest. Valuation of cultural diversity.	IED RODRIGO GALVAN DE LA BASTIDAS PROCESOS ACADÉMICOS



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EJES TEMÁTICOS	LOGROS	COMPONENTES
<p>Fourth Period</p> <p>Countable and uncountable nouns.</p> <p>Too + Adjective. Not + adjective + enough</p> <p>Determiners All of / both of None Neither of</p> <p>Predictions will and going to.</p> <p>Lexical.</p> <p>Globalization</p> <p>Tag Questions.</p>	<p>.1. COMPARING PEOPLE, THINGS OR ANIMALS IN FOREIGN LANGUAGE.</p> <p>2. DESCRIBED PEOPLE, ANIMALS AND THINGS IN FOREIGN LANGUAGE.</p> <p>3. EXPRESSES POSSIBILITIES FOREIGN LANGUAGE.</p> <p>Summarizes relevant information in texts related to globalization phenomenon.</p> <p>Identifies the structure of tag questions.</p>	



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11th Grade

EJES TEMÁTICOS	LOGROS	COMPONENTES
<p>FIRST PERIOD</p> <p>Language Focus</p> <p>Present and present continuous tenses.</p> <p>Past tenses</p> <p>.</p> <p>Conditional</p> <p>Lexical:</p> <p>Words related to the 17 objectives of the UN.</p> <p>Poverty, hunger, health, education, equality, gender, inequality, environment, climate, oceans, seas, marine resources, ecosystems, water, energy, Sanitation, justice, peaceful, inclusion</p> <p>Safety, employment, economy, industrialization,</p> <p>Prepositions of places</p> <p>ICFES activities</p>	<p>Distinguishes expressions related to social values.</p> <p>Differentiates the structures of real and unreal conditionals.</p> <p>Identifies main point and specific information in different written and oral texts about personal and academic purposes.</p>	<p>1. B1</p> <p>2. B1</p> <p>3. A1</p>



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EJES TEMÁTICOS	LOGROS	COMPONENTES
SECOND PERIOD Language Focus Perfect tense Future tense Future arrangements and intentions Connectors of cause and effect. Because of... then. In spite of... it was... Due to... Therefore, Expressions to propose actions. I suggest... The point is to help change by improving health conditions. Social networks. Icfes activities	LOGROS Distinguishes the logical sequence relation of the actions. Produce simple oral and Written texts about subjects of other disciplines. Respects the opinion of others. Learning through interactions. Recognizes expressions related to social networks, mass medias, rules of netiquete, etc. Identifies connectors of cause and effect.	1. B1 2. B1 3. B1



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EJES TEMÁTICOS	LOGROS	COMPONENTES
<p>Third Period Language Focus</p> <p>A WILD BUNCH! : WHOEVER/WHATEVER. VOCABULARY OF ANIMALS.</p> <p>Reported Speech</p> <p>BEST FRIENDS? : PREPOSITION FOLLOWED BY ING, VOCABULARY OF ADJECTIVES AND PREPOSITIONS.</p> <p>Lexical</p> <p>Health services</p> <p>X-rays Doctor appointments Laboratory Dentist Women's health Pediatrics.</p> <p>Expressions to quote bibliographical sources</p> <p>According to... García Marquez reported that... In a report posted in..</p> <p>Icfes activities.</p>	<p>Recognizes the vocabulary related to health services, bibliographic sources, comparisons, etc.</p> <p>Classifies information of different types of texts about health services.</p> <p>Exchanges, orally, opinions and ideas in spontaneous interaction about subjects of other disciplines.</p> <p>Respect the opinions of others.</p>	



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EJES TEMÁTICOS	LOGROS	COMPONENTES
Fourth Period Language focus Adverbs of intensifiers. Lexical. Social values. Peace, cooperation, collaboration, Love, honesty, equality, Dignity, sacrifice, etc.	Distinguishes expressions related to social values. Differentiate the structure of relative clauses. Express points of view about personal and academic topics of interests.	
Prepositions of time: In, on, at, during, between Relative clauses. Linking words on contrast: But, although However..	Express agreement and disagreements in a respectful way.	
TRAVELER'S TALES: ADVERBS AT BEGINNING OF SENTENCES, MYSELF/YOURSELF, ETC. EACH, EVERY, ALL. VOCABULARY OF PLACE A PLACE OF MY OWN: COULD/MIGHT/MUST/CAN'T MY DREAMS, MY HOPES, MY FEARS 1. MY PLANS, MY GOALS, MY DECISION		



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7 ESTRATEGIAS METODOLOGICAS

Se pretende describir cada una de las estrategias que se usan en aula para el desarrollo del aprendizaje. Es importante que describa cada una de ellas en el contexto del área y/o asignatura.
Ejemplo:

Preguntas Problematizadoras: Son ejercicios en los que se le plantea al estudiante un interrogante que promueva formas creativas para construir la respuesta y/o las hipótesis de resolución, en su ejecución se tiene en cuenta el desarrollo del pensamiento, las estrategias de búsqueda y los recursos utilizados.

8 ESTRATEGIAS DE EVALUACIÓN (AÑADIR UN CAPITULO SOBRE LA FORMAS DE EVALUACION, HETEROEVALUACION, COEVALUACIÓN)



8.1 Indicadores de Desempeño

Es importante que se haga por grado o Nivel y que sea enunciado como está en Ciudad Educativa
Ejemplo: Un estudiante es considerado de desempeño ALTO, cuando:



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Tengo muy buenas habilidades para (el logro)

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ANEXOS

1. DIAGNÓSTICO DEL AREA
 - a. AVANCES
 - b. FORTALEZAS
 - c. DEBILIDADES
2. PLANES DE AULA
3. PROYECTO DEL ÁREA