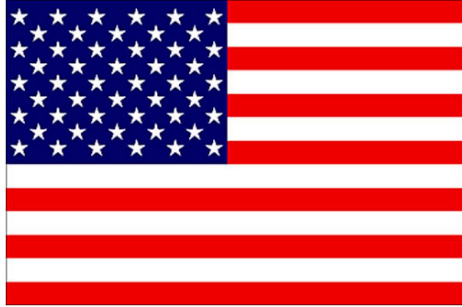


## ENGLISH AREA PLAN



**HIGH SCHOOL AND VOCATIONAL MEDIA  
ACCORDING TO THE COLOMBIA BILINGUAL PLAN AND THE BASIC LEARNING RIGHTS**

**COLLECTIVE AREA WORK**

**2019**

## INTRODUCTION

Education is essential for the development of society. It is the responsibility of each Colombian citizen to believe she/he must help to redefine our present and future. In this context, the curriculum and its planning constitute key aspects to building the society we want and, by means of it, to offer equal learning opportunities to all Colombian children.

This document aims to provide the educational community and the different actors of society a flexible and open curriculum proposal that acts as input for planning, implementation, assessment and evaluation of the English curriculum in schools nationwide.



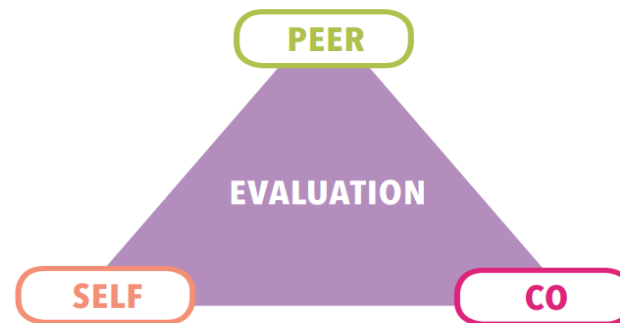
**Nuestra meta : Lograr que Colombia sea Bilingüe antes del 2020**

## ASSESSMENT FOR LEARNING

**SELF-EVALUATION** is done when the student reflects on his learning (Sluijsmans, Dochy, & Moerkerke, 1998). By making this reflection the student is capable of making judgments on his learning habits, strategies and vocabulary, among others. When a student participates in such activities, he gets actively involved in his education. Some specific activities of self-evaluation include monitoring learning, planning events carried out in a process and evaluation of the result of the same.

**CO-EVALUATION** refers to a process in which individuals obtain feedback from each other (Sluijsmans, Dochy, & Moerkerke, 1998). It is proposed that the students can provide feedback to their peers not only to learn with them, but also from them. Co-evaluation needs some specific criteria such as a grammatical aspect or vocabulary and requires dedicating class time to familiarize the students with the format. The benefits exceed any difficulty since once the students understand how it works, they become more interested in their own process and participate democratically with their classmates.

**PEER-EVALUATION** implies that the teacher and the students become involved simultaneously. This particular practice requires feedback from the teacher at some point in the activity or project. During the same the student selfevaluates, verifies ideas and clarifies information, in a positive experience. The student reviews and reformulates according to the feedback received and he does not get a bad grade for the mistakes made.



Assessment of learning is summative and is evidenced in procedures and instruments that teachers propose as activities that allow evaluating the level of achievement and performance of students in a certain topic, to compare their results with the standards or learning indicators previously established. These evaluations intend to summarize “the progress at the end of the course with a grade” (Council of Europe, 2001), which are usually given at the end of a unit, module, semester or full year, and are reported as grades and require that the teacher gathers and interprets pertinent information on the concepts, knowledge, abilities and attitudes of the subject being evaluated. Some examples of assessment of learning in English, pertinent for the schools of the Colombian public sector are:

- Unit/mid or end of period or course exams
- National and international tests • Final project
- Written and oral work (presentations, dramatizations, written texts, etc.)
- Portfolios
- Simulations

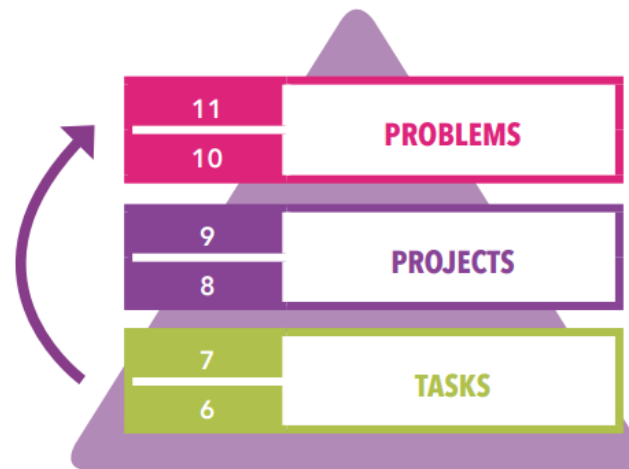
### **METHODOLOGICAL PRINCIPLES**

This curricular proposal favors the methodological focuses that encourage the capacity of students to self-guide their learning process. These focuses center on the development of tasks at the initial levels and in the gradual insertion of projects and problem solving in middle and high school grades. These are options that can be adapted to the learning needs of boys, girls and adolescents with the potential of helping to promote their development in growing levels of complexity and autonomy.

TASK BASED LEARNING

PROJECT BASED LEARNING

PROBLEM BASED LEARNING



SIXTH GRADE		BASIC HIGH SCHOOL		FIRST PERIOD	
GENERATING AXES	STANDARDS	THEMES	B L R	SUGGESTED PERFORMANCE INDICATORS	COMPETENCE
Listening Reading Writing Monologue Conversation	Recognize self as an individual and a member of the class	<b>Grammar</b> <ul style="list-style-type: none"> <li>• Present simple tense</li> <li>• Yes/No questions</li> <li>• Adjectives</li> <li>• Singular and plural nouns</li> <li>• Adverbs of frequency</li> </ul>	1.Participates in a short conversation where he/she provides his/her name, age and basic information to teachers, friends and acquaintances. 2. Requests and provides clarification on how names and unknown words are spelled.	<b>KNOWING</b> <ul style="list-style-type: none"> <li>• Identifies words and expressions on personal information, moods and personal feelings.</li> <li>• Identifies personal information through Yes/ No questions.</li> <li>• Recognizes the vocabulary related to greetings, instructions and classroom language</li> </ul> <b>DOING</b> <ul style="list-style-type: none"> <li>• Uses greetings appropriately in short conversations.</li> <li>• Completes a form with personal information.</li> <li>• Writes a personal profile and another person’s profile.</li> <li>• Expresses moods and personal feelings through simple conversations.</li> <li>• Exchanges information related to daily situations in the classroom.</li> <li>• Makes a list of short and simple sentences about daily activities.</li> </ul> <b>BEING</b> <ul style="list-style-type: none"> <li>• Values his personal characteristics and those of his peers.</li> <li>• Respects physical, cultural,</li> </ul>	SCOPE AND SEQUENCE: LEVEL A1 – SUGGESTED GRADE: 6 <sup>TH</sup> Linguistic competence  Sociolinguistic competence  Discourse and functional  Strategic competence  Cognitive  Metacognitive  Intercultural competence

				<p>ideological differences, among others, of his classmates.</p> <ul style="list-style-type: none"><li>• Participates actively in the activities</li><li>• Interiorizes the importance of integral personal care.</li></ul>	
--	--	--	--	---	--

SIXTH GRADE		BASIC HIGH SCHOOL		SECOND PERIOD	
GENERATING AXES	STANDARDS	THEMES	B L R	SUGGESTED PERFORMANCE INDICATORS	COMPETENCE
Listening Reading Writing Monologue Conversation	Establish a physical care routine.	<b>Grammar</b> <ul style="list-style-type: none"> <li>• Present tense</li> <li>• Yes/No questions (Do you...? Yes, I do...; No, I don't.)</li> <li>• Adverbs of frequency</li> </ul>	3. Understands and uses familiar words and short phrases about routines, daily activities and preferences. 4. Understands instructions related to class, school, and community activities and expresses them in oral and written form to evidence his/her understanding.	<b>KNOWING</b> <ul style="list-style-type: none"> <li>• Identifies essential information related to daily personal care routines in short written texts with simple language.</li> <li>• Recognizes vocabulary related to daily routines and personal care.</li> <li>• Identifies the structure of Yes/No questions.</li> </ul> <b>DOING</b> <ul style="list-style-type: none"> <li>• Formulates questions related to personal care routines.</li> <li>• Answers with short phrases the questions on personal care routines based on vocabulary and expressions studied.</li> <li>• Writes down in a pre-established form short expressions and words related to personal care routines from a short and simple oral presentation.</li> <li>• Makes a list of the healthiest daily personal care activities based on the notes taken.</li> </ul> <b>BEING</b> <ul style="list-style-type: none"> <li>• Assumes a responsible position before personal care.</li> <li>• Respects taking turns.</li> </ul>	SCOPE AND SEQUENCE: LEVEL A1 – SUGGESTED GRADE: 6 <sup>TH</sup> Linguistic competence  Sociolinguistic competence  Discourse and functional  Strategic competence  Cognitive  Metacognitive  Intercultural competence

				<ul style="list-style-type: none"><li>• Values the contributions of classmates in class.</li></ul>	
--	--	--	--	--	--



SIXTH GRADE		BASIC HIGH SCHOOL		THIRD PERIOD	
GENERATING AXES	STANDARDS	THEMES	B L R	SUGGESTED PERFORMANCE INDICATORS	COMPETENCE
Listening Reading Writing Monologue Conversation	Specify actions to save energy in the community	<b>Grammar</b> <ul style="list-style-type: none"> <li>• Wh- questions</li> <li>• Present tense</li> </ul>	5. Describes the basic characteristics of people, things, and places found in his/her school, city or community using short phrases and sentences 6. Answers questions related to “what, who and when” after reading or listening to a short simple text whose topic is connected to familiar events.	<b>KNOWING</b> <ul style="list-style-type: none"> <li>• Recognizes vocabulary regarding saving energy.</li> <li>• Identifies Wh-questions structure</li> <li>• Distinguishes sequences in an oral or written text.</li> </ul> <b>DOING</b> <ul style="list-style-type: none"> <li>• Formulates previously prepared questions about daily activities related to topics of interest.</li> <li>• Takes notes about words and expressions related to energy saving activities reported by peers.</li> <li>• Proposes simple actions to save energy.</li> </ul> <b>BEING</b> <ul style="list-style-type: none"> <li>• Values the importance of saving energy.</li> <li>• Respects the environment.</li> </ul>	SCOPE AND SEQUENCE: LEVEL A1 – SUGGESTED GRADE: 6 <sup>TH</sup> Linguistic competence Sociolinguistic competence Discourse and functional Strategic competence Cognitive Metacognitive Intercultural competence

SIXTH GRADE		BASIC HIGH SCHOOL		FOURTH PERIOD	
GENERATING AXES	STANDARDS	THEMES	B L R	SUGGESTED PERFORMANCE INDICATORS	COMPETENCE
Listening Reading Writing Monologue Conversation	Define own traits of national Colombian identity.	<b>Grammar</b> <ul style="list-style-type: none"> <li>• Present tense</li> <li>• Wh- questions</li> </ul>	7. Writes basic personal information in pre-established forms that request information such as name, age, date of birth, gender, nationality, address, phone 8. Understands the subject and general information of a short simple text using aids such as images, titles, and key words	<b>KNOWING</b> <ul style="list-style-type: none"> <li>• Identifies information related to particular characteristics of some countries such as food, clothing and celebrations.</li> <li>• Recognizes vocabulary related to food, clothing, celebrations, countries and nationalities.</li> <li>• Differentiates characteristics of persons, animals and things.</li> <li>• Identifies the structure of Wh questions.</li> </ul> <b>DOING</b> <ul style="list-style-type: none"> <li>• Provides, orally and in writing, information about countries, celebrations and customs.</li> <li>• Uses simple sentences to express information about countries, food, clothing and celebrations.</li> <li>• Formulates questions to obtain specific information about the countries presented.</li> </ul> <b>BEING</b> <ul style="list-style-type: none"> <li>• Values own cultural identity.</li> <li>• Respects customs and traditions of others.</li> </ul>	SCOPE AND SEQUENCE: LEVEL A1 – SUGGESTED GRADE: 6 <sup>TH</sup> Linguistic competence  Sociolinguistic competence  Discourse and functional  Strategic competence  Cognitive  Metacognitive  Intercultural competence

SEVENTH GRADE		BASIC HIGH SCHOOL		FIRST PERIOD	
GENERATING AXES	STANDARDS	THEMES	B L R	SUGGESTED PERFORMANCE INDICATORS	COMPETENCE
Listening Reading Writing Monologue Conversation	Define activities for integral personal care at the physical (body), intellectual (mind), emotional (psychological), and spiritual (beliefs) level	<b>Grammar</b> <ul style="list-style-type: none"> <li>• Present and future tense</li> <li>• Present of “like”</li> <li>• Wh- questions</li> <li>• Modals: can</li> <li>• Adverbs of frequency</li> <li>• Yes/No questions</li> </ul>	1. Participates in short conversations providing information about him/herself as well as about familiar people, places and events 2. Describes people, activities, events and personal experiences orally using simple phrases and sentences previously rehearsed with his/her classmates and teacher.	<b>KNOWING</b> <ul style="list-style-type: none"> <li>• Identifies expressions and words related to recreational activities and the frequency of them.</li> <li>• Distinguishes personal care levels (physical, intellectual, emotional, social and spiritual).</li> <li>• Recognizes expressions of daily routines, hobbies and future plans.</li> <li>• Identifies basic structures of simple present and future tenses.</li> </ul> <b>DOING</b> <ul style="list-style-type: none"> <li>• Completes a form with information related to personal care activities and their corresponding levels (physical, intellectual, emotional, social and spiritual) based on a simple written text and on the vocabulary and expressions studied.</li> <li>• Makes Yes/No questions previously prepared about personal care habits with adequate pronunciation and intonation.</li> <li>• Prepares a list of simple sentences about personal care activities and their corresponding level with the</li> </ul>	SCOPE AND SEQUENCE: LEVEL A2.1 – SUGGESTED GRADE: 7 <sup>TH</sup> Linguistic competence Sociolinguistic competence Discourse and functional Strategic competence Cognitive Metacognitive Intercultural competence

				<p>help of the teacher and classmates.</p> <ul style="list-style-type: none"><li>• Expresses recreational activities through simple sentences based on a template and with the support of photos and images.</li></ul> <p><b>BEING</b></p> <ul style="list-style-type: none"><li>• Interiorizes the importance of integral personal care.</li><li>• Values and respects the opinions of classmates.</li></ul>	
--	--	--	--	---	--

SEVENTH GRADE		BASIC HIGH SCHOOL		SECOND PERIOD	
GENERATING AXES	STANDARDS	THEMES	B L R	SUGGESTED PERFORMANCE INDICATORS	COMPETENCE
Listening Reading Writing Monologue Conversation	Propose actions for getting along and inclusion in the classroom.	<b>Grammar</b> <ul style="list-style-type: none"> <li>• Imperatives to give recommendations and suggestions.</li> <li>• Modals: must, have to, should, could, etc.</li> <li>• Present and past tense.</li> </ul>	3. Writes short and simple texts about familiar actions, experiences, and plans using a sequence 4. Understands the main idea and details related to activities, places, and people in a short descriptive text	<b>KNOWING</b> <ul style="list-style-type: none"> <li>• Identifies words and expressions related to handling emotions in short descriptive written texts with simple language.</li> <li>• Recognizes expressions related to feelings, emotions, values, qualities, etc.</li> <li>• Distinguishes expressions used to make suggestions and recommendations.</li> <li>• Identifies basic structures of present and past tense.</li> </ul> <b>DOING</b> <ul style="list-style-type: none"> <li>• Briefly and simply narrates a personal situation of coexistence based on a given template.</li> <li>• Jointly builds the basic standards to maintain healthy coexistence in the classroom.</li> <li>• Produces short descriptive texts describing values and qualities of peers and/or family members.</li> <li>• Exchanges suggestions and recommendations about specific situations in the classroom.</li> </ul> <b>BEING</b> <ul style="list-style-type: none"> <li>• Accepts suggestions and recommendations</li> </ul>	SCOPE AND SEQUENCE: LEVEL A2.1 – SUGGESTED GRADE: 7 <sup>TH</sup> Linguistic competence  Sociolinguistic competence  Discourse and functional  Strategic competence  Cognitive  Metacognitive  Intercultural competence

				<p>of others.</p> <ul style="list-style-type: none"><li>• Collaborates in achieving a nice atmosphere in the classroom.</li><li>• Respects differences.</li></ul>	
--	--	--	--	---	--

SEVENTH GRADE		BASIC HIGH SCHOOL		THIRD PERIOD	
GENERATING AXES	STANDARDS	THEMES	B L R	SUGGESTED PERFORMANCE INDICATORS	COMPETENCE
Listening Reading Writing Monologue Conversation	Specify activities for environmental conservation in the community.	<b>Grammar</b> <ul style="list-style-type: none"> <li>• “Wh-questions”</li> <li>• Present and past tense</li> <li>• Present perfect tense</li> <li>• Imperative</li> <li>• Modals</li> </ul>	5. Recognizes specific information in written and oral texts related to objects, people, and actions 6. Gives and follows instructions, recommendations, and suggestions about topics related to his/her immediate context	<b>KNOWING</b> <ul style="list-style-type: none"> <li>• Understands the general idea of a short oral or written text about an academic subject.</li> <li>• Identifies Wh-questions in questions to obtain specific information.</li> <li>• Identifies basic structures of present and past tense, and present perfect tense.</li> <li>• Recognizes expressions related to the environment.</li> </ul> <b>DOING</b> <ul style="list-style-type: none"> <li>• Exchanges information related to academic subjects.</li> <li>• Produces oral or written texts providing information about a topic of interest.</li> <li>• Proposes simple actions for environmental conservation.</li> </ul> <b>BEING</b> <ul style="list-style-type: none"> <li>• Respects the environment.</li> <li>• Values the opinions of his peers.</li> </ul>	SCOPE AND SEQUENCE: LEVEL A2.1 – SUGGESTED GRADE: 7 <sup>TH</sup> Linguistic competence Sociolinguistic competence Discourse and functional Strategic competence Cognitive Metacognitive Intercultural competence

SEVENTH GRADE		BASIC HIGH SCHOOL		FOURTH PERIOD	
GENERATING AXES	STANDARDS	THEMES	B L R	SUGGESTED PERFORMANCE INDICATORS	COMPETENCE
Listening Reading Writing Monologue Conversation	Recognize cultural characteristics in some countries	<b>Grammar</b> <ul style="list-style-type: none"> <li>• Comparative and superlative</li> <li>• Connectors of sequence</li> <li>• Present and past tense and continuous verb tense.</li> <li>• Present perfect tense</li> </ul>	7. Describes actions related to a subject in his/her family or school environment	<b>KNOWING</b> <ul style="list-style-type: none"> <li>• Identifies information related to subjects of general interest.</li> <li>• Identifies similarities and differences between persons, places, animals and things.</li> <li>• Identifies basic structures of present and past tense, and present perfect tense.</li> <li>• Recognizes expressions related to biodiversity, sports, weather, seasons.</li> </ul> <b>DOING</b> <ul style="list-style-type: none"> <li>• Prepares a comparative chart of different cultural characteristics of some previously assigned countries.</li> <li>• Exchanges information related to cultural characteristics of some countries.</li> <li>• Produces oral or written texts, providing information about cultural characteristics of some countries.</li> </ul> <b>BEING</b> <ul style="list-style-type: none"> <li>• Respects cultural differences.</li> <li>• Values the contributions of his classmates.</li> </ul>	SCOPE AND SEQUENCE: LEVEL A2.1 – SUGGESTED GRADE: 7 <sup>TH</sup> Linguistic competence  Sociolinguistic competence  Discourse and functional  Strategic competence  Cognitive  Metacognitive  Intercultural competence



EIGHTH GRADE		BASIC HIGH SCHOOL		FIRST PERIOD	
GENERATING AXES	STANDARDS	THEMES	B L R	SUGGESTED PERFORMANCE INDICATORS	COMPETENCE
Listening Reading Writing Monologue Conversation	Evaluate the impact of human actions on the environment in the country.	<b>Grammar</b> <ul style="list-style-type: none"> <li>• Adverbs of frequency and sequence</li> <li>• Possessive adjectives: her, his, my, their, your</li> <li>• Wh-questions</li> <li>• Present tense</li> <li>• Infinitive/gerund</li> </ul>	1. Requests and provides information about experiences and plans in a clear and brief manner 2. Explains in written form different familiar situations and facts in a coherent and simple manner. The student	<b>KNOWING</b> <ul style="list-style-type: none"> <li>• Recognizes vocabulary related to the environment.</li> <li>• Identifies basic descriptive structures.</li> <li>• Identifies the structure of information questions.</li> <li>• Recognizes expressions of opinion.</li> <li>• Identifies stages of the writing process.</li> <li>• Identifies the sections of a descriptive text.</li> </ul> <b>DOING</b> <ul style="list-style-type: none"> <li>• Presents, orally and rehearsed, the impact of diverse human actions in the environment with pertinent vocabulary.</li> <li>• Requests information from classmates about human actions in the environment through information questions previously rehearsed.</li> <li>• Identifies basic arguments in brief written texts</li> <li>• Expresses opinions or gives information orally, spontaneously and with simple vocabulary.</li> <li>• Prepares a written descriptive text about human actions in the environment with information related to</li> </ul>	SCOPE AND SEQUENCE: LEVEL A2.2 – SUGGESTED GRADE: 8 <sup>TH</sup> Linguistic competence  Sociolinguistic competence  Discourse and functional  Strategic competence  Cognitive  Metacognitive  Intercultural competence

				<p>facts, details and references based on the writing process.</p> <p><b>BEING</b></p> <ul style="list-style-type: none"><li>• Shows respect for the environment through the promotion of responsible practices.</li><li>• Recognizes his own environmental practices and those of others</li></ul>	
--	--	--	--	---	--

EIGHTH GRADE		BASIC HIGH SCHOOL		SECOND PERIOD	
GENERATING AXES	STANDARDS	THEMES	B L R	SUGGESTED PERFORMANCE INDICATORS	COMPETENCE
Listening Reading Writing Monologue Conversation	Formulate initiatives for the prevention of eating disorders.	<b>Grammar</b> <ul style="list-style-type: none"> <li>• Adverbs of frequency and sequence.</li> <li>• Possessive adjectives: her, his, my, their, your</li> <li>• Wh-questions</li> <li>• Adverbs of frequency and sequence</li> <li>• Imperatives--Take..., drink...; Don't....</li> <li>• Present perfect tense</li> <li>• Past tense</li> </ul>	3. Recognizes specific information in short oral and written texts on topics of general interest. 4. Exchanges information about academic and general interest topics, through simple conversations, dialogues, and role-plays.	<b>KNOWING</b> <ul style="list-style-type: none"> <li>• Identifies symptoms, parts of the body, and treatments in a brief and simple written text.</li> <li>• Identifies relevant facts, specific details and references.</li> <li>• Recognizes the structure of information questions.</li> <li>• Identifies basic descriptive structures.</li> <li>• Recognizes expressions of opinion, recommendation.</li> <li>• Identifies the stages of the writing process.</li> <li>• Identifies the sections of a report.</li> </ul> <b>DOING</b> <ul style="list-style-type: none"> <li>• Makes previously prepared questions on eating disorders based on a defined format.</li> <li>• Explains and expresses opinions on eating disorders briefly and simply based on a given sample and with clear pronunciation.</li> <li>• Presents an eating disorder prevention plan assigned with clear and simple language.</li> <li>• Prepares a written and simple report based on notes taken and an established sample.</li> </ul>	SCOPE AND SEQUENCE: LEVEL A2.2 – SUGGESTED GRADE: 8 <sup>TH</sup> Linguistic competence  Sociolinguistic competence  Discourse and functional  Strategic competence  Cognitive  Metacognitive  Intercultural competence

				<p><b>BEING</b></p> <ul style="list-style-type: none"><li>• Recognizes his role in the prevention of diseases.</li><li>• Recognizes negative health practices.</li></ul>	
--	--	--	--	--	--

EIGHTH GRADE		BASIC HIGH SCHOOL		THIRD PERIOD	
GENERATING AXES	STANDARDS	THEMES	B L R	SUGGESTED PERFORMANCE INDICATORS	COMPETENCE
Listening Reading Writing Monologue Conversation	Recognize the role of language (positive and negative) in the construction of peace in the community.	<b>Grammar</b> <ul style="list-style-type: none"> <li>• Present perfect/ past tense</li> <li>• First conditional</li> <li>• Modals: should, can, ought to, must</li> </ul>	5. Makes recommendations to people in his/her community about what to do, when and how 6. Makes brief presentations on academic topics related to his/her school environment or community	<b>KNOWING</b> <ul style="list-style-type: none"> <li>• Recognizes positive and negative language.</li> <li>• Identifies basic narrative structures.</li> <li>• Identifies the structure of information questions.</li> <li>• Recognizes expressions of opinion, points of view</li> <li>• Identifies the stages of the writing process.</li> </ul> <b>DOING</b> <ul style="list-style-type: none"> <li>• Shows comprehension of general and specific ideas in oral and written texts by completing preestablished forms.</li> <li>• Narrates a case of positive/negative language use based on a provided template.</li> <li>• Organizes information gathered from different bibliographical sources in tables and graphs.</li> <li>• Presents opinions on the use of positive/negative language following a previously prepared presentation plan.</li> <li>• Produces, in writing and following the writing process, a personal plan for constructive use of the language.</li> </ul>	SCOPE AND SEQUENCE: LEVEL A2.2 – SUGGESTED GRADE: 8 <sup>TH</sup> Linguistic competence Sociolinguistic competence Discourse and functional Strategic competence Cognitive Metacognitive Intercultural competence

				<p><b>BEING</b></p> <ul style="list-style-type: none"><li>• Shows respect for opinions expressed by his peers.</li><li>• Recognizes his responsibility in the construction of peace in his community.</li><li>• Recognizes positive/negative uses of language.</li></ul>	
--	--	--	--	--	--

EIGHTH GRADE		BASIC HIGH SCHOOL		FOURTH PERIOD	
GENERATING AXES	STANDARDS	THEMES	B L R	SUGGESTED PERFORMANCE INDICATORS	COMPETENCE
Listening Reading Writing Monologue Conversation	Determine the impact of consumerism in adolescents.	<b>Grammar</b> <ul style="list-style-type: none"> <li>• Present perfect, present perfect continuous tense</li> <li>• Modals of possibility</li> <li>• Future perfect tense</li> <li>• Adjectives</li> <li>• Adverbs of manner, sequence, place</li> <li>• Imperatives</li> <li>• Third conditional</li> </ul>	7. Expresses emotions and feelings about a situation or specific topic related to his/her family or school and presents supporting reasons in a clear and simple manner 8. Briefly narrates current facts, daily situations or personal experiences orally and in written form.	<b>KNOWING</b> <ul style="list-style-type: none"> <li>• Recognizes vocabulary on consumption and consumerism, fashion, technology, needs.</li> <li>• Identifies the structure of a survey.</li> <li>• Recognizes expressions of opinion, points of view.</li> <li>• Prepares a classification chart with the consumption needs of adolescents through a previously established format.</li> <li>• Prepares, with help, a survey related to consumption through information questions (Wh questions).</li> </ul> <b>DOING</b> <ul style="list-style-type: none"> <li>• Prepares and presents the classification chart based on the categories of consumption needs.</li> <li>• Produces a simple and structured argumentative text based on previously consulted bibliographical references.</li> </ul> <b>BEING</b> <ul style="list-style-type: none"> <li>• Shows respect for the opinions expressed by his peers.</li> </ul>	SCOPE AND SEQUENCE: LEVEL A2.2 – SUGGESTED GRADE: 8 <sup>TH</sup> Linguistic competence Sociolinguistic competence Discourse and functional Strategic competence Cognitive Metacognitive Intercultural competence

				<ul style="list-style-type: none"><li>• Recognizes characteristics of responsible consumption.</li><li>• Actively participates in planned activities.</li></ul>	
--	--	--	--	---	--



NINTH GRADE		BASIC HIGH SCHOOL		FIRST PERIOD	
GENERATING AXES	STANDARDS	THEMES	B L R	SUGGESTED PERFORMANCE INDICATORS	COMPETENCE
Listening Reading Writing Monologue Conversation	Value the impact of ICT in daily life.	<b>Grammar</b> <ul style="list-style-type: none"> <li>Conditionals.</li> <li>Modals of obligation: Should, ought to, had better.</li> <li>Comparative and superlative.</li> <li>Present perfect tense.</li> <li>Future perfect tense.</li> </ul>	1. Explains the reasons behind plans and actions related to his/her personal, school and community environment 2. Recognizes cause and effect relationships in short written texts on academic topics.	<b>KNOWING</b> <ul style="list-style-type: none"> <li>Recognizes opinions and points of view.</li> <li>Recognizes vocabulary related to current social phenomena.</li> <li>Identifies the chronological order of past and future actions.</li> <li>Infers consequences derived from an action.</li> </ul> <b>DOING</b> <ul style="list-style-type: none"> <li>Identifies ideas related to the effects of ICT in daily life in narrative oral and written texts used in class.</li> <li>Requests information on daily activities related to the use of ICT through previously prepared information questions (Wh questions).</li> <li>Gives information on daily activities related to the use of ICT through adequate vocabulary and structures.</li> <li>Presents the effect of ICT on daily life in an oral and rehearsed way.</li> <li>Requests justification of the information orally presented by peers.</li> <li>Prepares a narrative written text on the effects of ICT on</li> </ul>	SCOPE AND SEQUENCE: LEVEL B1.1 – SUGGESTED GRADE: 9 <sup>TH</sup> Linguistic competence  Sociolinguistic competence  Discourse and functional  Strategic competence  Cognitive  Metacognitive  Intercultural competence

				<p>daily life based on information obtained from different sources</p> <p><b>BEING</b></p> <ul style="list-style-type: none"><li>• Respects the points of view of others.</li><li>• Actively participates in class activities.</li><li>• Recognizes advantages and disadvantages of ICT on daily life</li></ul>	
--	--	--	--	---	--

NINTH GRADE		BASIC HIGH SCHOOL		SECOND PERIOD	
GENERATING AXES	STANDARDS	THEMES	B L R	SUGGESTED PERFORMANCE INDICATORS	COMPETENCE
Listening Reading Writing Monologue Conversation	Establish prevention practices of illnesses in the region.	<b>Grammar</b> <ul style="list-style-type: none"> <li>• Present, past and future tense</li> <li>• Present, past and future perfect tense</li> <li>• Conditionals</li> <li>• Modals</li> <li>• Reported speech</li> </ul>	3. Summarizes information s/he has read or listened to on academic and school related topics through a structured written text 4. Makes short presentations on academic topics of interest	<b>KNOWING</b> <ul style="list-style-type: none"> <li>• Recognizes situations of inequity in subjects such as access to education and gender.</li> <li>• Recognizes the structure of narrative written texts.</li> <li>• Distinguishes relations of contrast and addition.</li> <li>• Identifies basic structures of past, future and conditional tenses.</li> </ul> <b>DOING</b> <ul style="list-style-type: none"> <li>• Identifies ideas related to situations of lack of equity in society in oral and written descriptive texts used in class.</li> <li>• Describes, orally, situations of lack of equity related to their personal environment.</li> <li>• Formulates clarification questions about the descriptions of situations of inequity reported by classmates.</li> <li>• Identifies, with help, similarities and differences in the stories told about situations of inequity in the social environment.</li> <li>• Expresses his opinion about possible actions to handle inequity problems.</li> </ul>	SCOPE AND SEQUENCE: LEVEL B1.1 – SUGGESTED GRADE: 9 <sup>TH</sup> Linguistic competence  Sociolinguistic competence  Discourse and functional  Strategic competence  Cognitive  Metacognitive  Intercultural competence

				<p><b>BEING</b></p> <ul style="list-style-type: none"><li>• Values and respects differences.</li><li>• Recognizes the importance of equity in society.</li><li>• Assumes a critical position regarding social subjects of interest.</li></ul>	
--	--	--	--	---	--

NINTH GRADE		BASIC HIGH SCHOOL		THIRD PERIOD	
GENERATING AXES	STANDARDS	THEMES	B L R	SUGGESTED PERFORMANCE INDICATORS	COMPETENCE
Listening Reading Writing Monologue Conversation	Propose actions to reduce inequities (gender, access to education) in the community.	<b>Grammar</b> <ul style="list-style-type: none"> <li>• Adverbs of frequency and sequence</li> <li>• Imperatives: Take..., drink...; Don't...</li> <li>• Modals: should, would, ought to, had better</li> <li>• Present perfect tense</li> <li>• Past tense</li> </ul>	5. Expresses his/her opinion on an academic topic discussed in class 6. Exchanges information about academic and general interest topics in a conversation.	<b>KNOWING</b> <ul style="list-style-type: none"> <li>• Identifies preventable diseases in their environment.</li> <li>• Recognizes vocabulary and expressions related to common preventable diseases.</li> <li>• Selects pertinent bibliographical sources for his work.</li> <li>• Chooses appropriate information to support points of view.</li> </ul> <b>DOING</b> <ul style="list-style-type: none"> <li>• Identifies information related to preventable diseases in medium length oral and written texts.</li> <li>• Formulates questions on the most common methods of prevention of a disease common to their context.</li> <li>• Orally presents the methods of disease prevention.</li> <li>• Presents a prevention plan of a disease assigned based on relevant facts, specific details and references.</li> <li>• Expresses, orally, opinions on prevention plans presented by classmates.</li> </ul> <b>BEING</b>	SCOPE AND SEQUENCE: LEVEL B1.1 – SUGGESTED GRADE: 9 <sup>TH</sup> Linguistic competence  Sociolinguistic competence  Discourse and functional  Strategic competence  Cognitive  Metacognitive  Intercultural competence

				<ul style="list-style-type: none"><li>• Recognizes the active role in disease prevention.</li><li>• Respects the points of view of others.</li><li>• Expresses disagreements in a respectful way.</li></ul>	
--	--	--	--	---	--

NINTH GRADE		BASIC HIGH SCHOOL		FOURTH PERIOD	
GENERATING AXES	STANDARDS	THEMES	B L R	SUGGESTED PERFORMANCE INDICATORS	COMPETENCE
Listening Reading Writing Monologue Conversation	Generate awareness about citizens' rights.	<b>Grammar</b> <ul style="list-style-type: none"> <li>• Past tense</li> <li>• Past perfect tense</li> <li>• Present tense</li> <li>• Conditionals</li> </ul>	7. Identifies the type, purpose, and parts of a short written or oral text and shares ideas from the text with classmates. 8. Produces medium length texts making recommendations or suggestions related to situations of academic, social, or personal interest.	<b>KNOWING</b> <ul style="list-style-type: none"> <li>• Identifies information related to citizens' rights.</li> <li>• Recognizes vocabulary and expressions related to citizens' rights.</li> <li>• Selects relevant bibliographical sources.</li> <li>• Chooses appropriate information to support points of view.</li> </ul> <b>DOING</b> <ul style="list-style-type: none"> <li>• Identifies specific information related to citizens' rights in oral and written texts.</li> <li>• Requested information on citizens' rights exercised by their families.</li> <li>• Develops a comparative table on the rights of citizens and the general identified by colleagues in the class.</li> <li>• Presents actions of generation of awareness of citizens' rights.</li> <li>• Expresses orally and with solid arguments, opinions on the actions suggested by the classmates of the class.</li> </ul> <b>BEING</b> <ul style="list-style-type: none"> <li>• Recognizes own civil rights as a citizen.</li> </ul>	SCOPE AND SEQUENCE: LEVEL B1.1 – SUGGESTED GRADE: 9 <sup>TH</sup> Linguistic competence  Sociolinguistic competence  Discourse and functional  Strategic competence  Cognitive  Metacognitive  Intercultural competence

				<ul style="list-style-type: none"><li>• Identifies its role as a citizen in the community.</li><li>• Respects the views of others.</li><li>• Express disagreements in a respectful manner.</li></ul>	
--	--	--	--	--	--



TENTH GRADE		BASIC HIGH SCHOOL		FIRST PERIOD	
GENERATING AXES	STANDARDS	THEMES	B L R	SUGGESTED PERFORMANCE INDICATORS	COMPETENCE
Listening Reading Writing Monologue Conversation	Promote ethical behaviors regarding citizenship and living together (e.g. cutting in line, plagiarism) competences in school.	<b>Grammar</b> <ul style="list-style-type: none"> <li>• Present, past and future tense and perfect tense</li> <li>• Conditionals</li> <li>• Modals</li> <li>• Reported speech</li> </ul>	1. Recognizes general and specific information in written and oral opinion texts and discussions on familiar topics. 2. 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.	<b>KNOWING</b> <ul style="list-style-type: none"> <li>• Recognizes general and specific information in narrative and descriptive oral and written texts related to subjects of academic interest.</li> <li>• Distinguishes expressions related to: cause/effect, summary, clarification, etc.</li> <li>• Identifies basic structures of present, past and future tense and perfect tense.</li> <li>• Differentiates the structures of real and unreal conditionals.</li> </ul> <b>DOING</b> <ul style="list-style-type: none"> <li>• Prepares written texts on recommendations on subjects of academic interest.</li> <li>• Makes an oral presentation on subjects of academic interest.</li> <li>• Exchanges opinions in a round table on subjects of academic interest.</li> <li>• Summarizes, with the help of classmates, information about causes and solutions to a conflict between teachers and students based on paraphrasing strategies studied.</li> <li>• Asks questions and requests clarifications in a survey addressed to students</li> </ul>	SCOPE AND SEQUENCE: LEVEL B1.2 – SUGGESTED GRADE: 10 <sup>TH</sup> Linguistic competence Sociolinguistic competence Discourse and functional Strategic competence Cognitive Metacognitive Intercultural competence

				<p>and teachers on possible school conflicts, using clear pronunciation and adequate intonation.</p> <p><b>BEING</b></p> <ul style="list-style-type: none"><li>• Values and respects the opinion of others.</li><li>• Recognizes the importance of language in conflict resolution.</li><li>• Appreciates cultural contributions of his community and other communities.</li><li>• Assumes a critical position regarding academic and social subjects of interest.</li></ul>	
--	--	--	--	--	--

TENTH GRADE		BASIC HIGH SCHOOL		SECOND PERIOD	
GENERATING AXES	STANDARDS	THEMES	B L R	SUGGESTED PERFORMANCE INDICATORS	COMPETENCE
Listening Reading Writing Monologue Conversation	Evaluate the impact of cultural and social practices (piercings, tattoos, extreme sports, and sedentarism) on health.	<b>Grammar</b> <ul style="list-style-type: none"> <li>• Present, past and future tense and perfect tense</li> <li>• Conditionals</li> <li>• Modals</li> </ul>	3. Writes narrative, descriptive and explanatory texts related to topics of interest or that are familiar to him/her 4. Exchanges opinions on topics of personal, social or academic interest	<b>KNOWING</b> <ul style="list-style-type: none"> <li>• Recognizes words and expressions about certain cultural and social practices in readings and oral texts.</li> <li>• Identifies information about the most common cultural and social practices.</li> <li>• Recognizes general and specific information in narrative and descriptive oral and written texts related to academic subjects of interest.</li> <li>• Distinguishes expressions related to: cause/effect, Summary.</li> <li>• Identifies basic structures of present, past and future tense and perfect tense.</li> <li>• Differentiates real and unreal conditional structures.</li> </ul> <b>DOING</b> <ul style="list-style-type: none"> <li>• Produces advertising texts on cultural and social practices causing health problems for people.</li> <li>• Orally and respectfully justifies his point of view on the most effective campaign based on vocabulary, expressions and structures studied.</li> <li>• Makes an oral presentation of an advertisement campaign clearly and</li> </ul>	SCOPE AND SEQUENCE: LEVEL B1.2 – SUGGESTED GRADE: 10 <sup>TH</sup> Linguistic competence Sociolinguistic competence Discourse and functional Strategic competence Cognitive Metacognitive Intercultural competence

				<p>with confidence.</p> <p><b>BEING</b></p> <ul style="list-style-type: none"><li>• Respects personal and cultural differences.</li><li>• Recognizes consequences of certain cultural and social health practices of people.</li></ul>	
--	--	--	--	--	--

## TENTH GRADE (SECOND SEMESTER) AND ELEVENTH GRADE (ALL YEAR)

1. Produces, in writing and following the writing process, a personal plan for constructive use of the language.
2. Perform written tests in English ICFES
3. Preparing yourself adequately to make tests know 11th
4. Can access the university
5. Widens vocabulary, reading comprehension and grammar
6. Analysis of questions in English

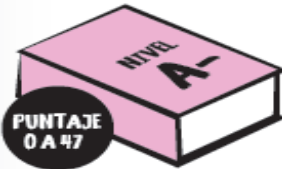


# SABER 11.º

## NIVELES DE DESEMPEÑO

### PRUEBA DE INGLÉS

La prueba de inglés está alineada con el Marco Común Europeo de Referencia (MCER) para las lenguas, que permite clasificar a los examinados en 5 niveles de desempeño: A-, A1, A2, B1 y B+. Estos niveles responden al hecho de que, en Colombia, existe población que se encuentra por debajo del primer nivel del MCER (A1), lo cual llevó a incluir en este módulo un nivel inferior a A1, denominado A-, que corresponde a aquellos desempeños mínimos que involucran el manejo de vocabulario y estructuras gramaticales básicas. De igual manera, se incluye un nivel superior al B1 para aquellos estudiantes que superan lo evaluado en este nivel, denominado B+.



PUNTAJE  
0 A 47

#### DESCRIPCIÓN

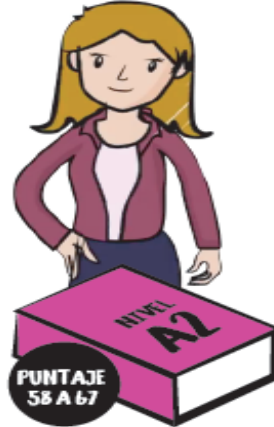
El estudiante promedio clasificado en este nivel no supera las preguntas de menor complejidad de la prueba.



PUNTAJE  
48 A 57

#### DESCRIPCIÓN

- El estudiante es capaz de comprender y utilizar expresiones cotidianas de uso muy frecuente, así como frases sencillas destinadas a satisfacer necesidades inmediatas.
- Puede presentarse a sí mismo y a otros, pedir y dar información personal básica sobre su domicilio, sus pertenencias y las personas que conoce.
- Puede relacionarse de forma elemental con su interlocutor siempre que este hable despacio y con claridad y esté dispuesto a cooperar.



PUNTAJE  
58 A 67

#### DESCRIPCIÓN

- El estudiante es capaz de comprender frases y expresiones de uso frecuente relacionadas con áreas de experiencia que le son especialmente relevantes (información básica sobre sí mismo y su familia, compras, lugares de interés, ocupaciones, etc.).
- Sabe comunicarse a la hora de llevar a cabo tareas simples y cotidianas que no requieran más que intercambios sencillos y directos de información sobre cuestiones que le son conocidas o habituales.
- Sabe describir en términos sencillos aspectos de su pasado y su entorno, así como cuestiones relacionadas con sus necesidades inmediatas.



PUNTAJE  
68 A 78

#### DESCRIPCIÓN

- El estudiante es capaz de comprender los puntos principales de textos claros y en lengua estándar si tratan sobre cuestiones que le son conocidas, ya sea en situaciones de trabajo, de estudio o de ocio.
- Sabe desenvolverse en la mayor parte de las situaciones que pueden surgir durante un viaje por zonas donde se utiliza la lengua.
- Es capaz de producir textos sencillos y coherentes sobre temas que le son familiares o en los que tiene un interés personal.
- Puede describir experiencias, acontecimientos, deseos y aspiraciones, así como justificar brevemente sus opiniones o explicar sus planes.



PUNTAJE  
79 A 100

#### DESCRIPCIÓN

El estudiante promedio clasificado en este nivel supera las preguntas de mayor complejidad de la prueba.





### ¿Qué evalúa?

La prueba de inglés evalúa la competencia comunicativa en lengua inglesa del estudiante de Saber 11.º con el fin de dar cuenta de lo que es capaz de hacer, según lo expresado en el Marco Común Europeo, a través de tareas de lectura, gramática y léxico.



Para más información haz clic aquí



## **BIBLIOGRAFIA**

<http://aprende.colombiaaprende.edu.co/sites/default/files/naspublic/Anexo%2015%20Pedagogical%20Principles%20and%20Guidelines.pdf>

<http://aprende.colombiaaprende.edu.co/sites/default/files/naspublic/Anexo%2017%20Est%C3%A1ndares%20B%C3%A1sicos%20de%20Competencias.pdf>

<http://aprende.colombiaaprende.edu.co/sites/default/files/naspublic/Anexo%2015%20Pedagogical%20Principles%20and%20Guidelines.pdf>

<http://aprende.colombiaaprende.edu.co/sites/default/files/naspublic/Anexo%2016%20Dise%C3%B1o%20Propuesta%20%20Curriculo%20Sugerido.pdf>

<http://de-avanzada.blogspot.com/2016/02/lcfes.html>