



Colegio La Colina



**PLAN DE ESTUDIOS
TERCER TRIMESTRE
GRADO 1^o**



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**PLAN DE ESTUDIOS
TERCER TRIMESTRE**

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PLAN DE ESTUDIOS TERCER TRIMESTRE

| | |
|-------------------|----------------------------|
| ÁREA | Math |
| ASIGNATURA | Math |
| GRADO | 1° |
| FECHAS | February 23rd to June 14th |

| META DE APRENDIZAJE estándar | OBJETIVO DE APRENDIZAJE subproceso | CONCEPTO ARTICULADOR |
|-------------------------------------|--|--|
| 1. NUMBERS AND OPERATIONS | 1.12. Make a number story for a given addition or subtraction sentence. | Addition Subtraction Word problems |
| | 1.20. Write a number sentence for an addition or subtraction problem. | |
| | 1.21. Recognize and name one half of a whole which is divided into 2 equal parts. | Equal parts Halves Quarters |
| | 1.22. Recognize and name one quarter of a whole which is divided into 4 equal parts. | |



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| | 1.24. Illustrate that decomposing a whole into more equal parts creates smaller parts. | |
| 2. MEASUREMENT | 2.20. Recognize and name de bills and coins of Colombian currency. | Currency |
| 4. DATA ANALYSIS | 4.2. Read and interpret lists and tables. | Pictograms Picture graphs |
| | 4.3. Present data in pictograms using one-to-one representation. | |
| | 4.4. Read and interpret pictograms. | |
| | 4.5. Read and interpret a picture graph. | |



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|-------------------|----------------------------|
| ÁREA | Science |
| ASIGNATURA | Science |
| GRADO | 1° |
| FECHAS | February 23rd to June 14th |

| ESTÁNDAR NACIONAL Y/O INTERNACIONAL | META DE APRENDIZAJE estándar | OBJETIVO DE APRENDIZAJE subproceso | CONCEPTO ARTICULADOR |
|--|-------------------------------------|---|-------------------------------|
| Describes properties of matter and energy and the interactions between them. | | Classifies and compares objects according to their uses. | Materials States of matter |
| | | Describes the similarities and differences of objects in terms of shape, space filled, mass, taste, color, and smell. | |
| | | Recognizes that objects can be described using materials they are made of (clay, cloth, paper). | |
| | | Explores and classifies objects in the environment according to their state (solids, liquids, or gasses). | |
| | | Interprets the results of experiments analyzing changes in water status given a temperature variation. | |



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| Describes the path of light when it moves, when it reflects on objects to make it possible to see and when it changes directions in lenses and mirrors. | Names some transparent, translucent, and opaque objects. | Light |
| | Compares the process of reflection and refraction of the light. | |
| | Identifies objects that emit light or sound. | |
| Describes and compares the effect that is produced by the application of force to an object in the terms of intensity. (Pull, push). | Explains the difference between the forces of push and pull. | Forces |
| | Recognizes that applying force to an object can cause its movement. | |



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|-------------------|---------------------------------|
| ÁREA | Español y Literatura |
| ASIGNATURA | Español |
| GRADO | 1° |
| FECHAS | Febrero 23 al 14 de junio 2024. |

| META DE APRENDIZAJE estándar | OBJETIVO DE APRENDIZAJE subproceso | CONCEPTO ARTICULADOR |
|--|---|-----------------------------|
| 1. Produzco textos orales que responden a distintos propósitos comunicativo. | 1.4 Expresa sus ideas con claridad, teniendo en cuenta el orden de las palabras en los textos orales que produce. | Texto instructivo |
| | 1.9 Establece el orden lógico de las acciones en un texto instructivo. | |
| 2. Produzco textos escritos que responden a diversas necesidades comunicativas | 2.2 Toma diferentes dictados. | Dictados |
| | 2.4 Identifica las reglas ortográficas de las letras c y z. | Reglas ortográficas c y z |



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| | 2.6 Elige el tipo de texto que requiere el propósito comunicativo. | |
| | 2.8 Emplea algunos signos de puntuación como la coma y los signos de interrogación. | Signos de puntuación (coma, punto y signos de interrogación) |
| | 2.10 Escribe palabras que le permiten comunicar sus ideas, preferencias y aprendizajes. | |
| 3. Comprendo textos que tienen diferentes formatos y finalidades | 3.6 Reconoce el lenguaje literario usado en la poesía. | Poesía Comprensión de lectura |
| | 3.7 Comprende las temáticas tratadas en diferentes textos que escucha. | |
| | 3.8 Comprende el propósito de los textos que lee, apoyándose en sus títulos, imágenes e ilustraciones | |
| | 3.11 Reconoce información en un texto que no está explícita. | |



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| 4. Comprendo textos literarios para propiciar el desarrollo de mi capacidad creativa y lúdica. | 4.4 Interactúa con sus compañeros en dinámicas grupales que incluyen: declamación, canto, música y recitales, teniendo en cuenta los sonidos y juegos de palabras. | Oralidad Comprensión de lectura |
| | 4.5 Comparte sus impresiones sobre los textos literarios y las relaciona con situaciones que se dan en los contextos donde vive. | |
| | 4.10 Elabora y socializa hipótesis predictivas acerca del contenido de los textos. | |
| 5. Identifico los principales elementos y roles de la comunicación para enriquecer procesos comunicativos auténticos. | 5.1 Reconoce los principales elementos constitutivos de un proceso de comunicación: interlocutores, código, canal, texto y situación comunicativa. | Elementos de la comunicación |
| 7. Comprendo la información que circula a través de algunos sistemas de comunicación no verbal | 7.3 Reconoce el sentido de algunas cualidades sonoras como la entonación, las pausas y los silencios. | Lectura haciendo uso de algunos signos de puntuación Historietas Acrósticos |



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| | 7.5 Reconoce la estructura y el lenguaje empleado en historietas y otros tipos de texto con imágenes fijas (historietas y acrósticos) | |
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| ÁREA | Arte |
| ASIGNATURA | Music |
| GRADO | Primero |
| FECHAS | February 23 - June 14 |

| ESTÁNDAR NACIONAL Y/O INTERNACIONAL | META DE APRENDIZAJE estándar | OBJETIVO DE APRENDIZAJE subproceso | CONCEPTO ARTICULADOR |
|---|--|---|--|
| <p>Logros Esperados:</p> <ul style="list-style-type: none">- Desarrollo perceptivo de las propias evocaciones v fantasías, de la naturaleza, de los demás y de las cosas.- Comprensión de los sentidos estético y de pertenencia cultural. | <p>The student performs, as part of a vocal and/or instrumental group, inside the classroom and/or in public.</p> | <p>Interact playfully with music and demonstrates listening through physical reaction: accompanying with the body and playing and imitating musical statements and rhythmical fragments.</p> <p>Identify and differentiates conventional signs and signals frequently used in a musical ensemble.</p> | <p>Performance Musical ensemble Rhythm</p> |



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| | | <p>Understand and perform instructions in the classroom that follows the concept of musical ensemble.</p> <p>Participate in artistic venues in both institutional and cultural events.</p> | |
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PLAN DE ESTUDIOS TERCER TRIMESTRE

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|-------------------|-----------------------|
| ÁREA | Social Studies |
| ASIGNATURA | Social studies |
| GRADO | Primero |
| FECHAS | February 23 - June 14 |

| ESTÁNDAR NACIONAL Y/O INTERNACIONAL | META DE APRENDIZAJE estándar | OBJETIVO DE APRENDIZAJE subproceso | CONCEPTO ARTICULADOR |
|--|---|---|-----------------------------|
| 5. Recognizes their individuality and their belonging to different social groups. | 5. Recognizes their individuality and their belonging to different social groups. | -Expresses some physical and emotional characteristics that make it a unique being -Compares similarities and differences between their tastes, customs and ways of communicating with the other members of the classroom. | Emotions |



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| <p>Participates in the construction of basic agreements on norms for the achievement of common goals in its close context (peers and family) and commits to their fulfillment.</p> | <p>Participates in the construction of basic agreements on norms for the achievement of common goals in its close context (peers and family) and commits to their fulfillment.</p> | <p>-Understands the importance of good manners on the table, mall, library and transportation means to improve his/her own behavior.</p> <p>-Understand that the rules can help to promote good treatment for the coexistence in their family, school and different places, identifying symbols as a norm (warning, regulatory, stop, construction, Informative etc.) to self-guard him/herself.</p> | <p>Good manners</p> <p>Rules (home, school, traffic signs)</p> |
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|-------------------|-------------------------------|
| ÁREA | Educación Física |
| ASIGNATURA | Expresión Corporal |
| GRADO | Primero |
| FECHAS | Febrero 23 a Junio 14 de 2024 |

| ESTÁNDAR NACIONAL Y/O INTERNACIONAL | META DE APRENDIZAJE estándar | OBJETIVO DE APRENDIZAJE subproceso | CONCEPTO ARTICULADOR |
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| N/A | Construye representaciones dancísticas a través de la ejecución de movimientos y secuencias básicas. | <p>-Se ubica espacialmente y explora nuevos movimientos a través del ritmo.</p> <p>-Comprende la danza como medio de expresión e interacción con su entorno.</p> <p>-Reconoce en la danza una forma de representar y expresar sus emociones.</p> | <p>Ubicación y espacio</p> <p>Expresión e interacción</p> <p>Expresión de emociones</p> |



PLAN DE ESTUDIOS TERCER TRIMESTRE

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|-------------------|-------------------------------|
| ÁREA | Educación Física |
| ASIGNATURA | Educación física |
| GRADO | Primero |
| FECHAS | Febrero 23 a Junio 14 de 2024 |

| ESTÁNDAR NACIONAL Y/O INTERNACIONAL | META DE APRENDIZAJE estándar | OBJETIVO DE APRENDIZAJE subproceso | CONCEPTO ARTICULADOR |
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| N/A | <p>1. Demostrar su construcción de cuerpo, esquema corporal, habilidades motrices básicas y estructuración temporo-espacial a través de experiencias corporales.</p> <p>2. Construir conocimiento, consolidar su noción de esquema corporal y habilidades motrices básicas a partir de diversas formas de movimiento más complejas.</p> | <p>1.7 Se ubica espacialmente y explora nuevos movimientos gracias al equilibrio estático y dinámico.</p> <p>1.8 Demuestra relaciones dinámicas entre su movimiento corporal y el uso de implementos. (cuerpo-objeto-objeto manipulable)</p> | <p>habilidades de manipulación</p> <p>capacidades físicas</p> <p>Ubicación y espacio</p> <p>Expresión e interacción</p> <p>Expresión de emociones</p> |



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| | <p>3. Afianza normas y principios establecidos para la realización de las prácticas propias de la actividad física, la expresión corporal, la interacción con sus compañeros y su relación con el entorno.</p> | <p>1.9 Explora diversas experiencias corporales donde se introduce a la vivencia de las capacidades físicas condicionales y coordinativas.</p> <p>2.5 Identifica su lateralidad y ubicación espacial en rondas, juegos, prácticas y experiencias corporales.</p> <p>2.6 Reconoce las diferencias y cambios que existen a nivel corporal en relación a su crecimiento y al potenciamiento de sus habilidades motrices básicas.</p> <p>3.3 Atiende las indicaciones del profesor sobre la forma correcta de realizar los ejercicios y el</p> | |
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| | | cumplimiento de las normas de la clase. | |
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PLAN DE ESTUDIOS TERCER TRIMESTRE

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| ÁREA | ENGLISH |
| ASIGNATURA | English |
| GRADO | PRIMERO |
| FECHAS | Tercer trimestre |

| ESTÁNDAR NACIONAL Y/O INTERNACIONAL | OBJETIVO DE APRENDIZAJE subproceso | CONCEPTO ARTICULADOR |
|---|--|--|
| <p>Reading for global meaning Learners develop the ability to understand the main points of short and extended texts. For example, the topic or theme, who the author is, who the target reader is and the author's purpose.</p> <p>Reading for detail Learners develop the ability to understand detail in short and extended texts. This includes recognising letters and words, understanding specific information, instructions and questions, deducing meaning from context, as well as following a line of argument from Stage 6.</p> | <p>3.5 Begin to read, with support, short, simple fiction and non-fiction texts with confidence and enjoyment</p> <p>3.6 Deduce the meaning of an increasing range of simple, familiar words, with support, by linking them to pictures.</p> | <p>Long I:</p> <p>E.G:</p> <p>Fire Ice Bite Wise</p> <p>Long O E.g</p> <p>Home Robe</p> <p>Long U E.g</p> |



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| | | <p>Cube Tune Rule Huge</p> <p>Digraph: Ph</p> <p>Reading strategies:</p> <p>Scoops and phrasing. Predictions. Reading for detail. Making Connections</p> |
| <p>Listening for global meaning Learners develop the ability to understand the main points of short and extended texts. For example, the topic or theme, who the speaker is, who the target audience is and the speaker's purpose.</p> <p>Listening for detail</p> <p>Learners develop the ability to understand detail in short and extended texts. This includes recognising sounds, letters and words, understanding specific information, instructions and questions, deducing meaning from context, as well</p> | <p>1.5 Deduce meaning from context, with support, of an increasing range of simple words.</p> | <p>Vocabulary using words with long I-O-U</p> |



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| <p>as following a line of argument from Stage 6.</p> | | |
| <p style="text-align: center;">SPEAKING</p> <p style="text-align: center;">Communication</p> <p>Learners develop the ability to ask for and give information and develop their range and accuracy of vocabulary and grammatical structures.</p> <p style="text-align: center;">Express opinion</p> <p>Learners develop the ability to express their opinions and feelings.</p> <p style="text-align: center;">Organisation</p> <p>Learners develop the ability to use connectives in order to organize their ideas and to take turns when speaking effectively initiating, maintaining and concluding interactions.</p> | <p style="text-align: center;">Communication</p> <p>2.7 Link, with little or no support, words and phrases using basic connectives.</p> <p>2.8 Produce simple phrases, pausing to search for expressions and to repair communication</p> <p>2.9 Use some simple grammatical structures, allowing for frequent, basic mistakes</p> | <p>Create short dialogues using:</p> <p>Simple present. Simple past. Present continuous. Affirmative, negative and contraction form. There is - There are</p> |
| <p style="text-align: center;">WRITING</p> <p style="text-align: center;">Communicative achievement</p> | <p>4.5 Use some simple grammatical structures, allowing for frequent, basic mistakes</p> <p>4.6 Link, with support, words, phrases, and short sentences using basic connectives</p> | <p>Write sentences using:</p> <p>Simple present: Questions - Do / Does Affirmative and negative form</p> |



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| <p>Learners develop the ability to communicate in writing by forming letters and words, using punctuation, writing sentences with grammatical accuracy and appropriate register, and planning and checking their work</p> <p>Organisation</p> <p>Learners develop the ability to use a range of connectives to organize ideas and to use appropriate layout for a variety of written genres.</p> <p>Content</p> <p>Learners develop the ability to use a range of language to write text for different purposes, using a variety of written genres. Learners also develop the skills to express their opinion.</p> | | <p>Simple past: Regular verbs. Affirmative and negative form -Was / Were</p> <p>Present continuous. Affirmative, negative and contraction form. Vocabulary using Long vowels.</p> |
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| <p>Grammatical forms Learners develop their knowledge and use of grammatical conventions to enable effective communication and understanding</p> <p>Vocabulary Learners develop their knowledge and use of word classes in increasingly complex contexts.</p> <p>Sentence structure Learners develop the ability to accurately organize sentences and connect ideas for clarity and coherence</p> | <p>Use of English Grammatical forms</p> <p>5.5 Use common present continuous forms, including short answers and contractions, to talk about present activities.</p> <p>5.6 Use common past simple forms [regular and irregular] to describe actions and narrate simple events, including short answer forms and contractions.</p> | <p>Irregular and regular verbs Actions words Present continuous form Simple past form: Simple present</p> |
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PLAN DE ESTUDIOS TERCER TRIMESTRE

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|-------------------|-------------------------------|
| ÁREA | Artes |
| ASIGNATURA | Artes Visuales |
| GRADO | Primero |
| FECHAS | Febrero 23 a Junio 14 de 2024 |

| META DE APRENDIZAJE estándar | OBJETIVO DE APRENDIZAJE subproceso | CONCEPTO ARTICULADOR |
|---|---|--|
| <p>1.The student's aspiration is to enthusiastically involve themselves in a diverse array of impactful artistic endeavors, acknowledging art as a powerful vehicle for human expression that nurtures personal growth and fosters meaningful connections with others.</p> <p>5. The student develops observation skills and different techniques as paintings, drawings,</p> | <p>1.1. Value their own and others' artistic creations and classifies pictures, paintings and artworks in a simple curatorial processes.</p> <p>1.2. Be able to accomplish a final work according to the guidelines provided by the teacher and decide when it is finished showing independence in their artwork.</p> <p>1.3. Create an exhibition with their classmates and gets acquainted with the steps necessary to display their artwork.</p> <p>1.4. Approache to the concept of museum and gallery, by means of virtual visits and field trips.</p> | <p>Painting</p> <p>Sculpting</p> <p>Clay</p> <p>Build fundamentals</p> <p>Create Spaces</p> <p>Figurative art</p> <p>Mix media</p> |



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| <p>video, photography and sculpture techniques to create still life compositions.</p> <p>7. The student creatively explores different construction techniques, recycled materials and other types of materials to experiment and use them purposely.</p> <p>8. The student explores and interacts with art elements as complex shapes (2D), forms (3D), color and spacial composition</p> | <p>5.1. Approach to the concept of Still Life to identify different compositions with objects which are either natural or human-made.</p> <p>5.2. Explore and create different compositions of Still Life through drawing and sculpture</p> <p>7.1. Give reasons for their decisions on the chosen materials, ideas and techniques in their creative process.</p> <p>7.2. Use the classroom environment to approach the concept of art installation.</p> <p>7.3. The student creatively approach to specific materials and construction techniques in their artwork</p> <p>7.4. Approach the plasticity of a specific material (clay, plasticine, paper, cloth etc..) and recycled materials in some of their artworks.</p> <p>8.1. Reinforce the concepts of shape and form through the study of perspective using maps to recognize spaces and shapes represented in a plane.</p> <p>8.2. Recognize complex geometric figures in creative ways to represent different objects and to use them in their artworks.</p> | |
|---|--|--|