



COLEGIO
LA COLINA

iSP International
Schools
Partnership

**PLAN DE ESTUDIOS
SEGUNDO TRIMESTRE
GRADO 2°**



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ÁREA	Humanities
ASIGNATURA	Competencias Ciudadanas

ESTÁNDAR NACIONAL Y/O INTERNACIONAL	META DE APRENDIZAJE	OBJETIVO DE APRENDIZAJE	CONCEPTO ARTICULADOR
Reconoce la importancia de tener buenas interacciones con los seres vivos y su entorno para poder cuidar del medio ambiente y ser responsable de las generaciones futuras.	Recognizes the importance of having a good relationship with all living things by taking care of the environment and being responsible of future generations.	Identifies the sketch of its municipality and differentiates it among the other municipalities of the department.	Municipality, Colombian territories, rural and urban
		Locates the communes, corregimientos, localities and/or indigenous territories in which the territory organizes its municipality, taking into account the cardinal points.	Municipality, Colombian territories, rural and urban
		Names place names (proper names that adopt the geographical places) in their municipality and differentiates its location from the urban environment to the rural.	Municipality, Colombian territories, rural and urban



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ÁREA	Educación Física
ASIGNATURA	Educación Física

ESTÁNDAR NACIONAL Y/O INTERNACIONAL	META DE APRENDIZAJE	OBJETIVO DE APRENDIZAJE (subproceso)	CONCEPTO ARTICULADOR
Promover el desarrollo integral del estudiante para fomentar el autocuidado, las relaciones interpersonales, la exploración de las capacidades físicas condicionales y coordinativas, e iniciar el acercamiento a la irradiación deportiva.	Explorar sus capacidades físicas condicionales y coordinativas con el fin de adquirir las bases de movimientos complejos aplicados a formas jugadas y sus combinaciones.	1.4 Práctica diferentes juegos deportivos individuales y grupales resolviendo situaciones que el juego le presenta. 1.5 Explora posibilidades de movimiento en mi cuerpo a nivel global y segmentario. 1.6 Realiza distintas posturas en estado de quietud y movimiento.	<ul style="list-style-type: none"> • Coordinación Generales • Variaciones de movimiento • Sprints • Saltos cortos • Flexibilidad • Gimnasia Escolar/ Mosquito • Ejercicios coordinativos con diferentes objetos
	2. Desarrollar y aplicar conocimientos avanzados para consolidar y expandir su noción de esquema	2.3 Explica actividades de clase y relaciona movimientos específicos para mejorar sus destrezas corporales. 2.4 Identifica las capacidades físicas al realizar un ejercicio coordinativo.	<ul style="list-style-type: none"> • Ejercicios coordinativos sin elementos. • Equilibrio



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	corporal y habilidades motrices básicas.		
	3. Identificar las normas y principios establecidos para la realización de las prácticas propias de la actividad física.	3.2 Aplica las recomendaciones sobre higiene corporal antes, durante y después de la actividad física.	<ul style="list-style-type: none">• Revisión Uniforme• Comportamiento• Trabajo en clase



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ÁREA	English
ASIGNATURA	English

STRAND	SUB-STRANDS	OBJETIVO DE APRENDIZAJE	CONCEPTO ARTICULADOR
Topic: Speaking Topic: Use of English Topic: Reading Topic: Listening	Organisation Grammatical Forms Sentence structure Vocabulary Detail	<p>3Uv.10 Use an increasing range of noun phrases describing times and locations.</p> <p>3Wc.02 Write, with support, short sentences which describe people, places and objects, and routine actions and events.</p> <p>3Ug.09 Use common adjectives and comparative and superlative adjectives to give personal information and opinions and describe things.</p> <p>3Us.01 Use a limited range of quantifiers (e.g. <i>no, some, any, many, much, a lot of</i>) to refer to familiar objects.</p> <p>3Uv.01 Use cardinal numbers 1-1000.</p>	<p>Writing Write, with support, simple phrases to give personal and factual information.</p> <p>Listening Understand, with support, a limited range of short questions which ask for simple information.</p> <p>Use of English Use common present continuous forms, including short answers and contractions, to talk about present activities. Use connectives (e.g. <i>but, or, then</i>) to link words and phrases.</p>
Topic: Speaking Topic: Use of	Detail Grammatical Forms	<p>3Ld.02 Understand, with little or no support, a limited range of questions which ask for information.</p>	<p>Reading</p>



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<p>English Topic: Reading Topic: Listening</p>	<p>Vocabulary</p>	<p>3Rd.01 Understand, with support, most specific information and detail in short, simple texts. 3Sor.02 Initiate and maintain interaction, with support, in a limited range of short exchanges. 3Lm.01 Understand, with support, some of the main points of short talk. 3Ug.04 Use past simple regular and irregular forms to describe actions and narrate simple events. 3Uv.04 Use prepositions of time (e.g. <i>after, before</i>) to state when things happen.</p>	<p>Understand, with support, some specific information and detail in short, simple, illustrated texts. Speaking Take turns when speaking with others in an increasing range of short, basic exchanges. Listening Understand, with little or no support, the main point of short talk. Use of english Use prepositions of time (e.g. <i>at</i>) to talk about days and time. Use demonstratives <i>this, that, these, those</i> to refer to familiar objects. Use <i>with</i> to indicate accompaniment and <i>for</i> to indicate recipient.</p>
<p>Topic: Speaking</p>	<p>Opinion Organisation Grammatical Forms Vocabulary</p>	<p>3Uv.02 Use <i>by</i> and <i>with</i> to indicate agent and instrument and <i>from</i> [origin] and <i>with/without</i> [inclusion]. 3Us.05 Use common verbs followed by infinitives (e.g. <i>hope to do</i>) and gerund forms (e.g. <i>avoid doing</i>). 3Wca.04 Plan, write and check sentences, with support.</p>	<p>Reading Understand, with support, some specific information and detail in short, simple, illustrated texts. Writing Express, with support, basic feelings. Plan and write phrases and short sentences, with support. Speaking</p>



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		<p>3Wc.03 Express, with support, basic opinions and feelings.</p> <p>3So.01 Express, with support, basic opinions and feelings.</p> <p>3Sor.01 Link words and phrases using basic connectives.</p> <p>3Ug.06 Begin to use present perfect forms [regular and irregular] of common verbs (e.g. <i>have you [ever] been?</i>) to talk about experiences.</p> <p>3Lo.01 Recognise, with support, the opinions of the speaker(s) in short talk.</p> <p>3Ug.07 Use <i>shall</i> [interrogative] to make suggestions and <i>will</i> to ask about future intention.</p> <p>3Uv.05 Use a range of adverbs of definite time.</p>	<p>Take turns when speaking with others in an increasing range of short, basic exchanges.</p> <p>Listening Understand, with little or no support, the main point of short talk.</p> <p>Use of English Use common adjectives on personal and familiar topics to give personal information and describe things. Use cardinal numbers 1-100. Use <i>with</i> to indicate accompaniment and instrument and <i>for</i> to indicate recipient.</p>
<p>Topic: Writing Topic: Reading</p>	<p>Content Detail Organisation Sentence structure</p>	<p>3Ug.05 Use present continuous forms to describe events and talk about present activities.</p> <p>3Wc.01 Write, with support, short, simple instructions.</p> <p>3Rd.02 Read and follow a short sequence of familiar instructions.</p> <p>3Sc.04 Give, with support, short, simple instructions.</p> <p>3Sor.01 Link words and phrases using basic connectives.</p>	<p>Speaking Link, with little or no support, words and phrases using basic connectives. Express, with support, basic feelings.</p> <p>Reading Read and follow, with support, a limited range of short, familiar instructions.</p> <p>Writing Link, with support, words, phrases and short sentences using basic connectives. Express, with support, basic feelings.</p> <p>Use of English</p>



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		<p>3Wor.02 Link, with little or no support, words, phrases and short sentences using basic connectives.</p> <p>3Us.04 Use connectives (e.g. <i>because</i>) to give reasons.</p> <p>3Us.06 Begin to use infinitives of purpose.</p> <p>3Us.02 Use common demonstrative pronouns to ask and answer simple questions.</p>	<p>Use future simple form <i>will</i> to talk about future intention.</p> <p>Use adverbs of definite time (e.g. <i>now, today, yesterday, last week</i>).</p>
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ÁREA	Español y Literatura
ASIGNATURA	Español y Literatura

ESTÁNDAR NACIONAL Y/O INTERNACIONAL	META DE APRENDIZAJE	OBJETIVO DE APRENDIZAJE	CONCEPTO ARTICULADOR
<p>1. Expreso mis ideas atendiendo a las características del contexto comunicativo en que las enuncio (interlocutores, temas, lugares).</p> <p>2. Produzco diferentes tipos de textos para atender a un propósito comunicativo particular.</p> <p>3. Identifico las palabras relevantes de un mensaje y las agrupo en unidades significativas: sonidos en palabras y palabras en oraciones.</p>		<p>1.2 Tiene en cuenta aspectos semánticos y morfosintácticos, de acuerdo con la situación comunicativa en la que intervengo.</p> <p>2.1 Busca información en distintas fuentes: personas, medios de comunicación y libros, entre otras.</p> <p>2.5 Organiza grupos de palabras atendiendo a diversos criterios de carácter sonoro.</p> <p>2.6 Escribe de forma correcta palabras 'b', 'v', 'm', 'n', 'r', y 'rr' según las reglas ortográficas.</p> <p>3.4 Comprende que el cambio de un sonido vocálico o consonántico en una palabra modifica su significado.</p>	<ul style="list-style-type: none"> • El verbo (tiempos) • Uso b y v • Diminutivos y aumentativos • Historieta
<p>4. Predigo y analizo los contenidos y estructuras de diversos tipos de texto, a partir de sus conocimientos previos.</p>		<p>4.2 Lee con suficiente fluidez para comprender un escrito.</p>	<ul style="list-style-type: none"> • Comprensión de lectura • Lectura con fluidez



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<p>5. Identifico algunos elementos constitutivos de textos literarios como personajes, espacios y acciones.</p>	<p>5.3 Relaciona los personajes, tiempos, espacios y acciones para dar sentido a la historia narrada. 5.5 Diferencia poemas, cuentos y obras de teatro.</p>	<ul style="list-style-type: none"> • El poema (comparación y análisis)
<p>6. Comprendo diversos textos literarios a partir de sus propias vivencias.</p>	<p>6.1 Reconstruye las acciones y los espacios donde se desarrolla la narración y atribuye nuevos perfiles a los personajes.</p>	<ul style="list-style-type: none"> • Texto informativo
<p>7. Expresa sus ideas atendiendo a las características del contexto comunicativo en que las enuncia (interlocutores, temas, lugares)</p>	<p>7.3 Selecciona palabras que tienen sentido y relación con las ideas que quiere expresar en los diálogos.</p>	<ul style="list-style-type: none"> • El periódico (digital) • Etiquetas de productos



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ÁREA	Arts
ASIGNATURA	Danzas

ESTÁNDAR NACIONAL Y/O INTERNACIONAL	META DE APRENDIZAJE	OBJETIVO DE APRENDIZAJE (subproceso)	CONCEPTO ARTICULADOR
2º: Desarrollar la capacidad de reconocer el esquema corporal a través de habilidades motrices, potenciando la memorización de secuencias basadas en figuras dancísticas de acuerdo con el ritmo a ejecutar.	1. Relaciona lúdicamente la música y la danza con el desarrollo de habilidades motrices y cognitivas según los ritmos ejecutados.	1.3 Practica movimientos coordinados, combinando desplazamientos y cambios de dirección al ritmo de diferentes estilos de música enfatizando la precisión y fluidez de los movimientos. 1.4 Desarrolla ejercicios que involucren tanto movimientos globales como segmentarios utilizando juegos que requieran cambios rápidos de movimiento y adaptación al ritmo de la música.	<ul style="list-style-type: none"> • Coordinación y desplazamientos • Ubicación espacial • Lateralidad • Figuras dancísticas
	2. Reconoce el esquema corporal a través de sus habilidades motrices que potencializan su	2.3 Reconoce cuales son los pasos dancísticos a través del conocimiento de su lateralidad y su ubicación espacial.	



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	memorización de secuencias basadas en figuras dancísticas de acuerdo con el ritmo a ejecutar.	2.4 Identifica el ritmo que debe ir con cada figura planteada en un momento de trabajo danzado.	
	3. Identificar las normas y principios establecidos para la realización de las sesiones propias de la expresión artística - danza.	3.2 Participar de manera activa en los diferentes momentos expuestos durante las clases.	



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ÁREA	Matemáticas
ASIGNATURA	Matemáticas

STRAND	SUB-STRANDS	OBJETIVO DE APRENDIZAJE	CONCEPTO ARTICULADOR
NUMBERS	Integers and powers	3Ni.02 Understand the commutative and associative properties of addition, and use these to simplify calculations. 3Ni.03 Recognise complements of 100 and complements of multiples of 10 or 100 (up to 1000). 3Ni.04 Estimate, add and subtract whole numbers with up to three digits (regrouping of ones or tens).	Place value, digit number bonds, complements, pairs of numbers, multiples commutative, associate
NUMBERS	Place value, ordering and rounding	3Np.03 Compose, decompose and regroup 3-digit numbers, using hundreds, tens and ones. 3Np.05 Round 3-digit numbers to the nearest 10 or 100.	Place value, digit, hundreds, tens, ones, position multiply, ten times bigger, compose, decompose, re-group round, nearest
NUMBERS	Integers and powers	3Ni.05 Understand and explain the relationship between multiplication and division. 3Ni.06 Understand and explain the commutative and distributive properties of multiplication, and use these to simplify calculations.	Multiplication, multiply, division, divide commutative, distributive, laws of arithmetic multiples



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		3Ni.07 Know 1, 2, 3, 4, 5, 6, 8, 9 and 10 times tables.	
NUMBERS	Integers and powers	3Ni.10 Recognise multiples of 2, 5 and 10 (up to 1000). 3Ni.09 Estimate and divide whole numbers up to 100 by 2, 3, 4 and 5. 3Ni.08 Estimate and multiply whole numbers up to 100 by 2, 3, 4 and 5.	multiplication, multiply division, divide estimate, near to
NUMBERS	Fractions, decimals, percentages, ratio and proportion	3Nf.01 Understand and explain that fractions are several equal parts of an object or shape and all the parts, taken together, equal one whole. 3Nf.02 Understand that the relationship between the whole and the parts depends on the relative size of each, regardless of their shape or orientation. 3Nf.03 Understand and explain that fractions can describe equal parts of a quantity or set of objects.	numerator, denominator, division, dividing line whole, parts, equal, unequal half, quarter, three-quarters
NUMBERS	Fractions, decimals, percentages, ratio and proportion	3Nf.04 Understand that a fraction can be represented as a division of the numerator by the denominator (half, quarter and three-quarters).	numerator, denominator, division, dividing line whole, parts, equal, unequal half, quarter, three-quarters
NUMBERS	Fractions, decimals, percentages, ratio and proportion	3Nf.06 Recognise that two fractions can have an equivalent value (halves, quarters, fifths and tenths). 3Nf.08 Use knowledge of equivalence to compare and order unit fractions and fractions with the same denominator, using the symbols =, > and <.	numerator, denominator, division, dividing line whole, parts, equal, unequal half, quarter, three-quarters



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NUMBERS	Fractions, decimals, percentages, ratio and proportion	3Nf.05 Understand that fractions (half, quarter, three-quarters, third and tenth) can act as operators. 3Nf.07 Estimate, add and subtract fractions with the same denominator (within one whole).	numerator, denominator, division, dividing line whole, parts, equal, unequal half, quarter, three-quarters
STATISTICS AND PROBABILITY	Probability	3Ss.01 Conduct an investigation to answer non-statistical and statistical questions (categorical and discrete data). "3Ss.02 Record, organise and represent categorical and discrete data. Choose and explain which representation to use in a given situation: - Venn and Carroll diagrams - tally charts and frequency tables - pictograms and bar charts." 3Ss.03 Interpret data, identifying similarities and variations, within data sets, to answer non-statistical and statistical questions and discuss conclusions.	investigation, problem, questions, conclusions data, non-statistical, statistical, categorical, discrete Venn diagram, Carroll diagram, tally chart, frequency table, pictogram, bar chart
STATISTICS AND PROBABILITY	Probability	3Sp.01 Use familiar language associated with chance to describe events, including 'it will happen', 'it will not happen', 'it might happen'. 3Sp.02 Conduct chance experiments, and present and describe the results.	investigation, problem, questions, conclusions data, non-statistical, statistical, categorical, discrete Venn diagram, Carroll diagram, tally chart, frequency table, pictogram, bar chart



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ÁREA	Arts
ASIGNATURA	Music

ESTÁNDAR NACIONAL Y/O INTERNACIONAL	META DE APRENDIZAJE (estándar)	OBJETIVO DE APRENDIZAJE (subproceso)	CONCEPTO ARTICULADOR
Entiendo la práctica musical como medio de comunicación de vivencias, sentimientos e ideas a nivel individual y colectivo.	The student explores the practice of art as a sensitive and creative experience of interaction with the social and cultural world, in which they enjoy, transform, value and signify the sound world.	<ul style="list-style-type: none"> • Understand musical practice as a means of communication of life experiences, feelings and ideas. • Share to their classmates their opinions about different musical genres. • Sing and show dignity and respect towards the National Anthem of Colombia. • Sing and show dignity and respect towards the School Anthem (Sing chorus and stanzas in Spanish by heart). 	<ul style="list-style-type: none"> • Creative Expression • Cultural Context • Sensory Experience
Me relaciono con las nociones de tiempo, ritmo,	The student appropriates elements of musical	<ul style="list-style-type: none"> • Perform and create basic rhythm exercises using whole notes, half notes, 	<ul style="list-style-type: none"> • Musical Literacy • Rhythmic



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<p>duración, y movimiento, a partir de juegos y ejercicios con el pulso.</p> <p>Realizo ejercicios sobre un patrón rítmico (imitativos o de improvisación).</p>	<p>language related to rhythm and makes use of both conventional and non-conventional notation in simple musical exercises.</p>	<p>quarter notes with graphic and conventional notation.</p> <ul style="list-style-type: none"> Recognize rhythmical figures as the set of duration values of sounds. Specifically, whole-note, half-note, quarter-note, and their respective rests. Compose rhythmical sequences making use of rhythmic figures such as whole-note, half-note, quarter-note, and their respective rests. 	<p>Awareness</p> <ul style="list-style-type: none"> Creative Application Conventional and Non-Conventional Notation
<p>Reconozco las experiencias artísticas y musicales de mi entorno familiar y local.</p>	<p>The student performs, as part of a vocal and/or instrumental group, inside the classroom and/or in public.</p>	<ul style="list-style-type: none"> Identify and differentiate conventional signs and signals frequently used in a musical ensemble. Engage in collaborative musical projects. 	<ul style="list-style-type: none"> Collaborative Performance Musical Communication Public Performance Experience



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ÁREA	Ciencias
ASIGNATURA	Science

STRAND	SUB-STRANDS	OBJETIVO DE APRENDIZAJE	CONCEPTO ARTICULADOR
Biology	Ecosystems	3Be.01 Identify and describe simple food chains, where plants are producers and animals are consumers of plants and/or other animals.	Food chain, producer, consumer, plant, animal.
Biology	Ecosystems	3Bs.03 Identify some of the important organs in humans (limited to brain, heart, stomach, intestine and lungs) and describe their functions.	Organ, brain, heart, stomach, intestine, lungs, function, human body, internal
PHYSICS	Forces and energy	3Pf.03 Know that friction is a force created between surfaces when they move against each other and it makes this movement harder	Force, surface, friction, move against, rub.
		3Pf.01 Know that forces can be measured with a force meter.	Forces, force-meter, measure, scale, Newtons
PHYSICS	Forces and energy	3Pf.04 Describe how smooth and rough surfaces can generate different amounts of friction.	Force, force meter, friction, smooth, rough, surface.



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PHYSICS	Electricity and magnetism	3Pe.01 Describe magnets as having a north pole and a south pole.	Magnet, north pole, south pole.
PHYSICS	Electricity and magnetism	3Pe.02 Describe how magnets interact when near each other, using the terms repel and attract. 3Pe.03 Investigate how some materials are magnetic but many are not.	Magnet, attract, repel, push, pull.
CHEMISTRY	Materials and their structure	3Cm.01 Know that materials can be solids, liquids or gases. 3Cm.02 Understand that a mixture contains two or more materials, where the materials can be physically separated	Solid, liquid, gas, material, particle mixture, mix, physically separate.
CHEMISTRY	Properties of materials	3Cp.01 Describe differences in the properties of solids and liquids. 3Cp.02 Understand that materials, generally, retain their properties within a mixture.	Solid, granular solid, liquid, gas, property, shape, fixed volume, container, pour, level surface, heap, change.
CHEMISTRY	Materials and their structure	3Cp.03 Describe how to separate solid/solid mixtures based on the physical properties of the solids (processes involving dissolving are not required). 3Cp.04 Describe how to separate a mixture of an insoluble solid and a liquid.	Insoluble solid, liquid, mixture, physically separate, filter paper, filter, filtering, filtration funnel, sieve, sieving.



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CHEMISTRY	Changes materials	to	3Cc.01 Know that when a solid dissolves in a liquid the solid is still present, and this is an example of mixing.	Soluble solid, liquid, dissolve, dissolving, solute, solvent, mixing.
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ÁREA	Humanities
ASIGNATURA	Social Studies

ESTÁNDAR NACIONAL Y/O INTERNACIONAL	META DE APRENDIZAJE	OBJETIVO DE APRENDIZAJE (subproceso)	CONCEPTO ARTICULADOR
I recognize human interaction with the environment and landscapes, through different contexts and the relationship between economic actions and its consequences.	3. Recognizes, identifies, and compares the economic activities of the people around him/her and the effects of their work in the community.	Identifies the economic activities of the people and acknowledges that they receive a salary that contributes to their wellbeing.	Economic activities (family, rural and urban)
		Describe the economic activities carried out by adults in their household and the benefits these activities bring to all family members.	
		Compares the occupations that grandparents used to have in the past with how they are done today and differentiates the characteristics of urban and rural jobs and areas.	
		Recognizes the problematics of child labor in order to understand children's rights.	



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<p>I recognize human interaction with the environment and landscapes, through different contexts and the relationship between economic actions and its consequences.</p>	<p>4. Recognizes the cardinal points and use them to navigate when moving from one place to another</p>	<p>Builds different tools that allow him/her to point and identify cardinal points in order to locate him/herself in space. (Compass and compass rose)</p>	<p>Cardinal points</p>
		<p>Traces a geographical map by exploring cities, towns, and living spaces and their corresponding changes in time and traces the routes taken by some of his classmates to get to school and represents that by drawings.</p>	
		<p>Recognizes the cardinal points and uses them to orient themselves in moving from one place to another (north, south, east and west) and gives spacial directions verbally or in other ways to other ways to get to a specific place, using expressions of laterality (left, right, forward, backward).</p>	
		<p>Measures real distances between various places, with steps and other measurements that can be invented in the group, identifying the distance - near or far - between those distances - near or far - between those places.</p>	
<p>I recognize human interaction with the</p>	<p>5. Understand that the landscape we see</p>	<p>Identifies the forms of relief found on the earth's surface (mountain, valley on the earth's surface</p>	<p>Colombian Geography (landforms)</p>



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<p>environment and landscapes, through different contexts and the relationship between economic actions and its consequences.</p>	<p>is the result of human actions that takes place in a geographical space and that is the reason the landscape changes.</p>	<p>islands, oceans) and names those that can be observed in his or her locality, community or village.</p>	<p>Landscapes Urban landscapes</p>
		<p>Expresses his appreciation of the landscapes he sees in photographs, brochures in magazines, newspapers, and points out those he/she prefers.</p>	
		<p>Trace the basic shapes of their municipalities landscapes through drawings and the elaboration of models with clay, playdoh or reusable materials that they find in their context.</p>	
		<p>Explain the changes that have been made to the landscape of a municipality due to crops, recent constructions, highways, roads, buildings and parks, among others.</p>	



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ÁREA	Ciencias
ASIGNATURA	Tecnología

ESTÁNDAR NACIONAL Y/O INTERNACIONAL	META DE APRENDIZAJE	OBJETIVO DE APRENDIZAJE (subproceso)	CONCEPTO ARTICULADOR
2. Recognizes characteristics of the operation of some technological products in my environment and I use them safely.		2.6. The student uses creative thinking and innovative processes to construct knowledge and develop digital products.	<ul style="list-style-type: none"> • Diagrams • Environmental Impact of Technology • Digital Design Tools
3. Identifies and compares advantages and disadvantages in use of artifacts and technological processes.		3.1. Selects among the various devices available those that are most suitable for performing daily tasks at home and at school, taking into account their restrictions and conditions of use	
		3.2. Uses different expressions to describe the form and function of some artifacts.	



ÁREA	Arts
ASIGNATURA	Visual Arts

ESTÁNDAR NACIONAL Y/O INTERNACIONAL	META DE APRENDIZAJE	OBJETIVO DE APRENDIZAJE (subproceso)	CONCEPTO ARTICULADOR
Me relaciono afectivamente con objetos e imágenes que hacen parte de mi entorno sociocultural inmediato.	The student gets acquainted with different Colombian art movements and relates it to experiences significant to them.	<ul style="list-style-type: none"> Recognize the diversity of art movements in Colombia and create pieces of artwork that dialogue with the aesthetic composition of various Colombian artists. Get acquainted with Colombian art, specifically with works from Nadim Ospina, Fernando Botero, Beatriz González, Ethel Gilmour, Omar Rayo, etc. and relate it to significant experiences. 	<ul style="list-style-type: none"> Fernando Botero: the size painting Beatriz González: the daily painting Nadim Ospina: native and pop art Lewis Morales: experimentation in drawing
Expreso pensamientos, sentimientos, fantasías e impresiones propias mediante la exploración de materiales,	The student explores a variety of materials in several ways in their artwork.	<ul style="list-style-type: none"> Get involved in recycled material crafting activities. Explore different construction techniques through mosaic. Create a sculpture using 	<ul style="list-style-type: none"> Sculpture: paper Sculpture: clay Sculpture: clay with structure Sculpture: recycled



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<p>técnicas y procedimientos básicos de las artes plásticas.</p> <p>Exploro posibilidades de expresión a través de los nuevos medios</p>		<p>conventional materials.</p> <ul style="list-style-type: none"> • Explore different construction techniques through folding (origami). 	<p>material</p>
<p>Aplico conceptos básicos de las artes plásticas (forma, tamaño, color, textura, volumen), para expresarme creativamente.</p>	<p>The student explores and interacts with art elements.</p>	<ul style="list-style-type: none"> • Explore the creative possibilities of point and line and combine them to compose an image. • Recognize complex geometric figures in creative ways to represent different objects and to use them in the artwork. 	<ul style="list-style-type: none"> • Suprematism • Geometrization: face drawing • Geometrization: body drawing • Geometrization: still life