



**COLEGIO
LA COLINA**

iSP International
Schools
Partnership

**PLAN DE ESTUDIOS
SEGUNDO TRIMESTRE
GRADO TRA**



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ÁREA	Educación Física y Expresión Corporal
ASIGNATURA	Educación Física

ESTÁNDAR NACIONAL Y/O INTERNACIONAL	META DE APRENDIZAJE	OBJETIVO DE APRENDIZAJE	CONCEPTO ARTICULADOR
<p>CORPORAL MOTRIZ</p> <p>Explora formas básicas del movimiento y sus combinaciones en diferentes situaciones y contextos</p>	<p>Expresar su noción de cuerpo en relación al objeto, espacio, grupos, tiempo y medidas de distancias y tiempo a través de experiencias corporales y habilidades motrices básicas.</p>	<p>1.4 Ejecuta movimientos donde combina la marcha con saltos, carreras y lanzamientos sin perder el equilibrio mientras se dirige a un objetivo previamente planificado y a una distancia determinada."</p> <p>1.5 Realiza movimientos más complejos en relación a la estructuración: cuerpo-objeto y cuerpo-objeto-objeto.</p> <p>1.6 Realiza movimientos más complejos en relación a la estructuración: cuerpo-objeto-objeto y cuerpo-objeto-objeto dinámico, ajustando su lógica estructural interna.</p>	<p>CUERPO/PROPIOCEPCIÓN</p> <ul style="list-style-type: none"> ● Ubicación espacio temporal ● Noción de cuerpo ● Trabajo colaborativo ● Corporalidad ● Rodamientos y giros

<p>COGNITIVA EXPRESIVA</p> <p>Explorar e identificar emociones a través del movimiento corporal.</p>	<p>Comprender la noción de cuerpo, las habilidades motrices básicas, la ubicación tiempo espacial y las posibilidades de interacción en relación al movimiento.</p>	<p>2.3 Reconoce que a través del movimiento puede descubrir muchos aspectos de su corporalidad lo que le permite adquirir aprendizajes de su entorno y de sí mismo.</p> <p>2.4 Crea movimientos en un juego o tarea motriz, teniendo en cuenta su creatividad, imaginación, memoria y su ubicación espacio temporal.</p>	
<p>AXIOLÓGICA</p> <p>Identifica las normas y principios establecidos para la realización de las prácticas propias de la actividad física.</p>	<p>Fortalecer la noción de autoconcepto, en relación con las normas y principios establecidos para la interacción social y la realización de las prácticas corporales.</p>	<p>3.2 Atiendo las indicaciones del profesor sobre la forma correcta de realizar los ejercicios y asume actitudes colaborativas y solidarias en las actividades lúdicas en las que participa.</p>	



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ÁREA	English
ASIGNATURA	English

STRAND	SUB-STRANDS	OBJETIVO DE APRENDIZAJE	CONCEPTO ARTICULADOR
Use of grammar	Sentence structure	1Us.01 Use articles a, the to refer to familiar objects. 1Us.02 Use demonstrative pronouns this, these to indicate things. 1Us.03 Use common personal subject and object pronouns to give simple personal information. 1Us.05 Use like + verb + ing to express likes and dislikes.	<i>Unit 1.4 My favorite things</i>
Use of grammar	Grammatical forms	1Ug.01 use familiar question words 1Ug.02 Use common present simple forms to give basic personal and factual information 1Ug.06 Use possessive adjectives to describe objects.	
Listening	Listening for global meaning	1Lm.01 Understand, with support, the main point of short talk.	
Reading	Reading for detail	1Rd.04 Begin to deduce the meaning of a limited range of simple, familiar words, with support, by linking them to pictures.	



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Listening	Listening for detail	<p>1Ld.03 Understand, with support, a limited range of short, simple questions which ask for simple information.</p> <p>1Ld.04 Deduce meaning from context, with support, of a limited range of simple words.</p> <p>1Ld.05 Understand, with support, some specific information and detail of short talk.</p>	<i>Unit 1.8 My Day</i>
Use of grammar	Vocabulary	<p>1Uv.01 Use cardinal numbers 1–20</p> <p>1Uv.02 Use ordinal numbers 1st–10th.</p> <p>1Uv.05 Use prepositions of time (e.g. on, in) to talk about days and times.</p> <p>1Uv.07 Use common singular nouns, plural nouns [plural 's'], and proper nouns to say what things are.</p>	
Speaking	Organization	1Sor.02 Take turns when speaking with others in a limited range of short, basic exchanges.	
Writing	Communicative achievement	1Wca.03 Spell some simple, high-frequency words accurately during guided writing activities.	
Writing	Content	1Wc.01 Write, with support, words, and short, simple phrases to give personal and factual information.	<i>Unit 1.3 My family</i>
Speaking	Communication	<p>1Sc.02 Describe people, places, objects, and routine actions and events, using simple words and phrases.</p> <p>1Sc.06 Use a limited range of simple grammatical structures, allowing for frequent, basic mistakes.</p>	

ÁREA	Arts
ASIGNATURA	Expresión Corporal

ESTÁNDAR NACIONAL Y/O INTERNACIONAL	META DE APRENDIZAJE	OBJETIVO DE APRENDIZAJE	CONCEPTO ARTICULADOR
Ejecuta movimientos de coordinación a través de actividades rítmico-corporales.		<ul style="list-style-type: none"> • Realiza ejercicios de equilibrio y coordinación motora demostrando dominio de su cuerpo. • Participa en actividades grupales mostrando coordinación y armonía con los demás miembros del grupo. • Construye algunos movimientos secuenciales simples de acuerdo a un ritmo determinado o una indicación sonora o visual. • Observa y sigue desplazamientos siguiendo trayectorias circulares o curvas guiadas por marcaciones en trayectorias curvas alrededor de objetos o personas. • Muestra curiosidad y se integra a las danzas autóctonas y universales. • Aporta ideas creativas con el fin de favorecer la 	<ul style="list-style-type: none"> • Ejercicios Sensoriales • Sonidos musicales • Figuras geométricas



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	participación tanto en forma individual como grupal.	
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ÁREA	Español y Literatura
ASIGNATURA	Lengua Materna

ESTÁNDAR NACIONAL Y/O INTERNACIONAL	META DE APRENDIZAJE	OBJETIVO DE APRENDIZAJE	CONCEPTO ARTICULADOR
2. Comprendo textos literarios para propiciar el desarrollo de mi capacidad creativa y lúdica.		2.2 Elabora hipótesis predictivas acerca del contenido de los textos 2.4 Analiza en un texto escrito información puntual sobre: ¿Qué pasa cuando?, ¿Qué diferencia hay entre?, ¿A qué se parece?	<ul style="list-style-type: none"> • Comprensión y análisis de textos
3. Produzco textos escritos que responden a diversas necesidades comunicativas.		3.3 Escribe letras y palabras atendiendo a criterios, direccionalidad, legibilidad y rasgos característicos. 3.8 Toma diferentes dictados para adquirir velocidad en la escritura. 3.10 Escribe palabras con los grafemas (r-f- v-j- b- ñ- g-h- ch). 3.11 Identifica que es un texto de proceso y sus	<ul style="list-style-type: none"> • Texto de proceso • Dictados • Escritura



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	características.	
4. Produzco textos orales que responden a distintos propósitos comunicativos.	4.10 Identifica y construye fábulas a partir de diferentes tipos de elementos, imágenes, pinturas, juguetes, entre otros siguiendo la estructura del mismo. 4.15 Lee con los fonemas (r-f- v-j- b- ñ- g-h- ch).	<ul style="list-style-type: none"> • Construcción textual • Lectura
5. Comprende textos que atienden a diferentes formatos y finalidades.	5.2 Identifica la idea global de un texto.	
6. Reconozco los medios de comunicación masiva y caracterizo la información que difunden.	6.1 Caracteriza algunos medios de comunicación.	<ul style="list-style-type: none"> • Medios de comunicación



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ÁREA	Matemáticas
ASIGNATURA	Logical Thinking

STRAND	SUB-STRANDS	OBJETIVO DE APRENDIZAJE	CONCEPTO ARTICULADOR
GEOMETRY AND MEASURE	Time	1Gt.01 Use familiar language to describe units of time. 1Gt.03 Recognise time to the hour and half hour.	Time
GEOMETRY AND MEASURE	Time	1Gt.02 Know the days of the week and the months of the year.	Time
NUMBER	Integers and powers	1Ni.02 Understand addition as: - counting on - combining two sets.	Understanding addition
NUMBER	Integers and powers	1Ni.03 Understand subtraction as: - counting back - take away - difference.	Understanding subtraction
NUMBER	Integers and powers	1Ni.05 Estimate, add and subtract whole numbers (where the answer is from 0 to 20).	Understanding subtraction
NUMBER	Complements and doubles	1Ni.04 Recognise complements of 10. 1Ni.06 Know doubles up to double 10.	Complements and doubles



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NUMBER	Money	1Nm.01 Recognise money used in local currency.	Recognising money
GEOMETRY AND MEASURE	Geometrical reasoning, shapes and measurements	1Gg.02 Use familiar language to describe length, including long, longer, longest, thin, thinner, thinnest, short, shorter, shortest, tall, taller and tallest. 1Gg.04 Use familiar language to describe mass, including heavy, light, less and more.	Describing length, mass and capacity
GEOMETRY AND MEASURE	Geometrical reasoning, shapes and measurements	1Gg.05 Use familiar language to describe capacity, including full, empty, less and more.	Describing length, mass and capacity
GEOMETRY AND MEASURE	Geometrical reasoning, shapes and measurements	1Gg.08 Explore instruments that have numbered scales, and select the most appropriate instrument to measure length, mass, capacity and temperature.	Measuring instruments



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ÁREA	Arts
ASIGNATURA	Music

ESTÁNDAR NACIONAL Y/O INTERNACIONAL	META DE APRENDIZAJE	OBJETIVO DE APRENDIZAJE	CONCEPTO ARTICULADOR
The student appropriates elements of musical language and makes use of non-conventional notation.		<ul style="list-style-type: none"> Establish relationships among the notions of pulse, accent, and binary meter. With help from the teacher, explore and feel pulse and stressed beats in music. 	<ul style="list-style-type: none"> Beat Pulse
The student explores the notions of speed, tempo, rhythm and duration from concrete exercises linked to movement.		<ul style="list-style-type: none"> Experience silence in music and distinguish a beat from a rest (quarter note and corresponding rest). Perform and create basic rhythm exercises using half notes, quarter notes and eighth notes while reading non-conventional notation. Perform patterns of quarter notes and corresponding rests. 	<ul style="list-style-type: none"> Musical notes Rhythm Body percussion



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<p>The student sings in tune and plays melodic patterns along with musical accompaniment.</p>	<ul style="list-style-type: none"> ● Sing in pitch Colombian songs in Spanish. ● Sing in pitch nursery rhymes in English. ● Play percussion instruments individually and as a band. ● Play properly the notes DO, RE, MI , FA and SOL on the melodica. 	<ul style="list-style-type: none"> ● Singing in tune ● vocal technique ● Ensemble ● Instrument (melódica) ●
<p>The student sings or plays simple songs with a drone or accompaniment that supports the melody.</p>	<ul style="list-style-type: none"> ● With help from the teacher, identify and sing in proper tune the first three notes of the scale: DO, RE, MI, FA and SOL. ● With help from the teacher, identify the correct musical Curwen hand signs, the first three notes of the scale: DO, RE, MI, FA and SOL. ● Identify and play the arpeggio of C major (DO, MI, SOL) on the melodica. ● With help from the teacher, identify musical pre-reading signs (Curwen hand signs), using the eighth notes from the C major scale (DO, RE, MI, FA, SOL, LA, TI and DO). and arpeggio . 	<ul style="list-style-type: none"> ● Listening ● Curwen hand signs ● C major scale ● Arpeggio C major



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ÁREA	Ciencias
ASIGNATURA	Physical Thinking

STRAND	SUB-STRANDS	OBJETIVO DE APRENDIZAJE	CONCEPTO ARTICULADOR
CHEMISTRY	Materials and their structure	1Cm.01 Identify, name, describe, sort and group common materials, including wood, plastic, metal, glass, rock, paper and fabric. 1Cm.02 Understand the difference between an object and a material.	Difference between an object and a material.
CHEMISTRY	Properties of materials	1Cp.01 Understand that all materials have a variety of properties. 1Cp.02 Describe common materials in terms of their properties.	Properties of materials
CHEMISTRY	Changes to materials	1Cc.01 Describe how materials can be changed by physical action, e.g. stretching, compressing, bending and twisting.	Changes of materials



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PHYSICS	Forces and energy	1Pf.03 Explore that some objects float and some sink.	Float and sink in some objects
BIOLOGY	Life process	1Bp.01 Identify living things and things that have never been alive.	Differences between living things and never been alive things.
BIOLOGY	Life process	1Bp.02 Know that animals, including humans, need air, water and suitable food to survive.	Living things need air, water and food to survive
BIOLOGY	Life process	1Bp.03 Know that plants need light and water to survive.	plants need light and water to survive



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ÁREA	Humanities
ASIGNATURA	Social Thinking

ESTÁNDAR NACIONAL Y/O INTERNACIONAL	META DE APRENDIZAJE	OBJETIVO DE APRENDIZAJE	CONCEPTO ARTICULADOR
To demonstrate a sense of self-identity within the community.		Recognizes what a community is to understand his / her surroundings better.	Politics and ethics
		Recognize the importance of specific rules and their impact on daily school life.	
		Understand the benefits of positive interactions and mutual respect	
To explain how goods and services meet people's needs.		How individual actions contribute to the overall well-being and unity of the community	
		Practice collaboration and teamwork in achieving common goals	



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ÁREA	Arts
ASIGNATURA	Visual Arts

ESTÁNDAR NACIONAL Y/O INTERNACIONAL	META DE APRENDIZAJE	OBJETIVO DE APRENDIZAJE	CONCEPTO ARTICULADOR
2. The student uses their imagination, and their own and others' experiences, visual and written narratives as a source of inspiration to create works of art.		<p>2.1 Get inspired by stories, poems, music, etc. to create their own illustrations and artworks (abstract and schematic) and recognize art as a free and personal expression.</p> <p>2.2 Use his body as a tool of creation and increasing self-awareness and interpretation of others' identity, traits, feelings and behaviors.</p> <p>2.3 Use their imagination and their own and others' experiences, as well as visual and written narratives, as sources of inspiration to create works of art.</p> <p>2.4 Explore and develop their own observation skills in creative ways.</p>	<ul style="list-style-type: none"> • Dreams field diary. • drawing of their body on a real scale. • art Gallery experience.



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<p>4. The students get acquainted with Cubism and Abstract art and relates it to experiences significant to them.</p>	<p>4.1 Appreciate some artworks from Cubism (Braque and Picasso) and Abstract art (Piet Mondrian and Joan Miró) to acquire knowledge to enhance their relation with the idea of the artistic movement.</p> <p>4.2 Explore and develop their own observation skills to decompose an image to create a new one.</p>	<ul style="list-style-type: none"> • Cubism faces • Collage creation
<p>8. The student explores and interacts with art elements as shapes (2D), forms (3D), color and textures and basic elements of a landscape (background, middle ground and foreground).</p>	<p>8.1 Explore the concept of shape (3D).</p> <p>8.2 Recognize elements of the abstract art (form, color and texture).</p> <p>8.3 Explore the basic elements of a landscape (background, middle ground and foreground).</p>	<ul style="list-style-type: none"> • Color cardboard with shapes sculpture. • Landscape step by step and. • Convert a landscape drawing to 3D