



COLEGIO  
LA COLINA



**iSP** International  
Schools  
Partnership

**PLAN DE ESTUDIOS  
TERCER TRIMESTRE  
GRADO 1°**



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<b>ÁREA</b>	Educación Física y Expresión Corporal
<b>ASIGNATURA</b>	<b>Educación Física</b>

<b>ESTÁNDAR NACIONAL Y/O INTERNACIONAL</b>	<b>META DE APRENDIZAJE (estándar)</b>	<b>OBJETIVO DE APRENDIZAJE (subproceso)</b>	<b>CONCEPTO ARTICULADOR</b>
<p><b>Competencia motriz</b> Explorar formas básicas del movimiento y sus combinaciones en diferentes situaciones y contextos.</p>	<p>1. Demostrar su construcción de cuerpo, esquema corporal, habilidades motrices básicas y estructuración temporo-espacial a través de experiencias corporales.</p>	<p>1.7 Se ubica espacialmente y explora nuevos movimientos gracias al equilibrio estático y dinámico. 1.8 Demuestra relaciones dinámicas entre su movimiento corporal y el uso de implementos. ( cuerpo-objeto-objeto dirigitivo) 1.9 Explora diversas experiencias corporales donde se introduce a la vivencia de las capacidades físicas condicionales y coordinativas.</p>	<p><b>CUERPO/CONOCIMIENTO</b></p> <ul style="list-style-type: none"> <li>● Habilidades de manipulación</li> <li>● Capacidades físicas</li> <li>● Ubicación y espacio</li> <li>● Expresión e interacción</li> <li>● rollos y medialunas</li> </ul>
<p><b>Competencia corporal</b> Explorar e identificar emociones a través del movimiento corporal.</p>	<p>2. Desarrollar el conocimiento y la comprensión del esquema corporal y las habilidades motrices básicas</p>	<p>2.5 Identifica su lateralidad y ubicación espacial en rondas, juegos, prácticas y experiencias corporales.</p>	



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	mediante la práctica de movimientos complejos, integrando conceptos, como medidas y la noción de comparación entre pesos y distancias.	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.	
<b>Competencia axiológica</b> Identifico las normas y principios establecidos para la realización de las prácticas propias de la actividad física.	3. Afianzar normas y principios establecidos para la realización de las prácticas propias de la actividad física, la interacción con sus compañeros y su relación con el entorno.	3.3 Atiende las indicaciones del profesor sobre la forma correcta de realizar los ejercicios y el cumplimiento de las normas de la clase.	



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<b>ÁREA</b>	English
<b>ASIGNATURA</b>	<b>English</b>

STRAND	SUB-STRANDS	OBJETIVO DE APRENDIZAJE	CONCEPTO ARTICULADOR
Listening	Listening for global meaning	2Lm.01 Understand, with little or no support, the main point of short talk.	GLOBAL PERSPECTIVES - FINAL PROJECT <i>"Little travelers around the world!"</i> <ul style="list-style-type: none"> <li>● Shop and shopping</li> <li>● Food around the world</li> <li>● Parties and celebrations</li> </ul>
Speaking	Express opinion	2So.01 Express, with support, basic feelings.	
Speaking	Communication	2Sc.01 Give basic information about themselves using phrases and short sentences. 2Sc.03 Ask questions to find out an increasing range of personal information and respond accordingly. 2Sc.04 Pronounce familiar words and phrases so that these can be understood by others with some effort.	
Use of english	Grammatical forms	"2Ug.01 Use question words and structures to ask basic questions. 2Ug.02 Use common present simple forms, including short answer forms and contractions, to give personal and factual information. 2Ug.03 Use common past simple forms [regular and irregular] to describe actions and narrate simple events, including short answer forms and contractions.	

		<p>2Ug.05 Use future simple form will to talk about future intention.</p> <p>2Ug.06 Use can to make requests and ask permission and use appropriate responses (e.g. here you are, OK).</p> <p>2Ug.07 Use common adjectives on personal and familiar topics to give personal information and describe things."</p>	
Use of english	Vocabulary	<p>2Uv.04 Use prepositions of location, position and direction (e.g. behind, between, in, in front of, to).</p> <p>2Uv.06 Use adverbs of definite time (e.g. now, today, yesterday, last week).</p> <p>2Uv.07 Use common -ly adverbs to describe actions.</p> <p>2Uv.08 Use the adverb too to add information.</p> <p>2Uv.11 Use impersonal you in questions ( How do you spell that?)</p>	
Writing	Communicative achievement	<p>2Wca.01 Write letters and words of consistent size and spacing.</p> <p>2Wca.02 Express, with support, basic feelings.</p> <p>2Wca.03 Spell an increasing number of simple, high frequency words accurately during guided writing activities."</p>	
Writing	Content	<p>2Wc.01 Write, with support, simple phrases to give personal and factual information.</p>	
Writing	Organisation	<p>2Wor.02 Link, with support, words, phrases and short sentences using basic connectives.</p>	
Speaking	Organisation	<p>2Sor.02 Take turns when speaking with others in an increasing range of short, basic exchanges.</p>	



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Use of english	Sentence structure	2Us.04 Use connectives (e.g. but, or, then) to link words and phrases."	
Speaking	Communication	2Sc.01 Give basic information about themselves using phrases and short sentences. 2Sc.02 Describe people, places and objects, and routine actions and events, using phrases and short sentences.	
Reading	Reading for detail	2Rd.01 Recognise, identify and sound, with support, a limited range of words and phrases in short, simple texts. 2Rd.04 Deduce the meaning of an increasing range of simple, familiar, words, with support, by linking them to pictures.	
Listening	Listening for detail	2Ld.02 Understand, with support, a limited range of short questions which ask for simple information.	



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<b>ÁREA</b>	Español y Literatura
<b>ASIGNATURA</b>	<b>Español y Literatura</b>

<b>ESTÁNDAR NACIONAL Y/O INTERNACIONAL</b>	<b>META DE APRENDIZAJE</b>	<b>OBJETIVO DE APRENDIZAJE</b>	<b>CONCEPTO ARTICULADOR</b>
1. Produzco textos orales que responden a distintos propósitos comunicativos.		1.8 Establece el orden lógico de las acciones en un texto instructivo.	<ul style="list-style-type: none"> <li>• Texto instructivo</li> </ul>
2. Produzco textos escritos que responden a diversas necesidades comunicativas.		2.2 Toma diferentes dictados. 2.3 Identifica y usa anagramas en juegos de palabras. 2.6 Emplea algunos signos de puntuación como el punto, la coma , los signos de exclamación y los signos de interrogación.	<ul style="list-style-type: none"> <li>• Dictados</li> <li>• Escritura</li> <li>• Anagramas</li> <li>• Signos de puntuación (exclamación e interrogación)</li> </ul>
3. Comprendo textos que tienen diferentes formatos y finalidades.		3.7 Comprende el propósito de los textos que lee, apoyándose en sus títulos, imágenes e ilustraciones.	<ul style="list-style-type: none"> <li>• Comprensión de lectura</li> </ul>





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<p>4. Comprendo textos literarios para propiciar el desarrollo de mi capacidad creativa y lúdica.</p>	<p>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. 4.9 Reconoce las principales partes de un texto literario.</p>	<ul style="list-style-type: none"> <li>• Oralidad</li> </ul>
<p>5. Identifico los principales elementos y roles de la comunicación para enriquecer procesos comunicativos auténticos.</p>	<p>5.1 Reconoce los principales elementos constitutivos de un proceso de comunicación: interlocutores, código, canal, texto y situación comunicativa.</p>	<ul style="list-style-type: none"> <li>• Elementos de la comunicación (receptor, emisor, mensaje)</li> </ul>
<p>7. Comprendo la información que circula a través de algunos sistemas de comunicación no verbal.</p>	<p>7.3 Reconoce el sentido de algunas cualidades sonoras como la entonación, las pausas y los silencios. 7.5 Reconoce la estructura y el lenguaje empleado en historietas y otros tipos de texto con imágenes fijas (historietas)</p>	<ul style="list-style-type: none"> <li>• Lectura</li> <li>• Historietas</li> </ul>



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<b>ÁREA</b>	Arts
<b>ASIGNATURA</b>	Expresión Corporal

<b>ESTÁNDAR NACIONAL Y/O INTERNACIONAL</b>	<b>META DE APRENDIZAJE</b>	<b>OBJETIVO DE APRENDIZAJE</b>	<b>CONCEPTO ARTICULADOR</b>
<p>Construye representaciones dancísticas a través de la ejecución de movimientos y secuencias básicas.</p>		<ul style="list-style-type: none"> <li>• Ejecuta desplazamientos guiados y propone nuevos movimientos para aportar a la creación de coreografías simples.</li> <li>• Construye nuevos movimientos para crear coreografías grupales, utilizando el movimiento como un medio de comunicación no verbal.</li> <li>• Conecta movimientos en el orden correcto y con la temporalidad adecuada, desarrollando así habilidades de planificación motora dentro de una coreografía.</li> <li>• Compara las nociones de tiempo, ritmo, duración, movimiento, espacio e imagen, a partir de ejercicios concretos.</li> <li>• Experimenta la danza como una forma de expresión artística por medio de la cual experimenta un crecimiento de manera integral.</li> <li>• Modifica algunos comportamientos que resultan inapropiados para el buen desarrollo de la clase.</li> </ul>	<ul style="list-style-type: none"> <li>• Ritmo corporal</li> <li>• Observación audiovisuales</li> <li>• Secuencias rítmicas-corporales</li> </ul>

<b>ÁREA</b>	Matemáticas
<b>ASIGNATURA</b>	<b>Matemáticas</b>

STRAND	SUB-STRANDS	OBJETIVO DE APRENDIZAJE	CONCEPTO ARTICULADOR
Numbers	Fractions, decimals, percentages, ratio and proportion	<p>2Nf.01 Understand that an object or shape can be split into four equal parts or four unequal parts.</p> <p>2Nf.02 Understand that a quarter can describe one of four equal parts of a quantity or set of objects.</p> <p>2Nf.03 Understand that one half and one quarter can be interpreted as division.</p> <p>2Nf.04 Understand that fractions (half, quarter and three-quarters) can act as operators.</p>	<ul style="list-style-type: none"> <li>• Fractions</li> <li>• Halves and quarters</li> </ul>
Numbers	Fractions, decimals, percentages, ratio and proportion	<p>2Nf.05 Recognise the relative size of <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{3}{4}</math> and 1, and the equivalence of <math>\frac{1}{2}</math> and <math>\frac{2}{4}</math>, and <math>\frac{2}{2}</math>, <math>\frac{4}{4}</math> and 1.</p> <p>2Nf.06 Understand and visualise that wholes, halves and quarters can be combined to create new fractions.</p>	<ul style="list-style-type: none"> <li>• Fractions</li> </ul>
The statistical cycle		<p>2Ss.01 Conduct an investigation to answer non-statistical and statistical questions (categorical data)</p> <p>2Ss.02 Record, organise and represent categorical data. Choose and explain which representation to use in a given situation:</p>	<ul style="list-style-type: none"> <li>• Lists and tables</li> <li>• Venn and Carroll diagrams</li> <li>• Tally charts</li> </ul>



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		<ul style="list-style-type: none"><li>- lists and tables</li><li>- Venn and Carroll diagrams</li><li>- tally charts</li><li>- block graphs and pictograms.</li></ul> <p>2Ss.03 Describe data, identifying similarities and variations to answer non-statistical and statistical questions and discuss conclusions.</p>	<ul style="list-style-type: none"><li>• Block graphs and pictograms.</li></ul>
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<b>ÁREA</b>	Arts
<b>ASIGNATURA</b>	<b>Music</b>

<b>ESTÁNDAR NACIONAL Y/O INTERNACIONAL</b>	<b>META DE APRENDIZAJE</b>	<b>OBJETIVO DE APRENDIZAJE</b>	<b>CONCEPTO ARTICULADOR</b>
The student performs, as part of a vocal and/or instrumental group, inside the classroom and/or in public.		.- Interact playfully with music and demonstrate listening through physical reaction: accompanying with the body and playing and imitating musical statements and rhythmical fragments.	<ul style="list-style-type: none"> <li>• Playing melódica</li> <li>• Body percussion</li> <li>• Rhythm</li> </ul>
		.- Identify and differentiate conventional signs and signals frequently used in a musical ensemble.	<ul style="list-style-type: none"> <li>• Curwen hand signs</li> <li>• Singing</li> <li>• Ensemble</li> </ul>
		.- Understand and perform instructions in the classroom that follows the concept of musical ensemble.	<ul style="list-style-type: none"> <li>• Following instructions</li> </ul>
		.-Participate in artistic venues in both institutional and cultural events.	<ul style="list-style-type: none"> <li>• Performance</li> </ul>



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<b>ÁREA</b>	Ciencias
<b>ASIGNATURA</b>	<b>Science</b>

<b>STRAND</b>	<b>SUB-STRANDS</b>	<b>OBJETIVO DE APRENDIZAJE</b>	<b>CONCEPTO ARTICULADOR</b>
BIOLOGY	Structure and function	2Bs.02 Identify the different types of human teeth, explain how they are suited to their functions and describe how to care for teeth.	How to care for teeth
PHYSICS	Forces and energy	2Pf.01 Know that forces can change the movement of an object. 2Pf.02 Know that forces can change the shape of an object. 2Pf.03 Recognise that things will only speed up, slow down or change direction when something else causes them to do so.	GLOBAL PERSPECTIVES -FINAL PROJECT "Little travelers around the world!" <ul style="list-style-type: none"> <li>• How forces can be used to change the movement of objects.</li> <li>• Difference between an object and a material.</li> <li>• How materials can be changed by physical action.</li> </ul>
CHEMISTRY	Changes of materials	2Cc.01 Know that some changes can turn a material into a different material.	
BIOLOGY	Ecosystems	2Be.01 Know that an environment in which a plant or animal naturally lives is its habitat. 2Be.03 Identify similarities and differences between local environments in terms of hot, cold, dry, wet, many plants, few plants, many animals and few animals.	



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BIOLOGY	Structure and function	2Bs.01 Compare how animals, including humans, are similar and different in their external body parts and skin covering.	
CHEMISTRY	Properties of materials	2Cp.02 Explain why materials are chosen for specific purposes on the basis of their properties. 2Cp.03 Know that materials can be tested to determine their properties.	



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<b>ÁREA</b>	Humanities
<b>ASIGNATURA</b>	<b>Social Studies</b>

<b>ESTÁNDAR NACIONAL Y/O INTERNACIONAL</b>	<b>META DE APRENDIZAJE</b>	<b>OBJETIVO DE APRENDIZAJE (subproceso)</b>	<b>CONCEPTO ARTICULADOR</b>
Recognizes their individuality and their belonging to different social groups.		Expresses some physical and emotional characteristics that make it a unique being. (Surprise, Angry, Scare)	<ul style="list-style-type: none"> <li>● Emotions</li> <li>● Good manners</li> <li>● Rules (home, school, restaurant etc)</li> <li>● Traffic symbols.</li> </ul>
		Compares similarities and differences between their tastes, customs and ways of communicating with the other members of the classroom.	
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.	Understands the importance of good manners on the table, mall, library and transportation means to improve his/her own behavior	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.	





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<b>ÁREA</b>	Arts
<b>ASIGNATURA</b>	<b>Visual Arts</b>

<b>ESTÁNDAR NACIONAL Y/O INTERNACIONAL</b>	<b>META DE APRENDIZAJE</b>	<b>OBJETIVO DE APRENDIZAJE</b>	<b>CONCEPTO ARTICULADOR</b>
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>1.1. Value their own and others' artistic creations and classifies pictures, paintings and artworks in a simple curatorial process.</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 get acquainted with the steps necessary to display their artwork.</p> <p>1.4. Approach to the concept of museum and gallery, by means of virtual visits and field trips.</p>	<ul style="list-style-type: none"> <li>• Collective artistic projects</li> <li>• The preschool's gallery</li> </ul>
5. The student develops observation skills and different techniques as paintings, drawings, video, photography and sculpture techniques to create still life		<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>	<ul style="list-style-type: none"> <li>• Still Life (paintings, photography, drawings, sculpture)</li> <li>• Giuseppe Arcimboldo</li> <li>• Fruit mosaic</li> </ul>



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<p>compositions.</p>		<ul style="list-style-type: none"> <li>• Clay objects</li> <li>• Drawings in real time</li> </ul>
<p>7. The student creatively explores different construction techniques, recycled materials and other types of materials to experiment and use them purposely.</p>	<p>7.1. Give reasons for their decisions on the chosen materials, ideas and techniques in their creative process.          7.2. Use the classroom environment to approach the concept of art installation.          7.3. The students creatively approach specific materials and construction techniques in their artwork.          7.4. Approach the plasticity of a specific material (clay, plasticine, paper, cloth etc..) and recycled materials in some of their artworks.</p>	<ul style="list-style-type: none"> <li>• Collage</li> <li>• Sculpture inspired by an impressionist masterpiece</li> <li>• Thaumatrope</li> <li>• Animation</li> <li>• Art installation</li> </ul>
<p>8. The student explores and interacts with art elements as complex shapes (2D), forms (3D), color and spatial composition</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.          8.2. Recognize complex geometric figures in creative ways to represent different objects and to use them in their artworks.</p>	<ul style="list-style-type: none"> <li>• Maps (My body as a place, Body as a landscape, my ideal place)</li> <li>• Composition with basic geometric shapes placed on a grid</li> <li>• Agamograph</li> </ul>