



COLEGIO
LA COLINA

iSP International
Schools
Partnership

**PLAN DE ESTUDIOS
TERCER 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
I recognize human interaction with the environment and landscapes, through different contexts and the relationship between economic actions and their consequences.	Recognizes the importance of having a good relationship with all living things by taking care of the environment and being responsible for future generations.	Locates the communes, corregimientos, localities, and/or indigenous territories in which the territory organizes its municipality, taking into account the cardinal points.	<ul style="list-style-type: none"> Municipality, Colombian territories, rural and urban
Identifies themselves as unique human beings, member of social and political organizations, necessary for	Recognizes the importance of having a good relationship with all living things by	Describes various characteristics of groups humans (ethnicity, age, religion, gender) and explains What do you like most about your peers? and what could be changed to improve the coexistence in the group.	<ul style="list-style-type: none"> Groups, ethnicity, diversity, rights



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<p>well-being and personal and community development; also recognizes basic rules and agreements for the seeking of a peaceful coexistence in the middle of diversity.</p>	<p>taking care of the environment and being responsible for future generations.</p>	<p>Describes various characteristics of groups humans (ethnicity, age, religion, gender) and explains What do you like most about your peers? and what could be changed to improve the coexistence in the group.</p>	<ul style="list-style-type: none"> • Groups, ethnicity, diversity, rights
		<p>Establishes similarities and differences between their favorite foods (in the members of your family) and preferences in games between classmates at school.</p>	<ul style="list-style-type: none"> • Groups, ethnicity, diversity, rights
		<p>Expresses feelings when discriminated against or accepted into a school activity and acknowledges the importance of knowing and accepting people.</p>	<ul style="list-style-type: none"> • Groups, ethnicity, diversity, rights
		<p>Identifies actions that generate discrimination in their environment and they know who to turn to ask for help and protection.</p>	<ul style="list-style-type: none"> • Groups, ethnicity, diversity, rights



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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.	1.7 Explora formas básicas de movimiento aplicados a formas y modalidades de gimnásticas 1.8 Emplea movimientos y actividades de calentamiento y recuperación en la actividad física. 1.9 Realiza pruebas que le indiquen el estado de sus habilidades físicas y registra los resultados.	<ul style="list-style-type: none"> • Flexibilidad • Equilibrio • Gimnasia Escolar/ Mosquito • Ejercicios coordinativos con diferentes objetos • Ejercicios coordinativos sin elementos
	2. Desarrollar y aplicar conocimientos avanzados para consolidar y expandir su noción de esquema corporal y habilidades motrices básicas.	2.5 Entiende las pruebas de medición de diferentes capacidades físicas. 2.6 Interpreta y aplica su flexibilidad en la actividad física.	<ul style="list-style-type: none"> • Posibilidades de movimiento • Ejercicios coordinativos • Pruebas de medición • Habilidades físicas



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	<p>3. Identificar las normas y principios establecidos para la realización de las prácticas propias de la actividad física.</p>	<p>3.3 Atiende las indicaciones del profesor sobre la forma correcta de realizar los ejercicios y el cumplimiento de las normas de la clase.</p>	<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	Organization Grammatical Forms Sentence structure Vocabulary Detail	3So.01 Express, with support, basic opinions, and feelings. 3Sor.01 Link words and phrases using basic connectives. 3Ug.05 Use present continuous forms to describe events and talk about present activities. 3Wc.01 Give and write, with support, short, simple instructions. 3Rd.02 Read and follow a short sequence of familiar instructions. 3Lo.01 Recognise, with support, the opinions of the speaker(s) in a short talk. 3Wor.02 Link, with little or no support, words, phrases, and short sentences using basic connectives. 3Us.06 Begin to use infinitives of purpose.	Speaking Give their opinions of common and unusual activities label and talk about sports equipment Use of English Free time activities vocabulary Use adverbs of definite time (e.g. now, today, yesterday, last week). Writing Linking phrases together to make sentences. Listening Listen to a story and focus on the opinions of one character about an event in the story.



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<p>Topic: Speaking</p> <p>Topic: Use of English</p> <p>Topic: Reading</p> <p>Topic: Listening</p>	<p>Organization Grammatical Forms Sentence structure Vocabulary Detail</p>	<p>3Ug.08 Use <i>must</i> to express obligation and <i>could</i> as a past form of <i>can</i>.</p> <p>3Wca.04 Plan, write and check sentences, with support.</p> <p>3Wca.01 Use legible handwriting in written work.</p> <p>3Wor.01 Use basic punctuation (e.g. exclamation mark) with some accuracy during guided writing of sentences.</p> <p>3Uv.03 Use prepositions of location, position and direction (e.g. <i>above, below, inside, opposite, outside, under</i>).</p> <p>3Ld.03 Deduce meaning from context, with support, in short talk.</p> <p>3Us.03 Use direct and indirect personal pronouns in descriptions of events and actions.</p>	<p>Reading</p> <p>Understand, with support, the main point of short, simple texts.</p> <p>Begin to read, with support, short, simple fiction and non-fiction texts with confidence and enjoyment.</p> <p>Writing</p> <p>Write letters and words of consistent size and spacing.</p> <p>Plan and write phrases and short sentences, with support.</p> <p>Use basic punctuation (e.g. full stop and question mark) during guided writing of short sentences and questions.</p> <p>Speaking</p> <p>Describe people, places and objects, and routine actions and events, using phrases and short sentences.</p> <p>Listening</p> <p>Deduce meaning from context, with support, of an increasing range of simple words.</p> <p>Use of English</p> <p>Use <i>can</i> to make requests and ask permission and use appropriate responses (e.g. <i>here you are, OK</i>).</p>
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			<p>Use prepositions of location, position and direction (e.g. <i>behind, between, in, in front of, to</i>).</p> <p>Use common personal subject and object pronouns, including possessive pronouns (e.g. <i>mine, yours</i>), to give simple personal information and describe things.</p>
Topic: Speaking	Opinion Organization Grammatical Forms Vocabulary	<p>3Ug.01 Use question words and structures to ask questions.</p> <p>3Ug.04 Use past simple regular and irregular forms to describe actions and narrate simple events.</p> <p>3Uv.09 Use countable nouns as direct and indirect objects.</p> <p>3Ro.01 Recognise, with support, the opinions of the writer(s) in short, simple texts.</p> <p>3Uv.08 Use adverbs of manner (e.g. <i>slowly, quietly</i>).</p> <p>3Uv.07 Use common adverbs of sequence (e.g. <i>first, next, then</i>) and direction (e.g. <i>left, right</i>).</p>	<p>Reading Deduce the meaning of an increasing range of simple, familiar words, with support, by linking them to pictures.</p> <p>Writing Use upper and lower case letters accurately when writing names, places and short sentences during guided writing activities. Use some simple grammatical structures, allowing for frequent, basic mistakes.</p> <p>Speaking Describe people, places and objects, and routine actions and events, using phrases and short sentences.</p> <p>Listening Understand, with little or no support, some specific information and detail of short talk.</p> <p>Use of English</p>



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			<p>Use question words and structures to ask basic questions.</p> <p>Use common past simple forms [regular and irregular] to describe actions and narrate simple events, including short answer forms and contractions.</p> <p>Use can to make requests and ask permission and use appropriate responses (e.g. here you are, OK).</p> <p>Use common adjectives on personal and familiar topics to give personal information and describe things.</p> <p>Use common -ly adverbs to describe actions.</p> <p>Use countable and some common uncountable nouns, including some common irregular plural forms, and possessive 's to name and label things.</p> <p>Use common adjectives on personal and familiar topics to give personal information and describe things.</p>
<p>Topic: Writing Topic: Reading</p>	<p>Content Detail Organization Sentence structure</p>	<p>3Uv.05 Use a range of adverbs of definite time. 3Sor.02 Initiate and maintain interaction, with support, in a limited range of short exchanges. 3Sc.06 Produce sentences to maintain short exchanges, allowing for noticeable hesitation and false starts.</p>	<p>Reading Understand, with support, some specific information and detail in short, simple, illustrated texts.</p> <p>Writing</p>



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			<p>Write letters and words of consistent size and spacing.</p> <p>Use upper and lower case letters accurately when writing names, places and short sentences during guided writing activities.</p> <p>Speaking</p> <p>Produce simple phrases, pausing to search for expressions and to repair communication. Take turns when speaking with others in an increasing range of short, basic exchanges.</p> <p>Listening</p> <p>Understand, with support, the main point of short talk.</p> <p>Use of English</p> <p>Use question words and structures to ask basic questions.</p> <p>Use can to make requests and ask permission and use appropriate responses (e.g. here you are, OK).</p> <p>Use prepositions of location, position and direction (e.g. behind, between, in, in front of, to).</p> <p>Use adverbs of definite time (e.g. now, today, yesterday, last week).</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
1. Expreso mis ideas atendiendo a las características del contexto comunicativo en que las enuncio (interlocutores, temas, lugares)		1.1 Utiliza la entonación y los matices afectivos de la voz para alcanzar su propósito en diferentes situaciones comunicativas.	<ul style="list-style-type: none"> • Oralidad
2. Produzco diferentes tipos de textos para atender a un propósito comunicativo particular.		2.3 Elige palabras adecuadas simples o compuestas en las diferentes temáticas y a la redacción de tipos de escrito específicos como autorretratos, invitaciones, cartas, entre otros.	<ul style="list-style-type: none"> • Palabras simples y palabras compuestas
2. Produzco diferentes tipos de textos para atender a un propósito comunicativo particular.		2.4 Comprende qué es la oración e identifica los diferentes tipos de oraciones en las que emplea palabras sencillas y palabras con estructuras silábicas complejas. (afirmativa, interrogativa y negativa)	<ul style="list-style-type: none"> • Clases de oraciones (afirmativas, interrogativas y negativas)
2. Produzco diferentes tipos de textos para atender a un propósito comunicativo particular.		2.6 Escribe de forma correcta palabras 'b', 'v', 'm', 'n', 'r', y 'rr' según las reglas ortográficas.	<ul style="list-style-type: none"> • Reglas ortográficas (m- n)



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<p>4. Predigo y analizo los contenidos y estructuras de diversos tipos de texto, a partir de sus conocimientos previos.</p> <p>4. Predigo y analizo los contenidos y estructuras de diversos tipos de texto, a partir de sus conocimientos previos.</p> <p>4. Predigo y analizo los contenidos y estructuras de diversos tipos de texto, a partir de sus conocimientos previos.</p> <p>6. Comprendo diversos textos literarios a partir de sus propias vivencias.</p> <p>9. Identifico la función que cumplen las señales y símbolos que aparecen en su entorno.</p>	<p>4.2 Lee con suficiente fluidez para comprender diferentes tipologías textuales.</p> <p>4.3 Comprende el tema global de los textos que lee, y responde preguntas sobre lo que en ellos aparece y no aparece escrito.</p> <p>4.6 Reconoce la estructura de diferentes textos (expositivo, informativo, la carta, el aviso clasificado)</p> <p>6.1 Reconoce la obra teatral y sus características (Guión teatral)</p> <p>6.2 Identifica información explícita de un texto dramático.</p> <p>9.2 Identifica características de las infografías como medio de comunicación e información y utiliza la estructura adecuada para la elaboración de nuevos textos.</p>	<ul style="list-style-type: none"> • Lectura con fluidez • Comprensión de textos • Textos expositivo (El aviso clasificado) • Guión teatral • Lee y comprende textos dramáticos • Infografías (características e inferencia de datos)
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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.	1.5 Crear y ejecutar secuencias de movimientos más complejas, incorporando pasos de baile que combinen saltos, giros y deslizamientos con música de diferentes tiempos, promoviendo la memoria y la organización espacial. 1.6 Generar improvisaciones donde los estudiantes puedan expresar libremente sus emociones y creatividad a través de la danza, explorando cómo adaptar sus movimientos al ritmo y la melodía de la música.	<ul style="list-style-type: none"> ● Festival de la danza ● Memoria ● Improvisación ● Coordinación y equilibrio ● Conciencia corporal ● Hábitos saludables
	2. Reconoce el esquema corporal a través de sus habilidades motrices que potencializan su memorización de secuencias	2.5 Conoce pruebas coordinativas que le indiquen el estado de sus capacidades dancísticas.	



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	<p>basadas en figuras dancísticas de acuerdo con el ritmo a ejecutar.</p>		
	<p>3. Identificar las normas y principios establecidos para la realización de las sesiones propias de la expresión artística - danza.</p>	<p>3.3 Seguir y acatar las normas dadas para el uso del salón de danzas. 3.4 Identificar hábitos de comportamiento saludable para el adecuado desarrollo de la actividad física.</p>	



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ÁREA	Matemáticas
ASIGNATURA	Matemáticas

STRAND	SUB-STRANDS	OBJETIVO DE APRENDIZAJE	CONCEPTO ARTICULADOR
Numbers	Integers and powers	<p>3Ni.06 Understand and explain the commutative and distributive properties of multiplication, and use these to simplify calculations.</p> <p>3Ni.07 Know 1, 2, 3, 4, 5, 6, 8, 9 and 10 times tables.</p> <p>3Ni.09 Estimate and divide whole numbers up to 100 by 2, 3, 4 and 5.</p>	<p>Multiplication, multiply, division, divide commutative, distributive, laws of arithmetic: Commutative and distributive.</p>
Numbers	Fractions, decimals, percentages, ratio and proportion	<p>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.</p> <p>3Nf.04 Understand that a fraction can be represented as a division of the numerator by the denominator (half, quarter and three-quarters).</p> <p>3Nf.08 Use knowledge of equivalence to compare and order unit fractions and fractions with the same denominator, using the symbols =, > and <.</p> <p>3Nf.05 Understand that fractions (half, quarter, three-quarters, third and tenth) can act as operators.</p>	<p>Numerator, denominator, division, dividing line whole, parts, equal, unequal half, quarter, three-quarters</p>



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		3Nf.07 Estimate, add and subtract fractions with the same denominator (within one whole).	
STATISTICS AND PROBABILITY	Statistics	<p>3Ss.01 Conduct an investigation to answer non-statistical and statistical questions (categorical and discrete data).</p> <p>3Ss.02 Record, organise and represent categorical and discrete data. Choose and explain which representation to use in a given situation:</p> <ul style="list-style-type: none"> - Venn and Carroll diagrams - tally charts and frequency tables - pictograms and bar charts. 	<p>investigation, problem, questions, conclusions</p> <p>data, non-statistical, statistical, categorical, discrete</p> <p>Venn diagram, Carroll diagram, tally chart, frequency table, pictogram, bar chart</p>
GEOMETRY AND MEASURE	Time	<p>3Gt.02 Read and record time accurately in digital notation (12-hour) and on analogue clocks.</p> <p>3Gt.03 Interpret and use the information in timetables (12-hour clock).</p> <p>3Gt.01 Choose the appropriate unit of time for familiar activities.</p> <p>3Gt.04 Understand the difference between a time and a time interval. Find time intervals between the same units in days, weeks, months and years.</p>	<p>time, clocks, analogue, digital, minutes, hours, a.m., p.m.</p> <p>timetables, information, data</p>
Shapes and angles	Geometrical reasoning, shapes and measurements	3Gg.01 Identify, describe, classify, name and sketch 2D shapes by their properties. Differentiate between regular and irregular polygons.	<p>polygons, 2D, 3D</p> <p>square, rectangle, triangle, quadrilateral, pentagon, hexagon.</p>



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		<p>3Gg.09 Identify both horizontal and vertical lines of symmetry on 2D shapes and patterns.</p> <p>3Gp.02 Sketch the reflection of a 2D shape in a horizontal or vertical mirror line, including where the mirror line is the edge of the shape.</p>	<p>sketch, draw, sort, identify, describe, name.</p>
Shapes and angles	Geometrical reasoning, shapes and measurements	<p>3Gg.05 Identify, describe, sort, name and sketch 3D shapes by their properties</p> <p>3Gg.08 Recognise pictures, drawings and diagrams of 3D shapes</p>	<p>Cube, cuboid, prism, pyramid</p> <p>vertex, vertices, face, edge.</p>
Measurement	Geometrical reasoning, shapes and measurements	<p>3Gg.02 Estimate and measure lengths in centimetres (cm), metres (m) and kilometres (km). Understand the relationship between units.</p>	<p>Length, width, distance</p> <p>centimetres (cm), metres (m), kilometres (km)</p>
Measurement	Geometrical reasoning, shapes and measurements	<p>3Gg.07 Estimate and measure capacity in millilitres (ml) and litres (l), and understand their relationships.</p>	<p>Capacity, millilitres (ml), litres (l)</p>
		<p>3Gg.06 Estimate and measure the mass of objects in grams (g) and kilograms (kg). Understand the relationship between units.</p>	<p>Mass, grams (g), kilograms (kg)</p>



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ÁREA	Arts
ASIGNATURA	Music

ESTÁNDAR NACIONAL Y/O INTERNACIONAL	META DE APRENDIZAJE (estándar)	OBJETIVO DE APRENDIZAJE (subproceso)	CONCEPTO ARTICULADOR
Reconozco las expresiones artísticas y musicales de mi entorno familiar y local.	The student appreciates and identifies major works of the world canon and associates them with their specific contexts.	<ul style="list-style-type: none"> Recognize and appreciate Colombian music as a primal representation of its country's culture (specifically that of the Andean Region). Approach music with respect and appreciation for cultural diversity in relation with classical music (Baroque and Classical period) and recognize its main instruments. 	<ul style="list-style-type: none"> Performance Vocal technique Colombian music
Me relaciono lúdicamente con la música, y lo demuestro partir del desarrollo motriz corporal (escucho, acompañó con el cuerpo, juego e imito frases, fragmentos rítmicos, gestos corporales) de	The student appropriates elements of musical language related to melody, makes use of musical notation and uses those resources when playing the recorder.	<ul style="list-style-type: none"> Interact playfully with music and demonstrate listening through physical reaction: accompanying the body and playing and imitating musical statements. Perform and create basic rhythm exercises using half notes, quarter notes and eighth notes while reading non-conventional notation. 	<ul style="list-style-type: none"> Body actions Body percussion Steady beat



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<p>manera individual y colectiva.</p>		<ul style="list-style-type: none"> • Is able to read musical notes on the staff on treble clef, emphasizing the notes available on the C major scale. • Is able to write simple melodies on the staff on treble clef, emphasizing the notes available on the C major scale. 	
<p>Realizó demostraciones colectivas e individuales de canto, ejecución instrumental a partir de los repertorios sugeridos en clase.</p>	<p>The student experiences music artistic expressions both as an active audience and skillful practitioner, showing respect in both scenarios.</p>	<ul style="list-style-type: none"> • Behave as an audience in different musical environments and venues. • Participate in artistic venues in both institutional and cultural events as while participating in different roles related to the music art (singers, musicians, sound engineers, etc.). 	



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ÁREA	Ciencias
ASIGNATURA	Science

STRAND	SUB-STRANDS	OBJETIVO DE APRENDIZAJE	CONCEPTO ARTICULADOR
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	<ul style="list-style-type: none"> • Solid, liquid, material, mixture, mix, physically separate. • Solid, liquid, gas, material, particle.
CHEMISTRY	Materials and their structure	3Cp.01 Describe differences in the properties of solids and liquids. 3Cp.02 Understand that materials, generally, retain their properties within a mixture. 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.	<ul style="list-style-type: none"> • Solid, liquid, material, mixture, mix, physically separate, property, properties. • Insoluble solid, liquid, mixture, physically separate, filter paper, filter, filtering, filtration funnel, sieve, sieving.
CHEMISTRY	Changes to materials	3Cc.01 Know that when a solid dissolves in a liquid the solid is still present, and this is an example of mixing.	<ul style="list-style-type: none"> • Soluble solid, liquid, dissolve, dissolving, solute, solvent, mixing.



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EARTH AND SPACE	Light and shadows	3Ps.01 Investigate how light can pass through some materials and is blocked by others, and use the terms transparent, translucent and opaque. 3Ps.02 Know that shadows are formed when light from a source is blocked by an object.	<ul style="list-style-type: none"> • Light, material, transparent, translucent, opaque. • Light, light source, shadow, opaque, blocked.
EARTH AND SPACE	Light and shadows	3Ps.03 Investigate how the size of a shadow is affected by the position of the object and the position of the light source.	<ul style="list-style-type: none"> • Light, light source, shadow, size, measure.
EARTH AND SPACE	On Earth and beyond	3ESp.01 Know that planet Earth is the source of all the materials we use and that many useful materials, including oil, natural gas and metals, come from or are found in rocks.	<ul style="list-style-type: none"> • Earth, material, oil, natural gas, metals, rocks, source.
EARTH AND SPACE	On Earth and beyond	3Pf.02 Know that gravity on Earth is a force that pulls towards the centre of the Earth.	<ul style="list-style-type: none"> • Force, gravity, Earth, pull.
EARTH AND SPACE	On Earth and beyond	3ESs.03 Describe the Earth, Sun and Moon as approximately spherical.	<ul style="list-style-type: none"> • Earth, Sun, Moon, sphere, spherical.
EARTH AND SPACE	On Earth and beyond	3ESs.02 Describe the relative movement of the Earth and Moon	<ul style="list-style-type: none"> • Relative movement, Earth, Moon, orbit.
EARTH AND SPACE	On Earth and beyond	3ESs.01 Describe the regular change in the position and appearance of the Moon.	<ul style="list-style-type: none"> • Position, appearance, Moon, change.



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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.	Recognizes the cardinal points and uses them to navigate when moving from one place to another.	Builds different tools that allow him/her to point and identify cardinal points to locate him/herself in space. (Compass and compass rose)	Cardinal points
		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.	Cardinal points
		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).	Cardinal points



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		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.	Cardinal points
Understand that the landscape we see is the result of human actions that take place in a geographical space and that is the reason the landscape changes		Identifies the forms of relief found on the earth's surface (mountains, valleys on the earth's surface islands, oceans) and names those that can be observed in his or her locality, community, or village.	Colombian Geography (landforms)
		Expresses his appreciation of the landscapes he sees in photographs, brochures in magazines, and newspapers, and points out those he/she prefers.	Landscapes
		Trace the basic shapes of their municipalities' landscapes through drawings and the elaboration of models with clay, Play-Doh, or reusable materials they find in their context.	
		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, and recognize	Urban and rural landscapes



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		characteristics of rural and urban dwellings from the materials used in their construction.	
	Compares the characteristics of the houses of each municipality, village, or place of living with other places.	Describes and differentiates ethnic groups' homes and its characteristics from the image reading.	Ethnicity
		Identifies changes that occur in homes over time and describes the advantages and disadvantages of homes in an urban or rural area.	Homes - Urban and rural
I identify myself as a unique human being, a member of social and political organizations, necessary for well-being and personal and community development; also I recognize basic rules and agreements for the seeking of a peaceful coexistence in the middle of diversity.	Analyzes the economic activities in each children's environment and their impact on their communities.	Identifies the jobs or trades that people in the community do to earn their livelihood and of their families.	Jobs and work fields Professions



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ÁREA	Ciencias
ASIGNATURA	Tecnología

ESTÁNDAR NACIONAL Y/O INTERNACIONAL	META DE APRENDIZAJE	OBJETIVO DE APRENDIZAJE (subproceso)	CONCEPTO ARTICULADOR
4. Identifies and mentions situations in which show the social and environmental effects, product of the use of processes and artifacts of technology.		4.1. Expresses interest in technology-related topics through questions and exchange of ideas.	<ul style="list-style-type: none"> ● Technology and Curiosity ● Evolution of Materials and Artifacts ● Environmental Impact and Responsibility ● Reuse and Sustainable Creation
		4.2. Inquire about the use of some materials throughout history and their effects on lifestyles.	
		4.3. Relates how my actions on the environment affect others and those of others affect me.	
		4.4. Identifies household materials and parts of disused artifacts to build objects that help them meet their needs and contribute to the preservation of the environment.	



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ÁREA	Arts
ASIGNATURA	Visual Arts

ESTÁNDAR NACIONAL Y/O INTERNACIONAL	META DE APRENDIZAJE	OBJETIVO DE APRENDIZAJE (subproceso)	CONCEPTO ARTICULADOR
Comparto, a través del juego las emociones que me generan mis observaciones, recuerdos y fantasías.	1. The student participates in a variety of meaningful artistic experiences and approaches art as a human expression that relates to him and to others.	<ul style="list-style-type: none"> 1.1. Be able to describe the artwork and the work of others by providing short commentary based on artistic knowledge and experience. 1.2. Be able to accomplish a final work according to the guidelines provided by the teacher and decide when it is finished. 1.3. Participate in groupal artistic experiences, demonstrating respect for others' work. 	<ul style="list-style-type: none"> From the idea to the artwork Feelings in artwork Saddles sketch Group artistic production
Demuestro mi capacidad creadora observando, escuchando,	2. The student uses his imagination, his own experiences and the experiences of others as a source of inspiration to	<ul style="list-style-type: none"> 2.1. Get inspired by illustration, movies, and other visual sources to create illustrations and artworks and recognize art as a free and personal expression. 	<ul style="list-style-type: none"> Fanart Myself in art Sketch Monster drawing



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<p>acompañando con el cuerpo, jugando e imitando formas artísticas, frases, ritmos y gestos corporales.</p>	<p>create works of art.</p>	<ul style="list-style-type: none"> ● 2.2. Use imagination and personal experiences as a source of inspiration to create works of art. ● 2.3. Explore observation skills in creative ways. 	
<p>Transformar creativamente errores, accidentes e imprevistos en mi proceso de creación y producción artística.</p>	<p>5. Explores drawing in a variety of ways as a means of artistic expression.</p>	<ul style="list-style-type: none"> ● 5.1. Approach face drawing in a variety of ways. ● 5.2. Approach human figure drawing in a variety of ways as the cartoon character. 	<ul style="list-style-type: none"> ● Face expressions ● Gesture drawing ● Body shapes ● Cartoon self-portrait