

**MINISTERIO DE EDUCACIÓN NACIONAL
INSTITUCIÓN EDUCATIVA EL NACIONAL**

Aprobación oficial para todos los niveles según Resolución 01034 de 29 de septiembre de 1999, emanada de la Secretaría de Educación Departamental de Córdoba
Jornada completa u Ordinaria, calendario A. Sahagún, Córdoba. Nit. 812001569 – 9. CODIGO ICFES: 008177

GRADE: 6th		CEFR Level: A1				PERIOD: 1			Module	Contents
Standard	BLRs	Language Functions	Objectives	Competences /Skills	Performance	Performance indicators				
						Knowing	Doing	Being		
Escucho un texto oral y si me resulta familiar comprendo la información más importante.	Requests and provides clarification on how names and unknown words are spelled. Understand and uses familiar words and short phrases about routines, daily activities and preferences.	Give and request personal information. Describe persons and daily activities. Present self and others. Give instructions. Spell out names. Understand and use the language in the classroom. Give and request information on	Identify words and phrases related to personal information and daily activities in simple oral and written texts. Exchange personal information and daily activities through simple role-playing. Build sentences on personal information and daily activities	Linguistic, pragmatic, sociolinguistic. Listening, reading, writing, monologue, conversation.	Recognize self as an individual and a member of the class.	Identifies words and expressions on personal information, moods and personal feelings. Identifies personal information through yes/no questions. Recognizes the vocabulary related to greetings, instructions and classroom language.	Uses greetings appropriately in short conversations. Completes a form with personal information. Writes a personal profile and another person's profile. Expresses moods and personal feelings through simple conversations. Exchanges information related to daily situations in the classroom. Makes a list of short and simple	Values his personal characteristics and those of his peers. Respects physical, cultural, ideological differences, among others, of his classmates. Participates actively in the activities. Interiorizes the importance of integral personal care.	Module 1: Democracy and peace: coexistence in the classroom.	Lexical: Family members, routines, numbers 1 to 100, objects in the classroom, the time, expressions to say hello, expressions to describe interests, expressions to ask questions, classroom expressions, expressions on routines. Grammar: present simple tense, yes/no questions, adjectives, singular and plural nouns,

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GRADE: 6th	BLRs	Language Functions	Objectives	Competences /Skills	Performance	Performance indicators	PERIOD: 2	Module	Contents	
						Knowing	Doing	Being		
Comprendo textos de cierta dificultad sobre actividades cotidianas de mi interés, sobre otras asignaturas y mi entorno social.	Understands instructions and expresses them orally and in written form. Writes basic personal information in pre-established forms.	Describes personal care habits and routines. Gives and requests personal information and daily activities. Expresses likes and interests. Describes parts of the body.	Builds simple sentences about routines, likes and interests orally and in writing. Identifies words and phrases about routines, likes and interests in simple oral and written texts. Exchanges information about routines, likes and interests in a simple conversation.	Linguistic, pragmatic. Listening, reading, writing, monologue, conversation.	Establish a physical care routine.	Identifies essential information related to daily personal care routines in short written texts with simple language. Recognizes vocabulary related to daily routines and personal care. Identifies the structure of yes/no questions.	Formulates questions related to personal care routines. Answers with short phrases the questions on personal care routines based on vocabulary and expressions studied. Writes down in a pre-establish form short expressions and words related to personal care routines from a short and simple oral presentation.	Assumes a responsible position before personal care. Respects taking turns. Values the contributions of classmates in class.	Module 2: Health: Healthy physical routine	Lexical: Parts of the body, expressions of time related to routines, intonation. for personal care. Discourse: Begin and maintain a simple present tense, yes/no questions, adverbs of frequency. Sociolinguistic /intercultural: Pronunciation: Formal and informal use of greetings, adequate intonation through interaction, respect for differences. Sociolinguistic/intercultural: Taking turns.
							Makes a list of the healthiest daily personal care			

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GRADE: 6th		CEFR Level: A1		Performance indicators		PERIOD: 3	Learning through interaction.			
Standard	BLRs	Language Functions	Objectives	Competences /Skills	Performance	Knowing	Doing	Being	Module	Contents
También sostengo monólogo donde hago presentaciones breves y explico de manera sencilla actividades y otros temas relacionados con mi entorno y mis intereses.	Understands the topic and general information of a short and simple text.	Describes actions in a simple and logical sequence. Gives and requests information on a subject. Clarifies information.	Exchanges information about daily activities through questions and sentences. Identifies phrases and expressions on daily activities in short oral and written texts. Builds simple sentences about daily activities in an oral and written way.	Linguistic, pragmatic. Listening, reading, writing, monologue, conversation.	Specify actions to save energy in the community.	Recognizes vocabulary regarding saving energy. Identifies Wh-questions structure. Distinguishes sequences in an oral or written text.	Formulates previously prepared questions about daily activities related to topics of interest. Takes notes about words and expressions related to energy saving activities reported by peers. Proposes simple actions to save energy.	Values the importance of saving energy. Respects the environment.	Module 3: Sustainability : Environment	Lexical: Connectors, electrical devices, expressions to describe energy saving actions, expressions to report results and trends. Grammar: Wh-questions, present tense. Pronunciation: recognize sounds in short conversations. Discourse: Sequence connectors, begin and maintain a

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										simple conversation. Sociolinguistic /intercultural: Taking turns, valuation of cultural diversity, self-critical reflection.	
GRADE: 6th			CEFR Level: A1				PERIOD: 4				
Standard	BLRs	Language Functions	Objectives	Competences /Skills	Performance	Performance indicators			Module	Contents	
						Knowing	Doing	Being			
<p>Escribo textos cortos que narran historias y describen personas y lugares que imagino o conozco. Mi ortografía es aceptable, aunque cometo errores en palabras que no uso con frecuencia.</p>	<p>Participates in a very short conversation. Answers questions related to “what, who and when” after reading or listening to a short and simple text.</p>	<p>Describes characteristics of a culture. Establishes comparisons between countries. Requests and gives information. Describes persons, places and customs.</p>	<p>Identifies phrases and expressions related to characteristics of persons, celebrations and places in short oral and written texts. Produces simple sentences about characteristics of persons,</p>	<p>Linguistic, pragmatic, sociolinguistic. Listening, reading, writing, monologue, conversation.</p>	<p>Define own traits of national Colombian identity.</p>	<p>Identifies information related to particular characteristic of some countries such as food, clothing and celebrations. Recognizes vocabulary related to food, clothing, celebrations,</p>	<p>Provides, orally and in writing, information about countries, celebrations and customs. Uses simple sentences to express information about countries, food, clothing and celebrations. Formulates questions to obtain</p>	<p>Values own cultural identity. Respects customs and traditions of others.</p>	<p>Module 4: Globalization : Value of local cultures</p>	<p>Lexical: Countries and nationalities, food, adjectives, expressions for likes and dislikes, expressions to describe persons. Grammar: present tense, Wh-questions.</p>	

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			<p>celebrations and places orally and in writing.</p> <p>Exchanges information about characteristic of persons and places through questions and sentences.</p>			<p>countries and nationalities.</p> <p>Differentiates characteristics of persons, animals and things.</p> <p>Identifies the structure of Wh-questions.</p>	<p>specific information about the countries presented.</p>			<p>Pronunciation: recognize sounds in short conversations.</p> <p>Discourse: Sequence connectors.</p> <p>Sociolinguistic /intercultural: Taking turns. Valuation of cultural diversity.</p>
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