

**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: 9th		CEFR Level: B1.1				PERIOD: 1				
Standard	BLRs	Language Functions	Objectives	Competences /Skills	Performance	Performance indicators			Module	Contents
						Knowing	Doing	Being		
Escribo textos expositivos sobre temas de mi entorno y mis intereses con una ortografía y puntuación aceptables.	Makes short presentations on academic topics of interest.  Produces medium length texts making recommendations or suggestions related to situations of academic, social or personal interest.	Gives opinions on current social phenomena.	Exchanges information on academic subjects through role-playing.	Linguistic, pragmatic, sociolinguistic.  Listening, reading, writing, monologue, conversation.	Value the impact of ICT in daily life.	Recognizes opinions and points of view.	Identifies ideas related to the effects of ICT in daily life in narrative oral and written texts used in class.	Respects the points of view of others.	Module 1: Globalization : social phenomena	<b>Lexical:</b> Information technologies, connectors of cause and effect, expressions to suggest, expression to give an opinion.  <b>Grammar:</b> conditionals, modals of obligation, comparative and superlative, present perfect tense, future perfect tense.  <b>Pronunciation:</b> Recognition of expressions such as
		Justifies points of view on current social phenomena.	Produces medium length narrative oral and written texts related to academic subjects.			Recognizes vocabulary related to current social phenomena.	Requests information on daily activities related to the use of ICT through previously prepared information questions (Wh-questions).	Actively participates in class activities.		
		Gives and requests information related to current social phenomena.	Identifies relations of cause and effect in medium length narrative oral and written texts related to academic subjects.			Identifies the chronological order of past and future actions.	Gives information on daily activities relate to the use of ICT through adequate vocabulary and structures.	Recognizes advantages and disadvantages of ICT on daily life.		
		Describes past experiences and future plans related to current social phenomena.				Infers consequences derived from an action.				
		Expresses conditions								

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		related to current social phenomena.					<p>Presents the effect of ICT on daily life in an oral and rehearsed way.</p> <p>Requests justification of the information orally presented by peers.</p> <p>Prepares a narrative written text on the effects of ICT on daily life based on information obtained from different sources.</p>			<p>pronunciation and blendings.</p> <p><b>Discourse:</b> compare and contrast.</p> <p><b>Sociolinguistic /intercultural:</b> valuation of diversity of opinions, learning through interaction, curiosity and discovery, knowledge of own culture and the culture of others.</p>
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GRADE: 9th		CEFR Level: B1.1				PERIOD: 2				
Standard	BLRs	Language Functions	Objectives	Competences /Skills	Performance	Performance indicators			Module	Contents
						Knowing	Doing	Being		
Comprendo relaciones de adición, contraste, orden temporal y espacial, y causa/efecto entre enunciados sencillos.	Explains reasons behind plans and actions related to his/her personal school and community environment.  Recognizes cause and effect relationships in short written texts on academic topics.	Expresses agreements and disagreements on topics related to the social environment.  Justifies points of view on topics related to the social environment.  Gives opinions on topics related to the social environment.  Expresses future plans and conditions on topics related to the	Produces medium length narrative oral and written texts on topics related to the social environment.  Exchanges information on topics related to the social environment through conversation.  Identifies relations of contrast and addition in medium length oral and written texts on topics	Linguistic, pragmatic.  Listening, reading, writing, monologue, conversation.	Propose actions to reduce inequities (gender, access to education) in the community.	Recognizes situations of inequity in subjects such as access to education and gender.  Recognizes the structure of narrative written texts.  Distinguishes relations of contrast and addition.  Identifies basic structures of past, future and conditional tenses.	Identifies ideas related to situations of lack of equity in society in oral and written descriptive text used in class.  Describes, orally, situations of lack of equity related to their personal environment.  Formulates clarification questions about the descriptions of situations of inequity reported by classmates.  Identifies, with help, similarities and differences in the stories told about situations of	Values and respects differences.  Recognizes the importance of equity in society.  Assumes a critical position regarding social subjects of interest.	Module 2: Sustainability: reduction of inequities	<b>Lexical:</b> opposites, expressions of contrast and addition, expressions to request clarification, expressions to make an oral presentation, expressions to summarize ideas  <b>Grammar:</b> present, past and future tense. Present, past and future perfect tense. Conditionals. Modals. Reported speech  <b>Pronunciation:</b> Intonation, accent and

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		social environment.  Describes past experiences.	related to the social environment.				inequity in the social environment.  Expresses his opinion about possible actions to handle inequity problems.			stress on words, recognize emphasis in short phrases.  <b>Discourse:</b> Relations of contrast and addition, discourse markers.  <b>Sociolinguistic/ intercultural:</b> respect for cultural differences and for situational, social and historical contexts. Learning through interaction.
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GRADE: 9th		CEFR Level: B1.1				PERIOD: 3				
Standard	BLRs	Language Functions	Objectives	Competences /Skills	Performance	Performance indicators			Module	Contents
						Knowing	Doing	Being		
Leo y comprendo textos narrativos y descriptivos o narraciones y descripciones de diferentes fuentes sobre temas que me son familiares y comprendo textos argumentativos cortos y sencillos.	Identifies the type, purpose and parts of a short written or oral text and shares ideas with classmates.  Exchanges information about academic and general interest topics in a conversation.	Give recommendations on subjects of general interest.  Express opinions on subjects of general interest.  Express agreements and disagreements related to subjects of general interest.  Describe past experiences and future plans.	Prepare oral and written texts on recommendations of subjects of interest.  Exchange information on subjects of interest through forums.  Identify information on subjects of interest in short descriptive oral and written texts.	Linguistic, pragmatic.  Listening, reading, writing, monologue, conversation.	Establish illness prevention practices in the region.	Identifies preventable diseases in the environment.  Recognizes vocabulary and expressions related to common preventable diseases.  Selects pertinent bibliographical sources for his work.  Chooses appropriate information to support points of view.	Identifies information related to preventable diseases in medium length oral and written texts.  Formulates questions on the most common methods of prevention of a disease common to their context.  Orally presents the methods of diseases prevention.  Presents a prevention plan of a disease assigned based on relevant facts, specific details and references.	Recognizes the active role in the disease prevention.  Respect points of view of others.  Expresses disagreement in a respectful way.	Module 3: Health: Disease prevention	<b>Lexical:</b> Parts of the body, diseases and symptoms, transition words, expressions to describe symptoms, expressions to quote, expressions to introduce a subject.  <b>Grammar:</b> adverbs of frequency and sequence. Imperatives. Modals. Present perfect tense. Past tense.  <b>Pronunciation:</b> Recognition of

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		<p>Give and request information on subjects of general interest.</p> <p>Report information presented by his peers.</p> <p>Express actions following a logical sequence.</p>					<p>Expresses, orally, opinions on prevention plans presented by classmates.</p>			<p>expressions such as pronunciation.</p> <p><b>Discourse:</b> Sequence connectors.</p> <p><b>Sociolinguistic /intercultural:</b> Skills to analyze, interpret and relate. Cognitive flexibility. Learning through interaction.</p>
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GRADE: 9th		CEFR Level: B1.1				PERIOD: 4				
Standard	BLRs	Language Functions	Objectives	Competences /Skills	Performance	Performance indicators			Module	Contents
						Knowing	Doing	Being		
Participo en conversaciones en las que expreso opiniones e intercambio información sobre temas personales o de mi vida diaria.	Summarizes information s/he has read or listened to on academic and school related topics through a structured written text.	Expresses opinions about social topics.  Expresses agreements and disagreements related to social topics.	Identifies points in favor and against oral and written texts related to social topics.	Listening, reading, writing, monologue, conversation.	Generate awareness about citizen's rights.	Identifies information related to citizens' rights.	Identifies specific information related to citizens' rights in oral and written texts.	Recognizes own civil rights as a citizen.	Module 4: Democracy and peace: citizens' rights	<b>Lexical:</b> rights, expressions of advantage and disadvantage, expressions to present a project, expressions to explain policies  <b>Grammar:</b> Past tense. Past perfect tense. Present tense. Conditionals.  <b>Pronunciation:</b> Recognition of reduced words.  <b>Discourse:</b> Sequence and logical connectors.
	Expresses his/her opinion on an academic topic discussed in class.	Describes past experiences and future plans.	Produces medium length argumentative oral and written texts about social topics.			Recognizes vocabulary and expressions related to citizens' right.	Requests information on citizens' rights exercised by their families.	Identifies their role as a citizen in the community.		
		Gives and requests information on social topics.	Exchanges information about social topics in a debate.			Selects relevant bibliographical sources.	Develops a comparative table on the rights of citizens and the general identified by colleagues in the class.	Respects the views of others.		
		Expresses actions following a logical sequences.				Chooses appropriate information to support points of view.	Presents actions of generation of awareness of citizens' rights.  Expresses orally and with solid	Expresses disagreement in a respectful manner.		

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							arguments, opinions on the actions suggested by the classmates of the class.			<b>Sociolinguistic /intercultural:</b> Curiosity and discovery. Learning through interaction. Knowledge of the impact of culture and situational, social and historical contexts.
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