

**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: 8th		CEFR Level: A2.2				PERIOD: 1				
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.	Requests and provides information about experiences and plans in a clear and brief manner. Makes brief presentations on academic topics related to his/her school environment or community	Presents self to a group. Describes human actions. Requests information about human actions. Gives suggestions to improve practices. Expresses opinions about actions. Discusses good and bad practices.	Describes situations related to daily topics of general interest orally and in writing. Prepares a simple written text about daily topics of general interest. Exchanges information about daily topics of general interest through dialogue. Identifies information about daily	Linguistic, pragmatic. Listening, reading, writing, monologue, conversation.	Evaluate the impact of human actions on the environment in the country.	Recognizes vocabulary related to the environment. Identifies basic descriptive structures. Identifies the structure of information questions. Recognizes expressions of opinion. Identifies stages of the writing process. Identifies the sections of a descriptive text.	Presents, orally and rehearsed, the impact of diverse human actions in the environment with pertinent vocabulary. Requests information from classmates about human actions in the environment through information questions previously rehearsed. Identifies basic arguments in brief written texts. Expresses opinions or gives information orally, spontaneously and	Shows respect for the environment through the promotion of responsible practices. Recognizes his own environmental practices and those of others.	Module 1: Sustainability : Human actions	Lexical: Human actions, environmental practices, expressions to describe human actions in the environment, expressions to give an opinion, expressions to quote in a text. Grammar: adverbs of frequency and sequence, possessive adjectives, Wh-questions, present tense, infinitive/ gerund.

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			<p>topics of general interest in short narrative oral and written texts.</p>				<p>with simple vocabulary.</p> <p>Prepares a written descriptive text about human actions in the environment with information related to facts, details and references based on the writing process.</p>			<p>Pronunciation: Recognition of expressions such as pronunciation.</p> <p>Discourse: Sequence connectors.</p> <p>Sociolinguistic /intercultural: Skills to analyze, interpret and relate information, cognitive flexibility, learning through interaction.</p>
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GRADE: 8th		CEFR Level: A2.2				PERIOD: 2			Module	Contents
Standard	BLRs	Language Functions	Objectives	Competences /Skills	Performance	Performance indicators				
						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.	Recognizes specific information in short oral and written texts on topics of general interest. Expresses emotions and feelings about a situation or specific topic related to his/her family or school and presents supporting reasons in a clear and simple manner.	Gives suggestions, recommendations. Gives and requests information. Expresses conditions. Describes past experiences. Describes diseases, symptoms, parts of the body, treatments. Describes eating routines.	Prepares oral and written texts on recommendations regarding topics of general interest. Exchanges information on topics of general interest through conversation. Identifies information on topics of general interest in short descriptive oral and written texts.	Linguistic, pragmatic. Listening, reading, writing, monologue, conversation.	Formulate initiative for the prevention of eating disorders.	Identifies symptom, parts of the body, and treatments in a brief and simple written text. Identifies relevant facts, specific details and references. Recognizes the structure of information questions. Identifies basic descriptive. Recognizes expressions of opinion, recommendation.	Makes previously prepared questions on eating disorders based on a defined format. Explains and expresses opinions on eating disorders briefly and simply based on a given sample and with clear pronunciation Presents an eating disorder prevention plan assigned with clear and simple language. Prepares a written and simple report based on notes taken and an established sample.	Recognizes his role in the prevention of diseases. Recognizes negative health practices.	Module 2: Health: Eating disorders	Lexical: Parts of the body, symptoms and medication, diseases/eating disorders, transitions, expressions to describe symptoms, expressions to conclude and quote orally, expressions to introduce a subject, expressions to develop content, expressions to conclude. Grammar: Adverbs of frequency and sequence, possessive adjectives, Wh-

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						Identifies the stages of the writing process. Identifies the sections of a report.				questions, imperatives, present perfect tense, past tense. Pronunciation: recognition of expressions such as pronunciation and blendings. Discourse: compare and contrast. Sociolinguistic/intercultural: valuation of cultural diversity, learning through interaction.
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GRADE: 8th		CEFR Level: A2.2				PERIOD: 3				
Standard	BLRs	Language Functions	Objectives	Competences /Skills	Performance	Performance indicators			Module	Contents
						Knowing	Doing	Being		
Hago presentaciones breves para describir, narrar, justificar y explicar brevemente hechos y procesos, también mis sueños, esperanzas y ambiciones.	Understands the main idea and some details related to activities, places and people in a short descriptive text. Recognizes specific information related to objects, people and actions in written and oral texts.	Justifies points of view. Expresses facts and opinions. Expresses conditions. Describes past experiences. Expresses dreams, future plans.	Describes orally and in writing situations related to topics of general interest. Identifies facts and opinions in medium length simple oral and written texts related to topics of general interest. Exchanges information on topics of general interest through role-playing.	Linguistic, pragmatic. Listening, reading, writing, monologue, conversation.	Recognize the role of language (positive and negative) in the construction of peace in the community.	Recognizes positive and negative language. Identifies basic narrative structures. Identifies the structure of information questions. Recognizes expressions of opinion, points of view. Identifies the stages of the writing process.	Shows comprehension of general and specific ideas in oral and written texts by completing preestablished forms. Narrates a case of positive/negative language use based on a provided template. Organizes information gathered from different bibliographical sources in tables and graphs. Presents opinions on the use of positive/negative language following	Shows respect for opinions expressed by his peers. Recognizes his responsibility in the construction of peace in his community. Recognizes positive/negative uses of language.	Module 3: sustainability : conservation	Lexical: Positive and negative vocabulary, expressions to narrate, expressions to argue and support points of view. Grammar: present perfect, past tense, modals. Pronunciation: recognition of expressions such as pronunciation and blendings. Discourse: Contrast connectors.

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							a previously prepared presentation plan. Produces, in writing and following the writing process, a personal plan for constructive use of language.			Sociolinguistic /intercultural: Ability to listen and observe, valuation of cultural diversity, knowledge of the impact of culture and situational, social and historical contexts, learning through interaction.
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GRADE: 8th		CEFR Level: A2.2				PERIOD: 4				
Standard	BLRs	Language Functions	Objectives	Competences /Skills	Performance	Performance indicators			Module	Contents
						Knowing	Doing	Being		
En mis redacciones uso el vocabulario y la gramática que conozco con cierta precisión, pero cuando trato temas que no conozco o expreso ideas complejas, cometo errores.	Explains in written form different situations and facts in a coherent and simple manner. Briefly narrates current facts, daily situations or personal experiences orally and in written form.	Expresses opinions. Justifies points of view. Formulates and answers questions on a subject. Expresses conditions. Describes past experiences. Expresses future plans.	Identifies relevant information on academic subjects in medium length narrative oral and written texts. Prepares narrative oral and written texts on academic subjects. Exchanges information through questions and expressions.	Linguistic, pragmatic, sociolinguistic. Listening, reading, writing, monologue, conversation.	Determine the impact of consumerism in adolescents.	Recognizes vocabulary on consumption and consumerism, fashion, technology, needs. Identifies the structure of a survey. Recognizes expressions of opinion, points of view.	Prepares a classification chart with the consumption needs of adolescents through a previously established format. Prepares with help a survey related to consumption through information questions (Wh-questions). Prepares and presents the classification chart based on the categories of consumption needs. Produces a simple and structured	Shows respect for the opinions expressed by his peers. Recognizes characteristic of responsible consumption. Actively participates in planned activities.	Module 4: Globalization : consumerism	Lexical: consumerism, words in favor and against, expressions to propose/ present a solution. Grammar: Present perfect, present perfect continuous tense, modals of possibility, future perfect tense, adjectives, adverbs of manner/ sequence/ place, imperatives, third conditional.

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							argumentative text based on previously consulted bibliographical references.			Pronunciation: Recognition of expressions such as pronunciation and blendings. Discourse: connectors of addition, contrast, cause and effect. Sociolinguistic /intercultural: Learning through interaction, valuation of cultural diversity, self-awareness.
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