



**COLEGIO DE LA SALLE – BUCARAMANGA**

**MALLA CURRICULAR AREA DE HUMANIDADES: LENGUA EXTRANJERA**

**SUBJECT: HUMANITIES – FOREIGN LANGUAGES**

**GRADE: PRE KINDER**

**YEAR: 2017**

<b>AXES</b>	<b>FIRST TERM CONTENTS</b>	<b>SECOND TERM CONTENTS</b>	<b>THIRD TERM CONTENTS</b>	<b>FOURTH TERM CONTENTS</b>	<b>OUTPUTS</b>
<p><b>LINGUISTIC COMPETENCE</b></p> <p>(Vocabulary, pronunciation, spelling, morphology, syntax, phonetics, semantics, intonation, cohesion and rhetorical organization)</p>	<p>1. MY SCHOOL IS IMPORTANT</p> <p>1.1 Personal information, greetings</p> <p>1.2 School supplies, Class rules.</p> <p>1.3 Numbers to 3, blue, yellow and red colors, shapes.</p> <p>2. I AM SPECIAL</p> <p>2.1 Parts of the face,</p> <p>2.2 Parts of the body</p> <p>3. Reading comprehension</p> <p>3.1 Animal's actions.</p> <p>4. English Alive</p> <p>5. Reading plan.</p> <p>6. Pedagogical project.</p>	<p>1. HEALTHY FOOD</p> <p>1.1 Foods and drinks</p> <p>1.2 Color and shapes of fruits and vegetables</p> <p>1.4 Numbers 1-5</p> <p>1.5 I like/ I don't like</p> <p>2. FAMILY</p> <p>2.1 Family members,</p> <p>2.3 Feelings</p> <p>2.4 pets</p> <p>2.5 Activities performed in family</p> <p>2.6 Reading comprehension</p> <p>3. English Alive</p> <p>4. Reading plan.</p> <p>5. Pedagogical project</p>	<p>1. HAVE FUN</p> <p>1.1 Action verbs</p> <p>1.2 Toys</p> <p>1.3 Big and small objects</p> <p>1.4 Games</p> <p>1.5 Numbers 1-6</p> <p>1.6 Reading comprehension</p> <p>2. PEOPLE AND ANIMALS</p> <p>2.1 Pets (birds, dog, cat, fish, rabbit, turtle)</p> <p>2.2 Pet food</p> <p>2.2. Big and small animals</p> <p>2.3 Numbers 1-7</p> <p>2.4 Take care their pets</p> <p>3 English Alive</p> <p>4. Reading plan.</p> <p>5. Pedagogical project</p>	<p>1. PEOPLE IN MY COMMUNITY</p> <p>1.1 Occupations</p> <p>1.2 places</p> <p>1.3 Specific activities</p> <p>1.4 Tools occupations</p> <p>1.5 Clothes to work</p> <p>1.6 Reading comprehension</p> <p>2. THE EARTH AND THE SKY</p> <p>2.1 The sky</p> <p>2.2 Numbers 1-10</p> <p>2.3 Nocturnal animals</p> <p>2.4. Shapes (square, rectangle and triangle).</p> <p>3. English Alive</p> <p>4. Reading plan.</p> <p>5. Pedagogical project</p>	<p>1. Participates in short conversations using learned vocabulary.</p> <p>2. To Follow commands and interact with their partner.</p> <p>3. To understand short stories basic on sequenced pictures.</p>
<p><b>PRAGMATIC COMPETENCE</b></p> <p>(Communicative Purposes, dialects, register, fluency, cultural reference and language figures understanding, roles, styles and communication scenes).</p>	<p>1. Saying hello, bye, my name is, good morning, good afternoon, good night,</p> <p>2. Identifying and naming school objects.</p> <p>3. Following simple commands</p> <p>4. Identifying number up to 3 colors, and shapes as triangle, circle and square.</p> <p>5. Identifying and naming the parts of the face and the body.</p> <p>6. Understanding a story</p>	<p>1. Identifying and Naming vocabulary about drinks, food, fruits and vegetables.</p> <p>2. Classifying food according color and shapes.</p> <p>3. Counting numbers.</p> <p>4. Expressing likes and dislikes using food.</p> <p>5. Talking about family members.</p> <p>6. Identifying feelings and pets.</p> <p>7. Naming activities they do with their family</p>	<p>1. Asking and answering the question: what they do to have fun.</p> <p>2. Talking about toys and sizes.</p> <p>3. Recognizing the games.</p> <p>4. Counting numbers up to 6</p> <p>5. Understanding a story about friends.</p> <p>6. Describing what pets do.</p> <p>5. Counting numbers up to 7.</p> <p>6. Look for and sing the</p>	<p>1. Identifying places where people work.</p> <p>2. Talking about specific occupation activities.</p> <p>3. Describing what people wear at work.</p> <p>4. Understanding a story about tools occupations</p> <p>5. Naming the sky vocabulary.</p> <p>6. Counting numbers up to 10.</p> <p>7. Identifying nocturnal animals.</p> <p>8. Understanding they can see shapes in the</p>	

	<p>and use the feeling vocabulary.</p> <p>7. Using can- can't to say some animal's actions.</p> <p>8. Look for and sing the song, practise and spell the words and think, create and write an article in English Alive project.</p> <p>9. Comprehension of general and specific information about the selected reading.</p> <p>10. Knowing something new about The Animal Kingdom.</p>	<p>8. Understanding a story about pets</p> <p>9. Look for and sing the song, practise and spell the words and think, create and write an article in English Alive project.</p> <p>10. Comprehension of general and specific information about the selected reading.</p> <p>11. Knowing something new about The Animal Kingdom.</p>	<p>song, practise and spell the words and think, create and write an article in English Alive project.</p> <p>7. Comprehension of general and specific information about the selected reading.</p> <p>8. Knowing something new about The Animal Kingdom.</p>	<p>sky.</p> <p>9. Look for and sing the song, practise and spell the words and think, create and write an article in English Alive project.</p> <p>10. Comprehension of general and specific information about the selected reading.</p> <p>11. Knowing something new about The Animal Kingdom.</p>	
<b>RESEARCH PROJECT</b>	<p><b>LANGUAGE ARTS:</b> Project aimed at the English learning throughout a communicative skill: Listening; by asking, reading, writing, designing, and creating strategies and dynamic didactics which help the students to develop their second language acquisition. The listening skill will be assessed during classes, and showed to the school community in Expo SALLE. The project is divided into 3 main activities: <b>THEORETICAL BASES, DEVELOP THE PROPOSAL</b> and <b>PRESENT THE RESULTS</b>. Include talents, language, creativity, culture, ideas and skills around contextual facts. Application: the most relevant processes are going to socialize in RedCOLSI. (Red Colombia de Semilleros de Investigación) in their local and national events.</p>				



**COLEGIO DE LA SALLE – BUCARAMANGA**

**MALLA CURRICULAR AREA DE HUMANIDADES: LENGUA EXTRANJERA**

**SUBJECT: HUMANITIES – FOREIGN LANGUAGES**

**GRADE: KINDERGARDEN**

**YEAR: 2017**

<b>AXES</b>	<b>FIRST TERM CONTENTS</b>	<b>SECOND TERM CONTENTS</b>	<b>THIRD TERM CONTENTS</b>	<b>FOURTH TERM CONTENTS</b>	<b>OUTPUTS</b>
<p><b>LINGUISTIC COMPETENCE</b></p> <p>(Vocabulary, pronunciation, spelling, morphology, syntax, phonetics, semantics, intonation, cohesion and rhetorical organization)</p>	<p>1. MY SCHOOL IS IMPORTANT</p> <p>1.1 Personal information (first letter of their names), greetings.</p> <p>1.2 Places and activities at school.</p> <p>1.4 School supplies (scissors, crayon paintbrush).</p> <p>1.6 Reading comprehension</p> <p>1.7. Activities in certain rooms at school.</p> <p>2. I AM SPECIAL</p> <p>2.1 Boys and girls</p> <p>2.2 Body parts (elbows, arms, neck).</p> <p>2.3 characteristics of animals and insects</p> <p>2.4 Five senses.</p> <p>3. English Alive</p> <p>4. Reading plan.</p> <p>5. Pedagogical project</p>	<p>1.. HEALTHY FOOD</p> <p>1.2 Food and drinks ( spaghetti, pizza, lemonade )</p> <p>1.3 I like/ I don´t like</p> <p>1.4 Number 1-15</p> <p>1.5 Flavor of food</p> <p>1.6 Meals of the day.</p> <p>2. FAMILY</p> <p>2.1 Family member's grandmother, grandfather, dad. mom.</p> <p>2.2. Rooms and places in a house.</p> <p>2. Reading comprehension</p> <p>3. English Alive</p> <p>4. Reading plan.</p> <p>5. Pedagogical project</p>	<p>1. HAVE FUN</p> <p>1.1 Places where they fun</p> <p>1.2 Fun activities</p> <p>1.3 Domesticated non-domesticated animals.</p> <p>1.4 Circus</p> <p>1.5 Numbers 15- 20</p> <p>1.6 I can do</p> <p>2. PEOPLE AND ANIMALS</p> <p>2.1 Farm animals</p> <p>2.2 Prepositions</p> <p>2.3 Activities on a farm</p> <p>2.4 Clothes to wear on a farm.</p> <p>3. English Alive</p> <p>4. Reading plan.</p> <p>5. Pedagogical project</p>	<p>1. PEOPLE IN MY COMMUNITY</p> <p>1.1 To be neat</p> <p>1.2 Clothes</p> <p>1.3 Health professionals.</p> <p>2. THE EARTH AND THE SKY</p> <p>2.1 What I can see in the garden</p> <p>2.2 Seed and plants</p> <p>3. English Alive</p> <p>4. Reading plan.</p> <p>5. Pedagogical project</p>	<p>1. Participates in chants, songs, games, prayers and short conversations using animals, body parts and nature vocabulary, taking into account the pronunciation model.</p> <p>2. To follow directions without confusion, and listen videos, cds for specific information.</p> <p>3. To understand short stories basic on sequenced pictures.</p>
<p><b>PRAGMATIC COMPETENCE</b></p> <p>(Communicative Purposes, dialects, register, fluency, cultural reference and language figures understanding, roles, styles and</p>	<p>1. Playing games using personal information environment classroom vocabulary.</p> <p>2. Understanding a history focused on colors, shapes and numbers.</p> <p>3. Using the body to express emotions.</p>	<p>1. Identifying likes and dislikes about food and flavors.</p> <p>2. Identifying and internalize activities performed in family.</p> <p>3. Identifying and using numbers up to 15 and colors.</p> <p>4. Developing pre-</p>	<p>1. Saying what they can and can´t, using learned vocabulary</p> <p>2. Knowing the farm life identifying activities, clothes and animals of the farm.</p> <p>3. Look for and sing the song, practice and spell</p>	<p>1. Identifying what they can do to be neat</p> <p>2. Participating in role plays with occupations vocabulary.</p> <p>3. Learning about the natural phenomenon.</p> <p>4. Look for and sing the song, practice and</p>	

communication scenes).	<p>4. Look for and sing the song, practice and spell the words and think, create and write an article in English Alive project.</p> <p>5. Comprehension of general and specific information about the selected reading.</p> <p>6. Knowing something new about The Animal Kingdom.</p>	<p>reading and pre-writing activities.</p> <p>5. Look for and sing the song, practice and spell the words and think, create and write an article in English Alive project.</p> <p>6. Comprehension of general and specific information about the selected reading.</p> <p>7. Knowing something new about The Animal Kingdom.</p>	<p>the words and think, create and write an article in English Alive project.</p> <p>4. Comprehension of general and specific information about the selected reading.</p> <p>5. Knowing something new about The Animal Kingdom.</p>	<p>spell the words and think, create and write an article in English Alive project.</p> <p>5. Comprehension of general and specific information about the selected reading.</p> <p>6. Knowing something new about The Animal Kingdom.</p>	
<b>RESEARCH PROJECT</b>	<p><b>LANGUAGE ARTS:</b> Project aimed at the English learning throughout a communicative skill: Listening; by asking, reading, writing, designing, and creating strategies and dynamic didactics which help the students to develop their second language acquisition. The listening skill will be assessed during classes, and showed to the school community in Expo SALLE. The project is divided into 3 main activities: <b>THEORETICAL BASES, DEVELOP THE PROPOSAL</b> and <b>PRESENT THE RESULTS</b>. Include talents, language, creativity, culture, ideas and skills around contextual facts. Application: the most relevant processes are going to socialize in RedCOLSI. (Red Colombia de Semilleros de Investigación) in their local and national events..</p>				



**COLEGIO DE LA SALLE – BUCARAMANGA**

**MALLA CURRICULAR AREA DE HUMANIDADES: LENGUA EXTRANJERA**

**SUBJECT: HUMANITIES – FOREIGN LANGUAGES**

**GRADE: KINDER**

**YEAR: 2017**

<b>AXES</b>	<b>FIRST TERM CONTENTS</b>	<b>SECOND TERM CONTENTS</b>	<b>THIRD TERM CONTENTS</b>	<b>FOURTH TERM CONTENTS</b>	<b>OUTPUTS</b>
<p><b>LINGUISTIC COMPETENCE</b></p> <p>(Vocabulary, pronunciation, spelling, morphology, syntax, phonetics, semantics, intonation, cohesion and rhetorical organization)</p>	<p>1. MY SCHOOL IS IMPORTANT</p> <p>1.1 People at the school.</p> <p>1.2 School subjects and days of the week.</p> <p>1.3 Polite expressions</p> <p>1.4 The alphabet.</p> <p>2. I AM SPECIAL</p> <p>2.1 Physical characteristics.</p> <p>2.2 Healthy habits</p> <p>3. English Alive</p> <p>4. Reading plan.</p> <p>5. Pedagogical project</p>	<p>1.. HEALTHY FOOD</p> <p>1.2 Food and drinks (fruit, vegetables, candy).</p> <p>1.3 Number 1-30</p> <p>1.4 Animals and plants products</p> <p>2. FAMILY</p> <p>2.1 Family members (cousin, aunt, uncle).</p> <p>2.2. Household chores.</p> <p>2.3 Reading comprehension</p> <p>3. English Alive</p> <p>4. Reading plan.</p> <p>5. Pedagogical project</p>	<p>1. HAVE FUN</p> <p>1.1 Activities after school.</p> <p>1.4 Time</p> <p>1.5 Number 1-50</p> <p>2. PEOPLE AND ANIMALS</p> <p>2.1 Zoo animals</p> <p>2.2 Animals' physical characteristic.</p> <p>2.3 Animal body parts</p> <p>2.3. Reading comprehension</p> <p>3. English Alive</p> <p>4. Reading plan.</p> <p>5. Pedagogical project</p>	<p>1. PEOPLE IN MY COMMUNITY</p> <p>1.1 Community helpers.</p> <p>1.2 Where people work.</p> <p>1.3 What people do at work?</p> <p>1.4 Want to be</p> <p>2. THE EARTH AND THE SKY</p> <p>2.1 Months of the year</p> <p>2.2 Weather.</p> <p>3. English Alive</p> <p>4. Reading plan.</p> <p>5. Pedagogical project</p>	<p>1. Participates in chants, songs, games, prayers and short conversations using my school, I am special, healthy food, family, have fun, people and animals, people in my community and the earth and the sky vocabulary, taking into account the pronunciation model.</p> <p>2. Discriminates learned vocabulary and listens to videos, cds for specific information.</p> <p>3. To understand short stories basic on sequenced pictures.</p> <p>4. Completes and copies words and short sentences or changes the drawing for the correct word.</p>
<p><b>PRAGMATIC COMPETENCE</b></p> <p>(Communicative Purposes, dialects, register, fluency, cultural reference and language figures understanding, roles, styles and communication scenes).</p>	<p>1. Identifying what teachers do in each subject.</p> <p>2. Ask for school supplies politely.</p> <p>3. Identifying and saying the alphabet song.</p> <p>4. Identifying and naming physical characteristics and healthy habits.</p> <p>5. Look for and sing the song, practice and spell the words and think, create and write an article in English Alive project.</p> <p>6. Comprehension of general and specific</p>	<p>1. Distinguishing between fruit, vegetables, and dairy products.</p> <p>2. Saying where comes from the food, plants or animals.</p> <p>3. Naming their family members.</p> <p>5. Identifying household chores.</p> <p>4. Developing pre-reading and pre-writing activities.</p> <p>5. Look for and sing the song, practice and spell the words and think, create and write</p>	<p>1. Identifying and naming activities they do after school.</p> <p>2. Saying what they are going on vacations.</p> <p>3. Counting from 1 to 50.</p> <p>4. Recognizing and naming zoo animals.</p> <p>5. Describing physical appearance of animals.</p> <p>6. Understanding a history focused on zoo animals.</p> <p>7. Look for and sing the song, practice and</p>	<p>1. Identifying and naming where the community helper work.</p> <p>2. Saying what they want to be.</p> <p>3. Classifying the months of the year taking into account the weather.</p> <p>4. Look for and sing the song, practice and spell the words and think, create and write an article in English Alive project.</p> <p>5. Comprehension of general and specific information about the selected reading.</p>	

	<p>information about the selected reading.</p> <p>7. Knowing something new about The Animal Kingdom.</p>	<p>an article in English Alive project.</p> <p>6. Comprehension of general and specific information about the selected reading.</p> <p>7. Knowing something new about The Animal Kingdom.</p>	<p>spell the words and think, create and write an article in English Alive project.</p> <p>8. Comprehension of general and specific information about the selected reading.</p> <p>9. Knowing something new about The Animal Kingdom.</p>	<p>6. Knowing something new about The Animal Kingdom.</p>	
<p><b>RESEARCH PROJECT</b></p>	<p><b>LANGUAGE ARTS:</b> Project aimed at the English learning throughout a communicative skill: Listening; by asking, reading, writing, designing, and creating strategies and dynamic didactics which help the students to develop their second language acquisition. The listening skill will be assessed during classes, and showed to the school community in Expo SALLE. The project is divided into 3 main activities: <b>THEORICAL BASES, DEVELOP THE PROPOSAL</b> and <b>PRESENT THE RESULTS</b>. Include talents, language, creativity, culture, ideas and skills around contextual facts. Application: the most relevant processes are going to socialize in RedCOLSI. (Red Colombia de Semilleros de Investigación) in their local and national events..</p>				



**COLEGIO DE LA SALLE – BUCARAMANGA**

**MALLA CURRICULAR AREA DE HUMANIDADES: LENGUA EXTRANJERA**

**SUBJECT: HUMANITIES – FOREIGN LANGUAGES**

**GRADE: FIRST**

**YEAR: 2017**

<b>AXES</b>	<b>FIRST TERM CONTENTS</b>	<b>SECOND TERM CONTENTS</b>	<b>THIRD TERM CONTENTS</b>	<b>FOURTH TERM CONTENTS</b>	<b>OUTPUTS</b>
<p><b>LINGUISTIC COMPETENCE</b></p> <p>(Vocabulary, pronunciation, spelling, morphology, syntax, phonetics, semantics, intonation, cohesion and rhetorical organization).</p>	<p>1. AT SCHOOL</p> <p>1.1. Greetings</p> <p>1.2. Alphabet.</p> <p>1.3. Classroom objects.</p> <p>1.4. Colors.</p> <p>2. MEET THE FAMILY</p> <p>2.1. Family Members.</p> <p>3. BIRTHDAY AND TOYS</p> <p>3.1. Numbers.</p> <p>3.2. Toys.</p> <p>4. English Alive</p> <p>5. Reading plan.</p> <p>6. Pedagogical project</p> <p>.</p>	<p>1. HOME SWEET HOME</p> <p>1.1. Furniture and rooms.</p> <p>1.2. Prepositions of place.</p> <p>2. BUDDY BODY</p> <p>2.1. Parts of the body.</p> <p>3. English Alive</p> <p>4. Reading plan.</p> <p>5. Pedagogical project</p>	<p>1. ALL KINDS OF ANIMALS.</p> <p>1. Animals' body.</p> <p>1.2. Verb to have.</p> <p>2. CLOTHES FOR ALL</p> <p>2.1. Clothes</p> <p>2.2. Actions.</p> <p>3. English Alive</p> <p>4. Reading plan.</p> <p>5. Pedagogical project</p>	<p>1. GAMES WE PLAY</p> <p>1.1. Games (actions)</p> <p>1.2. Games (nouns)</p> <p>1.3. Actions.</p> <p>2. YUMMY FOOD</p> <p>2.1. Food and drinks.</p> <p>2.2. There is/there are.</p> <p>3. English Alive</p> <p>4. Reading plan.</p> <p>5. Pedagogical project</p>	<p>1. Uses expressions of school context, family , body , animals, clothes, food and games to interact with classmates and Teachers.</p> <p>2. Recognizes listened vocabulary of the body parts, family members, clothing, animals and expressions of Current actions.</p>
<p><b>PRAGMATIC COMPETENCE</b></p> <p>(Communicative purposes, dialects, register, fluency, cultural reference and language figures understanding, roles, styles and communication scenes).</p>	<p>1. Using basic expressions to greet and farewell.</p> <p>2. Recognizing some sounds and letters in basic vocabulary and pronouncing properly learned vocabulary.</p> <p>3. Relating family members to new vocabulary using possessive adjectives.</p> <p>4. Asking and answering question about the age and toys, using number up 10.</p> <p>5. Look for and sing the song, practice and spell the words and think,</p>	<p>1. Identifying parts of the house and furniture, using preposition of place and verb to be (negative/ interrogative )</p> <p>2. Using the verb “have” to describe people body parts.</p> <p>3. Look for and sing the song, practice and spell the words and think, create and write an article in English Alive project.</p> <p>4. Comprehension of general and specific information about the selected reading.</p>	<p>1. Using the verb “have” to describe animals’ body parts.</p> <p>2. Describing clothes using the present progressive.</p> <p>3. Look for and sing the song, practice and spell the words and think, create and write an article in English Alive project.</p> <p>4. Comprehension of general and specific information about the selected reading.</p> <p>5. Knowing something new about The Animal Kingdom.</p>	<p>1. Using present continuous to talk about games and actions.</p> <p>2. Talking about food and drinks using there is/ there are.</p> <p>3. Asking and answering yes and no questions.</p> <p>4. Look for and sing the song, practice and spell the words and think, create and write an article in English Alive project.</p> <p>5. Comprehension of general and specific information about the selected reading.</p>	<p>3. Identifies general and specific information in different texts and the assigned reader.</p> <p>4. Completes simple sentences choosing appropriate vocabulary, related to family members, actions, places of the house, favorite Animals and clothes.</p>

	<p>create and write an article in English Alive project.</p> <p>6. Comprehension of general and specific information about the selected reading.</p> <p>7. Knowing something new about The Animal Kingdom.</p>	<p>5. Knowing something new about The Animal Kingdom.</p>		<p>6. Knowing something new about The Animal Kingdom.</p>	
<p><b>RESEARCH PROJECT</b></p>	<p><b>LANGUAGE ARTS:</b> Project aimed at the English learning throughout a communicative skill: Listening; by asking, reading, writing, designing, and creating strategies and dynamic didactics which help the students to develop their second language acquisition. The listening skill will be assessed during classes, and showed to the school community in Expo SALLE. The project is divided into 3 main activities: <b>THEORETICAL BASES, DEVELOP THE PROPOSAL</b> and <b>PRESENT THE RESULTS</b>. Include talents, language, creativity, culture, ideas and skills around contextual facts. Application: the most relevant processes are going to socialize in RedCOLSI. (Red Colombia de Semilleros de Investigación) in their local and national events.</p>				