



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
Identify themselves as unique human beings, members of social and political organizations, necessary for well-being and personal and community development; also recognize basic rules and agreements for seeking peaceful coexistence amid diversity.	Recognizes and rejects situations of exclusion or discrimination in their family, among their friends and among classmates.	Describe various characteristics of groups of humans (ethnicity, age, religion, gender) and explain what you like most about your peers. and what could be changed to improve the coexistence in the group.	Groups, ethnicity, diversity, rights
		Establishes similarities and differences between their favourite foods (in the members of your family) and preferences in games between classmates at school.	
		Expresses feelings when discriminated against or accepted into a school activity, and acknowledges the importance of knowing and accepting people.	



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		Identifies actions that generate discrimination in their environment, and they know who to turn to ask for help and protection.	
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ÁREA	Educación Física
ASIGNATURA	Educación Física

STRAND	SUB-STRANDS	OBJETIVO DE APRENDIZAJE	CONCEPTO ARTICULADOR
Moveirse bien	3. Fortalece y potencializa su competencia motriz al responder y adaptarse con precisión y autonomía en situaciones variadas.	123MW,4 Refine and extend movement competence and confidence through responding and adapting to the demands of a range of contexts, apparatus and equipment, showing coordination and control.	<ul style="list-style-type: none"> Equilibrio dinámico y estático
Comprender el movimiento.	3. Entiende y acata normas sencillas en diferentes actividades y puede emplear estrategias básicas e ideas elementales de organización para participar de forma segura, colaborativa y eficaz.	123UM.04 Understand and follow simple rules, and understand and use tactics and compositional ideas.	<ul style="list-style-type: none"> Táctica/ reglas / Roles.
Moveirse	3.El estudiante utiliza	123MC.04 Discover and use a range of	<ul style="list-style-type: none"> Posturas



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Creativamente	diferentes formas de organización visual y esquemas de composición para expresarse de manera clara y creativa.	compositional ideas to express themes, moods and emotions.	corporales/Juegos expresivos
Participar	3. Demuestra conciencia corporal describiendo habilidades y áreas de progreso, y actuando con respeto y respuesta adecuada en una variedad de tareas y situaciones motrices	123TP.05 Recognise movement qualities in self and others and be able to describe own movement strengths and areas for improvement. 123TP.06 Listen to others and respond appropriately in a range of movement tasks and challenges.	<ul style="list-style-type: none"> • Conciencia Corporal/Exploración motriz • Juegos de Conjunto/ Turnos/ Roles
Asumir la responsabilidad	3. Comprende ideas y trabaja con otros mostrando respeto y amabilidad, reconociendo sus esfuerzos y ayudando a que el trabajo del grupo sea cada vez mejor.	123TR.05 Give supportive feedback in partner/small group activities. Show appreciation of and respect for contributions and motivation to improve.	<ul style="list-style-type: none"> • Juegos cooperativos
Cuerpos sanos	3. comprende cómo cuidar su cuerpo mediante una	123HB.05 Understand the importance of warming up and cooling down the	<ul style="list-style-type: none"> • Hábitos saludables/señales del



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	adecuada preparación física y elecciones básicas de alimentación saludable	body when participating in physical activity. 123HB.06 Understand some components of a healthy diet.	cuerpo • Energía/ movimiento.
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ÁREA	English
ASIGNATURA	English

STRAND	SUB-STRANDS	OBJETIVO DE APRENDIZAJE	CONCEPTO ARTICULADOR
Use of English	Sentence Structure	3Us.02 Use common demonstrative pronouns to ask and answer simple questions.	Famous people- Free Time
Use of English	Vocabulary	3Uv.01 Use cardinal numbers 1-1000. 3Uv.04 Use prepositions of time (e.g. after, before) to state when things happen. 3Uv.05 Use a range of adverbs of definite time.	Famous people - Free Time
Use of English	Grammatical Forms	3Ug.08 Use must to express obligation and could as a past form of can.	Protecting the planet
Writing	Organisation	3Wor.01 Use basic punctuation (e.g. exclamation mark) with some accuracy during guided writing of sentences.	Protecting the planet
Use of English	Sentence Structure	3Us.03 Use direct and indirect personal pronouns in descriptions of events and actions.	Protecting the planet
Listening	Detail	3Ld.03 Deduce meaning from context, with support, in a short talk. 3Ld.04 Understand, with support, most specific information and details of a short talk.	Holidays



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Use of English	Grammatical Forms	3Ug.04 Use past simple regular and irregular forms to describe actions and narrate simple events.	Holidays
Use of English	Vocabulary	3Uv.09 Use countable nouns as direct and indirect objects.	Holidays
Reading	Detail	3Rd.03 Deduce meaning from context, with support, in short, simple, illustrated texts.	Holidays
Use of English	Vocabulary	3Uv.07 Use common adverbs of sequence (e.g. first, next, then) and direction (e.g. left, right). 3Uv.08 Use adverbs of manner (e.g. slowly, quietly).	Holidays
Writing	Communication Achievement	3Wca.03 Spell most simple, high-frequency words accurately during guided writing activities. 3Wca.05 Use some simple grammatical structures and sentence patterns correctly, allowing for frequent, basic mistakes.	Keep in touch
Speaking	Communication	3Sc.05 Pronounce familiar words and phrases so that others can generally understand these. 3Sc.06 Produce sentences to maintain short exchanges, allowing for noticeable hesitation and false starts. 3Sc.07 Use some simple grammatical structures and sentence patterns correctly, allowing for frequent, basic mistakes.	Keep in touch



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 enunció (interlocutores, temas, lugares).		1.1 Utiliza la entonación y los matices afectivos de la voz para alcanzar su propósito en diferentes situaciones comunicativas. 1.7 Emplea distintos ritmos de voz para dar expresividad a sus ideas.	<ul style="list-style-type: none"> • Poesía: el poema y la lectura poética.
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 para la redacción de tipos de escrito específicos como autorretratos, invitaciones, cartas, entre otros. 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). 2.6 Escribe de forma correcta palabras con 'b', 'v',	<ul style="list-style-type: none"> • Las palabras simples y las palabras compuestas. • La oración y las clases de oraciones. • La r y la rr. • La b y la v. • Tipologías textuales: texto informativo.

	'm', 'n', 'r', y 'rr' según las reglas ortográficas. 2.8 Elabora un plan para organizar sus ideas.	
3. Identifico las palabras relevantes de un mensaje y las agrupo en unidades significativas: sonidos en palabras y palabras en oraciones.	3.5 Distingue los sonidos articulados de la lengua de los sonidos ambientales. 3.6 Elabora hipótesis acerca del sentido global de los textos, antes y durante el proceso de lectura; para el efecto, me apoyo en mis conocimientos previos, las imágenes y los títulos	<ul style="list-style-type: none"> • Declamación. • Plan lector: Raúl pintado de azul, Ana María Machado.
4. Predigo y analizo los contenidos y estructuras de diversos tipos de texto, a partir de sus conocimientos previos.	4.2 Lee con suficiente fluidez para comprender diferentes tipologías textuales. 4.3 Comprende el tema global de los textos que lee, y responde preguntas sobre lo que en ellos aparece y no aparece escrito. 4.6 Reconoce la estructura de diferentes textos (expositivo, informativo, la carta, el aviso).	<ul style="list-style-type: none"> • La fábula. • Tipologías textuales: texto expositivo.
5. Identifico algunos elementos constitutivos de textos literarios como personajes, espacios y acciones.	5.2 Establece semejanzas y diferencias entre los textos literarios que lee.	<ul style="list-style-type: none"> • El diálogo teatral. • Teatro de sombras.
6. Comprendo diversos textos literarios a partir de sus propias vivencias.	6.1 Reconoce la obra teatral y sus características (Guión teatral). 6.2 Identifica información explícita de un texto dramático.	<ul style="list-style-type: none"> • El diálogo teatral. • Teatro de sombras.
7. Expresa sus ideas atendiendo a las características del contexto comunicativo	7.5 Emplea distintos ritmos de voz para dar expresividad a sus ideas.	<ul style="list-style-type: none"> • Entonación, ritmo y rima.



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<p>en que las enuncia (interlocutores, temas, lugares).</p>	<p>7.6 Establece semejanzas y diferencias entre quien produce el texto y quien lo interpreta.</p>	
<p>8. Identifico las características de los medios de comunicación masiva a los que tiene acceso.</p>	<p>8.1 Comenta sus programas favoritos de televisión o radio, teniendo en cuenta sus contenidos.</p>	<ul style="list-style-type: none"> • Los videojuegos.
	<p>8.2 Utiliza los medios de comunicación masiva para informarse y manifestar sus puntos de vista.</p>	
<p>9. Identifico la función que cumplen las señales y símbolos que aparecen en su entorno.</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. 9.3 Asocia los dibujos de las señales y símbolos con sus posibles significados.</p>	<ul style="list-style-type: none"> • Las señales del entorno. • Las señales naturales. • Las señales preventivas.



ÁREA	Arts
ASIGNATURA	Danzas

ESTÁNDAR NACIONAL Y/O INTERNACIONAL	META DE APRENDIZAJE	OBJETIVO DE APRENDIZAJE (subproceso)	CONCEPTO ARTICULADOR
Apertura al diálogo pedagógico, cambios y generación de actitudes hacia la dinámica expresiva propia y del entorno	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 combinan 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"> • Secuencias complejas • Emociones • Dinámicas de movimiento • Ritmo y melodía • Improvisación
Construcción y reconocimiento de elementos propios de	2. Reconoce el esquema corporal a través de sus habilidades motrices que	2.5 Conoce pruebas coordinativas que le indiquen el estado de sus capacidades dancísticas.	<ul style="list-style-type: none"> • Coordinación



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<p>nociones, conceptos y formas expresivas propias de la expresión corporal y de la danza.</p>	<p>potencializan su memorización de secuencias 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>	<ul style="list-style-type: none"> Hábitos y comportamiento



ÁREA	Matemáticas
ASIGNATURA	Matemáticas

STRAND	SUB-STRANDS	OBJETIVO DE APRENDIZAJE	CONCEPTO ARTICULADOR
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>	<ul style="list-style-type: none"> • Time
GEOMETRY AND MEASURE	Geometrical reasoning, shapes and measurements	<p>3Gg.01 Identify, describe, classify, name and sketch 2D shapes by their properties. Differentiate between regular and irregular polygons.</p> <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</p>	<ul style="list-style-type: none"> • 2D shapes • lines of symmetry • reflection • 3D shapes



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		<p>of the shape.</p> <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>	
GEOMETRY AND MEASURE	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>3Gg.06 Estimate and measure the mass of objects in grams (g) and kilograms (kg). Understand the relationship between units.</p> <p>3Gg.07 Estimate and measure capacity in millilitres (ml) and litres (l), and understand their relationships.</p>	<ul style="list-style-type: none"> • measure lengths • measure the mass • measure capacity
GEOMETRY AND MEASURE	Geometrical reasoning, shapes and measurements	<p>3Gg.03 Understand that perimeter is the total distance around a 2D shape and can be calculated by adding lengths, and area is how much space a 2D shape occupies within its boundary.</p> <p>3Gg.04 Draw lines, rectangles and squares. Estimate, measure and calculate the perimeter of a shape, using appropriate metric units, and area on a square grid.</p> <p>3Gg.11 Use instruments that measure length, mass, capacity and temperature.</p>	<ul style="list-style-type: none"> • Geometrical reasoning, shapes and measurements



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ÁREA	Arts
ASIGNATURA	Music

STRAND	SUB-STRAND (estándar)	LEARNING OBJECTIVE (subproceso)	CONCEPTO ARTICULADOR
Making Sense of Music	Listening Responding	34MS.02 Demonstrate an understanding of how work can be improved to suit intentions. 34MS.03 Use feedback to improve musical work.	<ul style="list-style-type: none"> • Expression • Culture
Making Music	Singing Playing instruments Rhythm Performing	34MM.02 Sing and play music with increasing accuracy, fluency, control and expression. 34MM.03 Experiment with and combine sounds to create musical ideas.	<ul style="list-style-type: none"> • Voice • Timbre • Rhythm • Performance



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ÁREA	Ciencias
ASIGNATURA	Science

STRAND	SUB-STRANDS	OBJETIVO DE APRENDIZAJE	CONCEPTO ARTICULADOR
CHEMISTRY	Materials and their structure	3Cp.01 Describe differences in the properties of solids and liquids.	<ul style="list-style-type: none"> • Movement • Research • Planet
	Properties of materials	3Cp.02 Understand that materials, generally, retain their properties within a mixture.	
	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.	
PHYSICS	Light and sound	<p>3Ps.02 Know that shadows are formed when light from a source is blocked by an object.</p> <p>3Ps.03 Investigate how the size of a shadow is affected by the position of the object and the position of the light source.</p> <p>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.</p>	



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EARTH AND SPACE	Planet Earth	3Pf.02 Know that gravity on Earth is a force that pulls towards the centre of the Earth. 3ESs.03 Describe the Earth, Sun and Moon as approximately spherical.	
	Earth in space	3ESs.02 Describe the relative movement of the Earth and Moon. 3ESs.01 Describe the regular change in the position and appearance of the Moon.	<ul style="list-style-type: none">• Universe• Investigation• Project



ÁREA	Humanities
ASIGNATURA	Social Studies

ESTÁNDAR NACIONAL Y/O INTERNACIONAL	META DE APRENDIZAJE	OBJETIVO DE APRENDIZAJE (subproceso)	CONCEPTO ARTICULADOR
I identify myself as an unique human being, 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.	Compares the characteristics of the houses of each municipality, village or place of living with other places	Describes the advantages and disadvantages of having a home in an urban or rural area.	Urban and rural
I recognise human interaction with the environment and landscapes, through different contexts and the relationship between economic actions and its consequences	Recognises 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 himself/herself in space. (Compass and compass rose).	Cardinal points



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		<p>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.</p>	
		<p>Recognises the cardinal points and uses them to orient themselves in moving from one place to another (north, south, east and west) and gives spatial directions verbally or in other ways to get to a specific place, using expressions of laterality (left, right, forward, backwards).</p>	
		<p>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.</p>	
	<p>Understand that the landscape we see is the result of human actions within a</p>	<p>Identifies the forms of relief found on the earth's surface (mountains, valley on the earth's surface, islands, oceans) and</p>	<p>Colombian Geography (landforms)</p>



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	geographical space, which is why it changes.	names those that can be observed in his or her locality, community or village.	
		Expresses his/her appreciation of the landscapes he sees in photographs, brochures in magazines, 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, playdough or reusable materials that 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.	Urban landscapes



ÁREA	Ciencias
ASIGNATURA	Tecnología

ESTÁNDAR NACIONAL Y/O INTERNACIONAL	META DE APRENDIZAJE	OBJETIVO DE APRENDIZAJE (subproceso)	CONCEPTO ARTICULADOR
4. Explore my daily environment and distinguish natural elements from artifacts made to improve living conditions.		4.1. Expresses interest in technology-related topics through questions and exchange of ideas.	1. Technology and Curiosity 2. Evolution of Materials and Artifacts 3.Environmental Impact and Responsibility 4. Reuse and Sustainable Creation
		4.2. Inquire about the use of some materials throughout history and their effects on lifestyles. 3DW.02	
		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.	



ÁREA	Arts
ASIGNATURA	Visual Arts

STRAND	SUBSTRANDS	OBJETIVO DE APRENDIZAJE (subproceso)	CONCEPTO ARTICULADOR
Experiencing	Installation art and structural materials	E.01 Encounter, sense, experiment with and respond to a wide range of sources, including a range of art from different times and cultures E.02 Explore media, materials, tools, technologies and processes.	<ul style="list-style-type: none"> • Three dimensions, two dimensions, structure and form.
Making	Structure building	M.01 Learn to use a range of media, materials, tools, technologies and processes with increasing skill, independence and confidence.	<ul style="list-style-type: none"> • Structure and construction. • Geometric forms. • Installation art. • Material exploration.
Reflecting	Project celebration	R.01 Celebrate artistic experiences and learning.	<ul style="list-style-type: none"> • Creative problem-solving



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<p>Experiencing</p>	<p>Mosaic traditions and materials. Pattern observation.</p>	<p>E.01 Encounter, sense, experiment with and respond to a wide range of sources, including a range of art from different times and cultures E.02 Explore media, materials, tools, technologies and processes. E.03 Gather and record experiences and visual information.</p>	<ul style="list-style-type: none"> • Texture • Collage • Composition, color, scale • Mosaic • Complexity.
<p>Making</p>	<p>Mosaic techniques Material choice</p>	<p>M.01 Learn to use a range of media, materials, tools, technologies and processes with increasing skill, independence and confidence. M.02 Select appropriate media, materials, tools, technologies and processes for a purpose.</p>	<ul style="list-style-type: none"> • Colored paper and card. • Fabrics and haberdashery, such as ribbon, braid, lace, sequins, beads, wools and yarns. • Photographs, newspapers and magazines • Recycled art experiments, such as discarded paintings and prints.
<p>Reflecting</p>	<p>Art celebration Artwork discussion</p>	<p>R.01 Celebrate artistic experiences and learning. R.02 Analyse, critique and connect own and others' work as part of the artistic</p>	<ul style="list-style-type: none"> • Ancient Chinese paper cuttings. • Polish Wycinanki



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		process.	paper cut-out folk art. <ul style="list-style-type: none">• Pablo Picasso, Bottle of Vieux Marc, Glass, Guitar, and Newspaper.Dada, the art critic.
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