



BASIC LEARNING RIGHTS:

English
Grades 6th to 11th



Colombia Bilingüe

 MINEDUCACIÓN

 **TODOS POR UN
NUEVO PAÍS**
PAZ EQUIDAD EDUCACIÓN

BASIC LEARNING RIGHTS

6th to 11th GRADES

Colombia Bilingüe





MINISTERIO DE EDUCACIÓN NACIONAL

MINISTRA DE EDUCACIÓN NACIONAL DE COLOMBIA

Gina Parody d'Echeona

VICEMINISTRO DE EDUCACIÓN PREESCOLAR, BÁSICA Y MEDIA

Víctor Javier Saavedra Mercado

DIRECTORA DE CALIDAD PARA LA EDUCACIÓN PREESCOLAR,
BÁSICA Y MEDIA

Ana Bolena Escobar Escobar

SUB DIRECTORA DE FOMENTO DE COMPETENCIAS

Paola Andrea Trujillo Pulido

GERENTE COLOMBIA BILINGÜE

Rosa María Cely Herrera

AUTORES

EQUIPO COLOMBIA BILINGÜE

COORDINADORA DE PROYECTOS COLOMBIA BILINGÜE

Martha Sofía Galvis Silva

PROFESIONAL COLOMBIA BILINGÜE

Carlos-Javier Amaya G.

FUNDACIÓN UNIVERSIDAD DEL NORTE

DIRECTORA DEL DEPARTAMENTO DE ESPAÑOL

Dra. Nayibe Rosado

DIRECTORA DEL DEPARTAMENTO DE LENGUAS EXTRANJERAS

Mag. Lourdes Rey

DOCENTE E INVESTIGADORA

Dra. Angela Bailey

DOCENTE E INVESTIGADORA

Mag. Erica Ferrer Ariza

DOCENTE DE INGLÉS BÁSICA, SECUNDARIA Y MEDIA

Mag. Zulay Esther Díaz Mercado

DOCENTE DE INGLÉS BÁSICA, SECUNDARIA Y MEDIA

Mag. Migdonia Abud Cañarete

ISBN 978-958-691-778-0

2016

DISEÑO GRÁFICO Y DIAGRAMACIÓN
TEAM TOON STUDIO

DISEÑO EDITORIAL

Janeth Barrios, Camila Gómez, Carolina Soleno,
Beatriz Jiménez

ILUSTRADORES

Oscar Reyes, Camila Gómez, Carolina Soleno

BEATRIZ JIMÉNEZ

Dirección de arte

LEÓN MEJÍA

Dirección general

Estimada Comunidad Educativa,

El Plan Nacional de Desarrollo 2014-2018 “Todos por un nuevo país”, tiene como objetivo construir una Colombia en paz, equitativa y educada. El Ministerio de Educación Nacional se hace partícipe de esta meta y pone todos sus esfuerzos en establecer la calidad y la equidad en el contexto educativo a través de programas como “Colombia Bilingüe”, cuyas acciones se enmarcan dentro del propósito de hacer de Colombia la mejor educada de la región para el año 2025.

Hoy presentamos al país los Derechos Básicos de Aprendizaje de Inglés y el Currículo Sugerido de Inglés para los grados 6° a 11°, herramientas que buscan que los estudiantes alcancen un nivel de inglés que les permita comunicarse, interactuar y compartir conocimiento, y a la vez potenciar sus capacidades humanas y profesionales.

Estos dos documentos se construyeron teniendo en cuenta las necesidades y características propias del sector educativo, lo que permitió establecer ejes pertinentes y adaptables a los contextos particulares de cada institución. Valoramos y entendemos la diversidad cultural, demográfica y social de nuestro país, por lo que estos documentos se presentan como una propuesta dirigida a los docentes de inglés, sus instituciones educativas y las secretarías de educación. Dichos actores, en su autonomía curricular, podrán analizar, adaptar y adoptar cada uno de los elementos dentro del marco de los procesos de enseñanza y aprendizaje del inglés.

Los Derechos Básicos de Aprendizaje y el Currículo Sugerido de Inglés son una apuesta clara que busca generar igualdad educativa y hacer que la enseñanza y el aprendizaje del inglés sean vistos como una herramienta que fortalezca la formación integral y pertinente para los estudiantes del siglo XXI en Colombia. Por esta razón, el Currículo Sugerido integra diferentes ejes de formación, tales como la Paz y la Democracia, aspectos fundamentales en la construcción de un país en paz que busca abrirse cada vez más al mundo globalizado y multicultural en el que vivimos.

Este documento se construyó con el apoyo de expertos nacionales e internacionales y de 94 docentes evaluadores de diversas regiones del país, en un proceso que nos permite asegurar su calidad y pertinencia para el contexto educativo colombiano. Con estas herramientas, los docentes de inglés y las Instituciones Educativas aportarán cada vez más a la construcción del país bilingüe que deseamos y al alcance de la meta de ser el país mejor educado de la región.

GINA PARODY D'ECHEONA
Ministra de Educación de Colombia

INTRODUCTION

The Basic Learning Rights (BLRs) in the area of English language are an essential tool for ensuring quality and equity in education for all children in Colombia. These rights describe the knowledge and skills that students must learn in English class in grades 6th to 11th in the Colombian educational system. The BLRs are structured coherently with the *Curricular Guidelines* and the *Basic Standards of Competence (BSC)*, and they are tools that allow for the identification of key aspects necessary for the development of the communicative competence of students in a foreign language. In this way, the BLRs are expressed in terms of the language skills of listening and reading comprehension and those required for oral and written expression.

The BLRs are a selection of communicative skills that:

- Allow for the progressive development of language skills in English from 6th to 11th grade.
- Provide examples that illustrate and explain language skills in terms of communicative goals that may be reached by students in a given school grade making comprehension easier for the entire learning community.
- Can be used for lesson planning as the proposed activities should ideally involve several BLRs from the same grade.
- Are **not** a class activity or lesson in itself.
- Are **not** organized in a particular order even though the BLRs are numbered. BLR 3, for example, does not necessarily have to come after BLR 2.

BLRs complement the design and updating of curricular proposals as they encompass some fundamental elements for the development of the communicative competence in English. However, they do not intend to replace existing curricula since they are understood from a wider and more complex perspective as “the set of criteria, study plans, programs, methodologies and processes that contribute to a holistic education as well as to the construction of national, regional and local identity, including human, academic, and physical resources necessary to put in place policies and carry out the *Proyecto Educativo Institucional (PEI)*” (Article 76, General Law of Education. Law 115 of 1994).

1 RATIONALE

The National Ministry of Education, through its work to improve the country's quality of education, has identified the need to provide tools that strengthen school practices in the public educational institutions of the country, ensuring holistic learning in the different areas of study.

For the purpose of providing, guiding and offering a basic benchmark to help improve school practices, the English Basic Learning Rights have been designed. These Basic Learning Rights identify the key knowledge and skills that all students in grades 6th to 11th in the country must develop. The importance of the Basic Learning Rights is evidenced through the proposal of fundamental elements for the construction of learning throughout each school year so that, as a result of this process, students can also achieve the Basic Learning Standards and the goals established by the National Government through the National Development Plan (2014-2018).

The BLRs support the development of curricular proposals articulated within Educational Institutions and their plans for the English area of study; they also serve as reference statements to check whether students are achieving the expected learning in their classrooms and to help define actions for continuous improvement.

As support for the BLR, the National Ministry of Education will present a Suggested Curriculum Structure that will allow public schools ensure these rights are granted. This proposal is available for download at www.colombiaprende.edu.co/colombiabilingue .



TARGET AUDIENCE

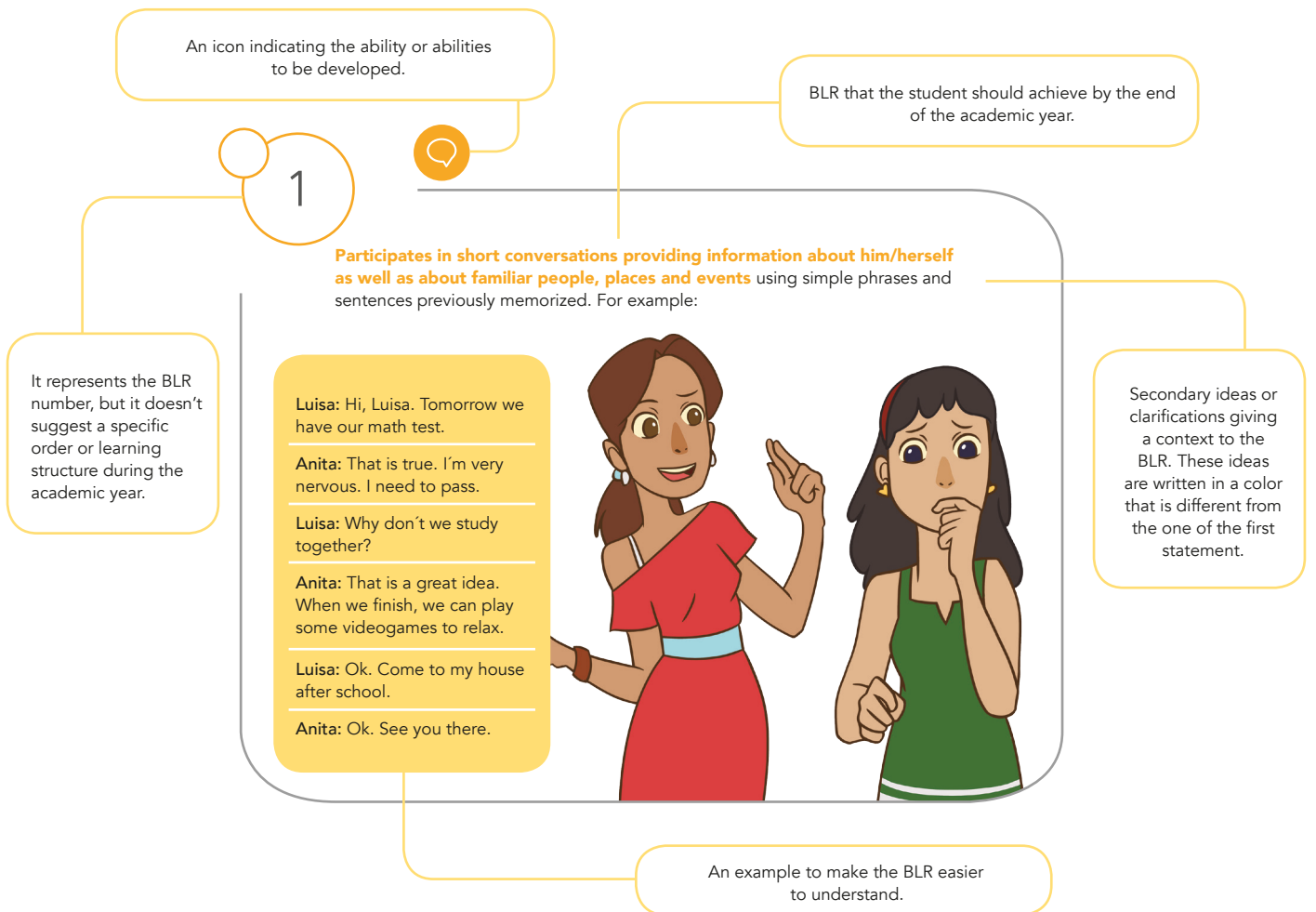
The BLRs are a tool that the National Ministry of Education (MEN) makes available to the entire educational community.

- For *Local Education Authorities*, it serves as a guide that allows them to promote curricular initiatives that can be adapted to the needs of their public schools.
- For *Public Schools*, it guides them in designing plans for the English area of study according to grade and language proficiency level as well as for creating lesson plans in order to achieve expected learning.
- For *teachers and coordinators*, it serves as a benchmark for carrying out overall curricular and area of study design and classroom practices.
- For *families*, it allows them to identify and interpret the learning achieved by their children in their educational process and helps reinforce learning from home as well as promotes more involvement from families in the decisions of their children's schools.
- For *students*, it provides them with information on what they should learn during the school year and in each grade level to guide their personal study process, as well as helps them understand what they need to know in order to prepare for the state exams and entrance into higher education.
- For the *National Ministry of Education*, universities, schools of education and Foreign Language Licenciatura programmes and other educational entities, it allows them to generate appropriate strategies that define what students should learn at a basic communicative level of English during their time in the Colombian public education sector.

3

STRUCTURE AND COMPONENTS OF THE BASIC LEARNING RIGHTS: ENGLISH

For Grades 6th to 11th, there is a list of Basic Learning Rights (BLR). Every BLR is presented as follows:



- First, there is a numbered statement that matches the basic learning right the student is entitled to receive during the school year. The statement is identified by a color and corresponds to either one or several language skills (reading, listening, writing, monologue and/or conversation). It will be expressed in the third person singular since it refers to the student.
- Then, secondary ideas or clarifications that contextualize the BLR are written in a different color.
- Lastly, there is an example to allow for better comprehension of the BLR. This example is **not** intended to be the only activity performed in class, as it does **not** represent all of the implications of the BLR, but rather represents a sample of what the student may develop within a certain context.

3.1 WHAT SKILL IS EACH BLR TARGETING?

Each of the icons below represents a skill or set of skills to be developed in each BLR.



LISTENING



READING



WRITING



MONOLOGUE



CONVERSATION

BASIC LEARNING RIGHTS

6th to 11th GRADES

Colombia Bilingüe



BASIC LEARNING RIGHTS ENGLISH

BASIC LEARNING RIGHTS ENGLISH

6th Grade

1

Participates in a short conversation where he/she provides his/her name, age and basic information to professors, friends and acquaintances. For example:

Hello, I am Antonio. I am your new classmate.

Hi Antonio, How are you?



I am fine, thank you. What is your name?

My name is Margarita.

2

Requests and provides clarification on how names and unknown words are spelled.



Antonio: Where are you from?

Margarita: I am from Riohacha.

Antonio: Margarita, how do you spell that?

Margarita: R-I-O-H-A-C-H-A

Antonio: Nice to meet you, Margarita

Margarita: Nice to meet you, too.

3

Understands and uses familiar words and short phrases about routines, daily activities and preferences. For example, the student understands or can produce a text like the following:

I'm Angela Poole.
I'm a doctor.
I work in a hospital.
I really like my job.
On weekends, I like to play soccer with my children and listen to music.



Name: Angela
Last name: Poole
Occupation: Doctor
Likes: Play soccer and listen to music.

4

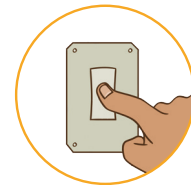
Understands instructions related to class, school, and community activities **and expresses them in oral and written form** to evidence his/her understanding. For example:



Don't run in the halls.



Use the trash can.



Turn off the lights.

BASIC LEARNING RIGHTS ENGLISH

6th Grade

5



Describes the basic characteristics of people, things, and places found in his/her school, city or community using short phrases and sentences. For example:



My City

I live in Pasto. This is a small and beautiful city in the Andean area of Colombia. There are many mountains around the city. Many tourists visit the famous Galeras Volcano and participate in the Black and White's Carnival.

6



Answers questions related to "what, who and when" after reading or listening to a short simple text whose topic is connected to familiar events. For example, whenever the student reads or listens to a text, he/she can answer questions like the following:

Carnival of Barranquilla

Carnival is one of the most traditional Colombian folklore celebrations. Dance groups, costume makers, and the Queen of the Carnival work very hard to make it an unforgettable party. We celebrate carnival for four days. On Saturday, we see 'The Battle of Flowers', a parade of dance groups and floats. On Sunday, we see 'La Gran Parada de Tradición' and the 'Orchestra Festival'. On Monday, 'the Gran Parada de Comparsas' shows fantasy costumes and dancing. Carnival ends on Tuesday with The Burial of Joselito, who symbolizes the joy of the Barranquilla Carnival.



What is the Carnival of Barranquilla?

The Carnival is a traditional Colombian folklore celebration.

Where is this celebration performed?

Barranquilla.

Who participates in the party?

Dance groups, costume makers, and the Queen of the Carnival.

What is the 'Battle of Flowers'?

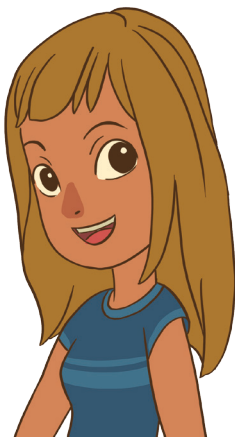
A parade of dance groups and floats.

7



Writes basic personal information in pre-established forms that request information such as name, age, date of birth, gender, nationality, address, phone, etc. For example, the student fills in an identity card with basic personal information.

Name: Mariluz
Last name: González
Sex: Male Female
Age: 15
Birthday: August 24th
Nationality: Colombian
Address: 79th St # 42 - 200
City: Tunja
Phone: 741 48 60



8



Understands the subject and general information of a short simple text using aids such as images, titles, and key words. For example, after reading a short text, the student shares ideas with his/her classmates on the topic.

Carlos: This text is about France and some interesting facts.

Jesús: Yes, for example the capital is Paris and the language they speak is French.

Carlos: And the flag is blue, white and red.



BASIC LEARNING RIGHTS ENGLISH

6th Grade

9

10

11

12

BASIC LEARNING RIGHTS ENGLISH

7th Grade

1



Participates in short conversations providing information about him/herself as well as about familiar people, places and events using simple phrases and sentences previously memorized. For example:

Anita: Hi, Luisa. Tomorrow we have our math test.

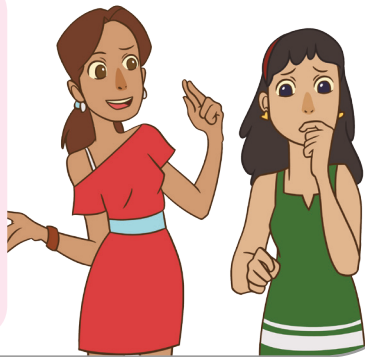
Luisa: That is true. I'm very nervous. I need to pass.

Anita: Why don't we study together?

Luisa: That is a great idea. When we finish, we can play some videogames to relax.

Anita: Ok. Come to my house after school.

Luisa: Ok. See you there.



2



Describes people, activities, events and personal experiences orally using simple phrases and sentences previously rehearsed with his/her classmates and teacher. For example, the student makes a short and coherent presentation on how to live in harmony in the classroom.

Good morning,
Harmony in the classroom is very important; I will share some ideas to help us do this. Respect the teachers, the classroom, other students and yourself. To show respect we can listen to others and take turns when we speak. It is also important to understand that people have different points of view. These ideas can help us live in harmony in our classroom.

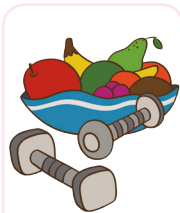


3



Writes short and simple texts about familiar actions, experiences, and plans using a sequence of images and a pre-established model for the text. For example:

To keep a healthy life style, we need to take care of our body, mind and soul.



People need to do regular exercise and have a balanced diet.



People need to enjoy family and friends and learn new things to keep their mind healthy.



People also need to meditate and live with passion to have a long and healthy life.

4



Understands the main idea and details related to activities, places, and people in a short descriptive text through familiar words and phrases. For example, the student identifies information and details connected to place of birth and other places and activities mentioned in a biography.

Character	Mother Teresa of Calcutta
Name	Agnes Gonxha Bojaxhiu
Place and date of birth	Uskub, August 26, 1910
Contributions to humanity	Humanitarian acts
Year of death	1997

Mother Teresa of Calcutta

Mother Teresa was a catholic nun born in Uskub, Ottoman Empire on August 26, 1910. This is now Skopje, the capital of the Republic of Macedonia. Her real name was Agnes Gonxha Bojaxhiu. Her father died when she was a little girl and her mother raised her. She decided to devote her life to God when she was very young. She became a sister of Loreto when she was 18 years old.

She is well known worldwide for her humanitarian acts. She created the organization of the Missionaries of Charity to help many poor, sick and needy people. In 1979, she received the Nobel Peace Prize for her hard work. After her death in 1997, the Catholic Church started the process to make her a saint. Today there are more than 4,000 nuns like Mother Teresa taking care of the poorest people in the world.

BASIC LEARNING RIGHTS ENGLISH

7th Grade

5



Recognizes specific information in written and oral texts related to objects, people, and actions when they are familiar to the student and the related information is presented slowly. The student may require use of visual aids such as images or texts for comprehension. For example, when listening to the teacher describe the process of recycling, the student completes a diagram with missing information.

Disposal

Collection

Transportation

Separation

Storage

Destruction

Recycling



6



Gives and follows instructions, recommendations, and suggestions about topics related to his/her immediate context. For example, the student gives instructions on how to make a traditional dish.

1. Crack the eggs into a bowl with salt and pepper. Beat well with a fork.
2. Pour the eggs in a frying pan and spread them out evenly.
3. Put some grated cheese.
4. Fold it over in half and remove from pan.

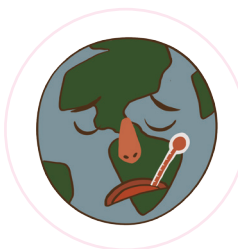


Recipe for an omelette

7



Describes actions related to a subject in his/her family or school environment using simple sentences and images. For example:



We are destroying our planet. It is necessary that we make decisions to save it.



I will start with me. For example, I will take short showers to use water efficiently.



I will plant new trees in my mum's garden.



I will recycle paper, plastic and cans at home and at school.



In this way, I can contribute to save our planet.

BASIC LEARNING RIGHTS ENGLISH

7th Grade

8

9

10

11

12

BASIC LEARNING RIGHTS ENGLISH

8th Grade

1



Requests and provides information about experiences and plans in a clear and brief manner using his/her own information or information about familiar situations. Likewise, the student uses familiar vocabulary and may ask for assistance from classmates and/or the teacher. For example:

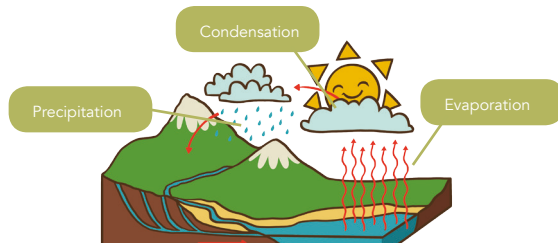
Laura: Did you send the email to your teacher?
Daniela: No, I didn't. I am going to send it later.
Laura: Remember that we have until 3:00 p.m.
Daniela: I know. I will do it.



2



Explains in written form different familiar situations and facts in a coherent and simple manner. The student can establish relationships of addition, sequence, and cause and effect as well as simple comparisons. For example:



The Water Cycle

Earth is mostly water. Water is needed for all forms of life. Water can be found in snow, glaciers, lakes, rivers, streams, and underground. Water can also be in the form of vapor. The sun heats the water and it evaporates into the atmosphere. When the atmosphere is cold, the vapor becomes clouds. It rains or snows because of temperature variations in the atmosphere.

3



Recognizes specific information in short oral and written texts on topics of general interest. The student uses different reading strategies such as: previewing (images, titles, subtitles, etc.), prediction, the underlining of key words and Spanish cognates, and the identification of the general idea of the text (skimming). For example:

English around the World

People use words to express their ideas, intentions, emotions and information. Currently, the words that people use are often English words. The English language has more than 500.000 words. Most of these words are very unusual: we almost never use them. Some words that English speakers use are taken from different languages. For example:

- Avocado, Barbecue and Totem come from indigenous American language.
- Jungle and Yoga are of Indian origin.
- Kangaroo comes from an aboriginal Australian word.
- Ketchup is Chinese.
- Color is Latin.

Besides, other languages take some words from English too, for instance: Basketball, Tennis, Play Station, Chat, O.K., Bye. Actually, you do not need to travel to USA or UK to learn English because English is everywhere.

Reading strategy: Predicting: Key words

How many times do these words occur in the text: English, language (s), word?

Reading strategy: Predicting: Cognates

Find words in the first paragraph that are similar to Spanish words.

4



Exchanges information about academic and general interest topics, through simple conversations, dialogues, and role-plays. In these conversations, the student may express opinions in a simple manner using previously studied models. For example:

Santi: Do you think that recycling paper is important?

Camilo: Yes, because recycling paper saves the trees in the forest.

Santi: How do you save the trees?

Camilo: If we recycle paper, we don't need to cut more trees to make more paper.

Santi: I agree with you. I also think recycling paper is very important.



BASIC LEARNING RIGHTS ENGLISH

8th Grade

5



Makes recommendations to people in his/her community about what to do, when and how, based on daily situations in his or her family life, school or local environment. For example:

Tomas: You should organize your free time.
 Eduardo: Really? How?
 Tomas: You can make a schedule.
 Eduardo: Really, is it helpful?
 Tomas: Yes. I do it and it really helps me to organize my time.
 Eduardo: Thank you! I will try.
 Tomas: I think that you really need to do it as soon as possible.
 Eduardo: Can you help me to do it?
 Tomas: O.K. Do you want to start right now?
 Eduardo: It is O.k. I am free!
 Tomas: First of all, you should know when you are free and what activities you have to do; then, you should plan the activities according to their importance.
 Eduardo: Oh! That's a good idea! I am going to do a list of my pending activities.



6



Makes brief presentations on academic topics related to his/her school environment or community including in the presentation: relevant facts, specific details, and specific vocabulary pertinent to the topic. Prior to giving the presentation, the student prepares and receives advice from his/her classmates and/or teacher. For example:

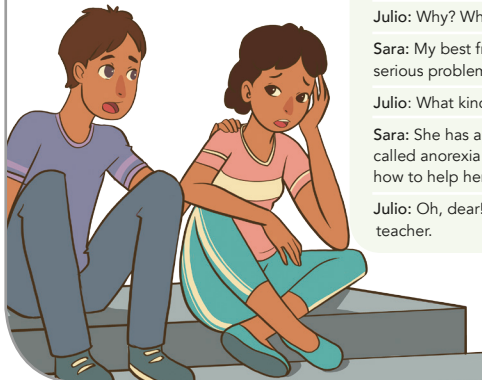


Good morning! My purpose today is to talk about language. Language is the ability to acquire and use the system of communication. There are about 5.000 to 7.000 languages in the world. When we communicate, we can use words, symbols, gestures, movements, or images. It means that language can be verbal (words: spoken or written) and non verbal (images, gestures, movements, symbols). In conclusion, we use language to interact with other people, to express our ideas, feelings and emotions.

7



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. For example:



Sara: I am really sad.
 Julio: Why? What's up?
 Sara: My best friend has a serious problem.
 Julio: What kind of problem?
 Sara: She has an eating disorder called anorexia and I don't know how to help her.
 Julio: Oh, dear! Let's talk to our teacher.

8



Briefly narrates current facts, daily situations or personal experiences orally and in written form. To do so, the student considers the sequence of actions and the clarity of ideas and receives advice from classmates and/or the teacher. For example:



My first trip...
 The first time I left my small town was when I went to the capital. We had a school visit to a local newspaper printing plant to understand the process of producing and printing the newspaper. When we finished the activity, we went to a mall. It was exciting for me because I had never been to a mall before. There were some things which surprised me because I had never seen them, such as: the electronic stairs and the elevator. I was afraid first but once I tried them, I really enjoyed it!

BASIC LEARNING RIGHTS ENGLISH

8th Grade

9

10

11

12

BASIC LEARNING RIGHTS ENGLISH

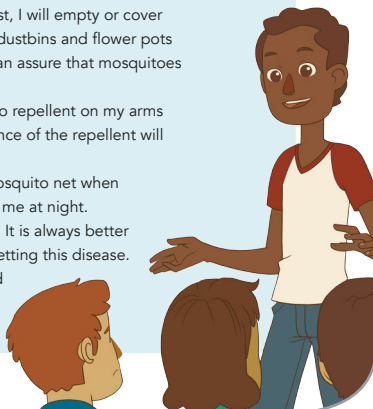
9th Grade

1



Explains the reasons behind plans and actions related to his/her personal, school and community environment. The student structures explanations appropriately, uses connectors between ideas, checks for spelling, and employs proper pronunciation to communicate ideas. For example:

In order to prevent Chikungunya, I will follow these recommendations: First, I will empty or cover containers such as buckets, dustbins and flower pots in my yard. By doing so, I can assure that mosquitoes don't breed in my house.
Second, I will apply mosquito repellent on my arms and legs because the fragrance of the repellent will keep them away.
Third, I will sleep under a mosquito net when necessary so they don't bite me at night.
Chikungunya is preventable. It is always better to be cautious rather than getting this disease. Sometimes if it is not treated on time it may even lead to other health complications.



2



Recognizes cause and effect relationships in short written texts on academic topics. The student takes into account vocabulary, connectors, and prior knowledge when identifying the relationships. For example, after reading a short text, the student identifies causes and effects and specifies them in a graph.

ENDANGERED SPECIES

Endangered species are those plants and animals that are in danger of extinction. There are degrees of endangerment: critically endangered, threatened species, and vulnerable species. Animals and plants extinction is a very normal process in the evolution of the planet. The causes can be related to survival, climate, and human intervention. Survival relates to how an animal can live and reproduce in an environment. If the conditions become unlivable, then the species will become extinct. When sudden climate changes occur, less rain for example, a species may not be able to adapt well enough to that new habitat. Human intervention includes destruction of the habitats by chemical pollution, or exploitation of plants and animals for food and other products.

EXTINCTION

Survival	→ Unlivable conditions
Climate	→ Changes: less rain
Human intervention	→ Destruction of habitats Exploitation of plants and animals



3



Summarizes information s/he has read or listened to on academic and school related topics through a structured written text. For example, after reading a text, the student may summarize it in one sentence.

The Right to Health

All individuals are entitled to a minimum standard of health. The right to health has been included in documents such as the Universal Declaration of Human Rights, the International Covenant on Economic, Social and Cultural Rights and the Convention on the Rights of Persons with Disabilities. However, the right to health is interpreted and applied in different ways in every country depending on certain conditions such as the definition, the minimum aspects that are included, and the institutions that are responsible for ensuring this right.

All people have the right to health as established in the Universal Declaration of Human Rights, but how the right is interpreted and applied depends on the conditions of every country.

4



Makes short presentations on academic topics of interest using a clear structure and organization. To make his presentation he takes into account:

Choosing the subject. Reviews (digital, written and oral sources). *Determination* of the narrative structure, using a general-specific pattern and vice versa. *Structure:* Introduction. Presentation of the subject. Development. Explanation of main ideas and characteristics of the subject. Conclusion. Brief summary of the most important ideas. *Preparation of didactic resources* (posters, digital presentations, etc.). *Oral expression:* uses of technical terms, pronunciation, stress on key words, good tone of voice, quoting sources. For example:



Good morning! Today, I am going to talk about Equality Right. According to the Charter Rules, "Every individual is equal; therefore, they should have the same right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, religion, sex, age or mental or physical disability".

BASIC LEARNING RIGHTS ENGLISH

9th Grade

5

Expresses his/her opinion on an academic topic discussed in class by quoting information presented by his classmates, other people, or that comes from other sources. For example:

Blanca: Accepting differences helps us live in harmony.

Paola: I agree with you. However, there are a lot of people in our country who don't accept differences. The Colombian Constitution states that "Colombia has ethnic, cultural, linguistic and religious diversity" but most of us don't respect the characteristics of others.

Blanca: As Mr. Rodríguez said in class, we have to start in our homes and classrooms. We need to set some rules among us to recognize the other.

Paola: Actually, in our class we have agreed to not bully people who use piercings and tattoos. The reason for this bullying is that for some people piercings and tattoos are related to drug addiction. So, bullying is not allowed in our class.

Blanca: Excellent idea! We have to start with things like these actions.



6

Exchanges information about academic and general interest topics in a conversation. To do so, the student uses his/her notes from a reading or listening on the topic. For example:

Susi: In this video, we can see that the number of pregnant teenagers has increased. The government has developed many campaigns but this situation continues.

Lili: That's right. Also, it was interesting to hear that teenagers don't think about the consequences of their actions and don't like to use contraceptive methods.

Susi: I agree, we need to think more about the consequences of what we do.



8

Produces medium length texts making recommendations or suggestions related to situations of academic, social, or personal interest. To do so, the student takes into account relationships of compare and contrast and addition, among others. For example, after watching a video about safe navigation of social networks, the student writes a text in which he/she gives recommendations on the topic to be published in the school newspaper.

Tech News

Safe Social Networking

Facebook, Instagram, Snapchat, and Twitter are among the most frequently used social networks. These sites expand rapidly. Young people use social networks to communicate among them. However, the use of these networks has its risks.

First, people can be vulnerable when they publish their locations and what they are doing all the time. People you do not know can get your personal information easily. They can harm you. I suggest that people avoid doing this.

Second, once your pictures go into cyberspace, they always remain. Pictures can be used to bully you or your family. People should not post pictures that others can use against them. Choose your photos carefully.

Finally, to keep social networking safe, everyone must do their part. Do not give too much information about you and don't post inappropriate photos.

7

Identifies the type, purpose, and parts of a short written or oral text and shares ideas from the text with classmates.

To do so, the student uses the text structure, titles and subtitles, sequence markers, connectors, and repeated vocabulary. For example, after reading a narrative text on netiquette, the student can explain what the text is about to his/her classmates.

"The text I read was about netiquette. It had a short introduction where they define the word "netiquette" and then they present some rules to use when we post messages in the different media. At the end, the author says that following netiquette rules is important to have effective communication."



Text	Netiquette
Purpose	Inform about rules to follow when writing online messages.
Type	Explanation
Parts	Definition: what is netiquette? Body: tips Conclusion: importance of netiquette for communication.

BASIC LEARNING RIGHTS ENGLISH

9th Grade

9

10

11

12

BASIC LEARNING RIGHTS ENGLISH

10th Grade

1

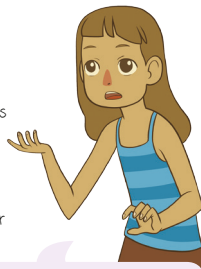


Recognizes general and specific information in written and oral opinion texts and discussions on familiar topics. For this purpose, the student asks questions such as “What is the text about?” and “What is the most important idea the author is trying to express?” For example, when reading a text, the student highlights the general ideas and the supporting details in each paragraph.

Letter to the editor: Tattoos.

Dear editor,

I do not understand what is happening with young people these days!! More and more often I see them with tattoos on their arms, their legs, and some on their necks. This younger generation does not know the risks of tattooing. There is the risk of long-term effects of illnesses and infections that could be created by dirty needles. Besides it is very painful to remove the tattoo if they change their mind. Anyway, I will never let my children get a tattoo!



“In this letter, the writer says that tattoos are dangerous for people because dirty needles can produce illnesses and infections. She thinks tattoos are not good and will never let her children get one”.

2



Explains ideas presented in an oral or written text about topics of interest or that are familiar through the use of previous knowledge, inferences or interpretations. For example, when reading a text, the student makes comments that evidence his/her understanding.

Protect your children from advertising

By Healthy Kids Foundation

Being a child today is very different from what it was ten or fifteen years ago. Children see thousands of advertisements on TV, on the Internet, and all around them daily. As a parent, you can help your children face “the dangers” of advertising by talking and explaining to them what advertisers do and what their intentions are. Children need to understand that advertisers will always try to make them buy something because that is their job. They will always try to present things creatively so children end up desiring the products that companies advertise.

Finally, as a parent, you can help your children learn the differences between commercial advertising messages and other types of media messages that are produced with educational, entertaining, or informative purposes.



“I can understand from this discussion that parents have the responsibility to guide their children and let them see how advertisers can trick them”... “I also understand that not all advertisements have the same intention, and it is important to differentiate among the types.”

3



Writes narrative, descriptive and explanatory texts related to topics of interest or that are familiar to him/her.. The student follows a model for the process of planning, writing, reviewing, and editing a text. The student may use his/her teacher and/or classmates to receive advice and support. For example, the student follows the structure below to write a text.

Think about and write down all the ideas that come to your mind related to the topic.

Brainstorming: advantages and disadvantages of being a vegetarian.

In a country like Colombia, vegetarians are often seen... ~~weird people~~ they do not eat meat. Colombians... ~~don't~~ cannot understand people can live without eating meat. But However, there are more advantages than disadvantages in being a vegetarian.

Paragraph 1: vegetarians have lower chances of having heart attack

Paragraph 2: vegetarians have lower chances of developing cancer.

Paragraph 3: vegetarians help to preserve the environment

Conclusion: ...to be a vegetarian has many advantages.

Being a Vegetarian in Colombia: A hard Decision	Title
In a country like Colombia, vegetarians are often seen as strange individuals because they do not eat meat. Many people cannot understand how a person can live without eating meat. However, there are more advantages than disadvantages in being a vegetarian.	Introduction: Background/ general information. Thesis statement
To mention a few , according to research, vegetarians have lower chances of having heart attacks. Fatty red meat and processed meat are high in saturated fat, which increases the levels of bad cholesterol in the body and, therefore, increases the risk for heart disease.	Body paragraph 1 Topic sentence Supporting ideas
Studies have also demonstrated that vegetarians have lower chances of developing cancer. Every day cancer is more clearly connected to meat consumption. In short, a vegetarian diet lowers the chances of getting cancer.	Body paragraph 2 (*If needed) Topic sentence Supporting ideas
Finally , vegetarians help to preserve the environment since raising cattle for beef and milk emits a significant amount of Carbon Dioxide into the air and also consumes vast amounts of scarce resources such as water and land. When people decide not to eat meat, they contribute with the preservation of the environment.	Body paragraph 3(*If needed) Topic sentence Supporting ideas 2
In conclusion , contrary to what many people may think, being a vegetarian has many advantages.	Conclusion. Restatement of the thesis.

BASIC LEARNING RIGHTS ENGLISH

10th Grade

4



Composes clear and well-structured oral or written messages taking into consideration the context in which they are produced using the necessary vocabulary and text structures. For example, when writing an e-mail, the student greets the person, composes the message, and closes appropriately.

A student writes her teacher about her impossibility to attend her class.

To: Angela Castro
Cc:
Subject: Absence to class this week

Dear Ms. Castro,
I was feeling sick this morning. My head hurt. I had a rash, and I had a high fever. I went to the doctor, and he told me that I needed to rest. I have chikungunya. For this, I will not attend your class this week. I will give you the written excuse.

I will talk to my classmates to catch up. I hope that you understand my situation.

Regards,
Nathalie



5



Exchanges opinions on topics of personal, social or academic interest in a natural and coherent manner using familiar expressions. For example, the student participates in a round table discussion giving his/her opinion on the topic being discussed.

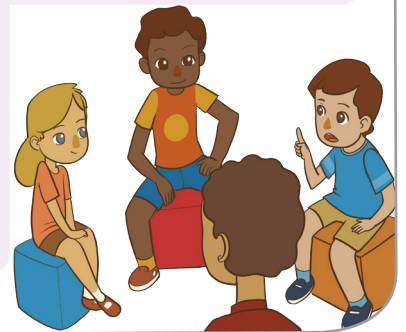
Juan: "Today we are going to talk about nature conservation, more specifically about Parque Tayrona. The question is: Should we open this natural park to tourism investment?"

Diana: "Well, first, I want to say that we have to be careful with nature. When we destroy nature, we destroy our own life."

Carlos: "That is true! When we cut down trees, for example, we create problems with the production of oxygen in the planet and also with the erosion of the soil."

David: "I understand what you all mean, but investing in the country is also important. If we open the park to tourism investment, more people will have jobs, and families will have more places to go and spend their time together."

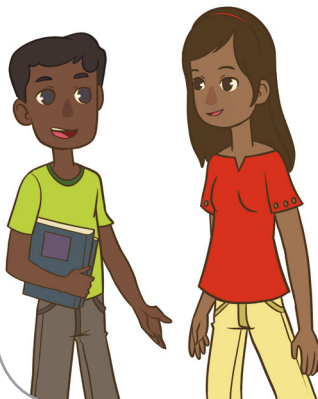
Diana: "I think that more jobs and more places to visit aren't important. As I said if we destroy nature, we destroy our own life..."



6



Holds spontaneous and simple conversations on topics of personal or academic interest. Depending on the purpose and audience, the student chooses appropriate expressions to begin, maintain, and end conversations. For example:



Hi, Michael. How are you?

Hi, Erica. I'm fine. How are you?

I'm doing well. Hey! Did you watch the news last night? Nevado del Ruiz is melting! Can you imagine that?

Oh my God! It's terrible! I went there two years ago with my family, and it's an awesome place. Is there any plan to recover it?

They didn't say, but I don't think so because people don't help.

I hope somebody does something about it.

Me too. Hey! I'm running late to class. I'll see you later.

Ok. Bye.

7



Responds to questions and inquiries after an oral presentation on general or academic topics of interest using information previously consulted and organized. For example, the student can clarify doubts from an audience on a topic. For example:

How do earthquakes happen?

"An Earthquake is the shaking of the earth by the unexpected movement of rocks below its surface. This surface, called crust, is made of tectonic plates. These plates are independent blocks of rock. They 'crash' or move away from each other and produce changes in the earth's topography. The areas where these changes happen are called fault lines..."

Q1: "What does topography mean?"

Answer: "Topography is the configuration of the surface of the earth, including its relief."

Q2: "Are earthquakes predictable?"

Answer: "Earthquakes are hard to predict. The exact day, time and place of an earthquake cannot be anticipated. Scientists are trying to do it, but it is difficult."



BASIC LEARNING RIGHTS ENGLISH

10th Grade

8

9

10

11

12

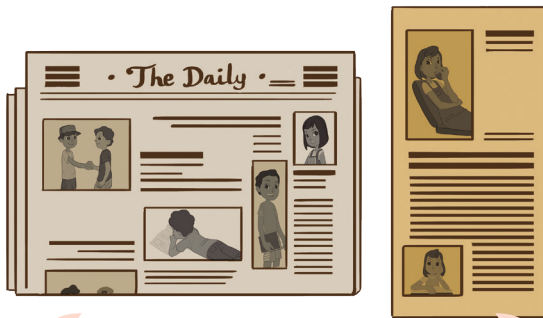
BASIC LEARNING RIGHTS ENGLISH

11th Grade

1



Identifies the purpose of medium length oral and written texts related to topics of general and academic interest and shares it with others using his/her knowledge about the structure of texts. For example, after reading different texts, the student identifies the purpose and type of each one.



"The purpose of this Editorial is to support the idea that Colombia has all the rights to keep the treasures found in the Galleon ..."

"The purpose of this manual is to explain how to install the software..."

2



Explains orally and in written forms the causes and effects as well as the problem and the solution of a situation by defining the relationship between ideas to be explained and using appropriate language. For example, the student explains the causes of a flood and its consequences in a logical manner.

What happened yesterday...

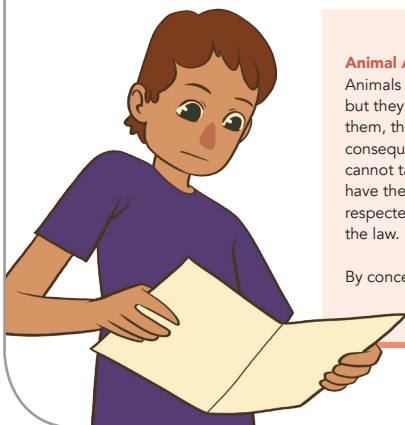
Heavy rain made the rivers overflow. Although the city does not have a formal evacuation plan, people have created an informal emergency system. There are alarms in every neighborhood and local leaders activated them when they realized there was a flood.

Consequently, people escaped the flood by running to the mountains. For this reason, many lives were saved and there were no injuries. In conclusion, having an emergency system could be the difference between life and death.

3



Identifies opinions of the author in oral and written texts related to his/her school environment using prior knowledge related to the topic as well as the structure of the text. For example after reading or listening to a text, the student writes a brief summary of the author's opinions.



Animal Abuse

Animals are living beings just like humans. They cannot talk, but they have feelings just as humans do. When we abuse them, they feel pain. When we neglect them, they pay the consequences. When we let them starve, they feel hunger. They cannot take action to fight for their rights. Therefore, humans have the responsibility to ensure animal rights as living beings are respected. Those who violate their rights must be punished by the law.

By concerned citizen.



The writer of this message strongly defends punishment for animal abusers. This person believes that if the way people in general should think. He also thinks that if a person neglects an animal, that person should be punished.

BASIC LEARNING RIGHTS ENGLISH

11th Grade

4



Writes opinion texts about academic topics using a clear and simple structure. To do this, the student follows a model for the process of planning, writing, reviewing and editing a text.

Think about and write down all the ideas that come to your mind related to the topic.

Brainstorming: Do citizens have the right to protect private information from the government?

Tracking information is... common, and... can be bad dangerous for people. 2 important justifications reasons are: right to privacy and freedom of speech.

Paragraph 1: ...our individual private posts are actions on the Internet should not be seen reviewed. Somebody can see our information and ...

Paragraph 2: ...we also have the right to say express our thoughts and feelings freely too. If we want...

Paragraph 3: ...to feel safe is very important to us as individuals

Conclusion: In my opinion, the government should not track and use private information of citizens ... Invasion of our privacy and...

Do citizens have the right to protect private information from the government?	Title
Tracking information is becoming common, and without protection, it can be dangerous for people. <u>Three important reasons are: the right to privacy, freedom of speech, and the right to feel safe.</u>	Introduction: Background/general information. Thesis statement
Sometimes we post our actions on the Internet. These private posts should not be reviewed or scrutinized by third party observers, specifically the government. The government can see our information and misinterpret it as something wrong or illegal. Our private information is and should always be ours.	Body paragraph 1 Topic sentence Supporting ideas
We also have the right to express our thoughts and feelings freely. If we want to discuss a political point, for example, the government might use the information incorrectly and take actions. Our expressions are private and should be protected from government interpretation.	Body paragraph 2 (*If needed) Topic sentence Supporting ideas
The right to feel safe is very important to us as individuals. If we choose to state an opinion or post an important event in our lives, we should be able to trust that it is not going to be used for unsafe reasons by third party observers. Our information is important to us, and it should not be violated for any reason.	Body paragraph 3 (*If needed) Topic sentence Supporting ideas
So, in my opinion, the government should not track and use private information of citizens. This invades our privacy and our freedom of speech. It also can put us in danger.	Conclusion Restatement of the thesis

5



Expresses his/her position on a familiar topic in written and oral form, taking into consideration his/her audience. To achieve this, the student sets the tone of the message depending on the context or relationship with the audience (formal or informal). For example, the student may express a personal opinion on the same topic to two different groups or people.

MAIL	Message to a friend	MAIL	Message to the school's principal
	<p>Hi Christian,</p> <p>Can you imagine??? My Math teacher took away my cellphone 'cause it rang in class. I hate when these things happen !!! He will give it back to me in a week... Why are teachers so strict? They don't understand us. It's like if they were never young. Arghhhh!! I'm writing a message to the school principal asap because I think this is unfair. WBS.</p> <p>Kisses, Meli</p>		<p>Dear Mr. Castro,</p> <p>I would like to express my disagreement with something Mr. Torres did in class yesterday morning. I was in his Math class, and by accident, my cellphone rang because I forgot to put it in silent mode. He immediately confiscated my cellphone. It was not my intention to disrupt his class, and I think I deserved a second chance before he did that. I understand teachers need to manage discipline in their classrooms, but I think Mr. Torres is too strict. He says he will return my cellphone next week. I think this is unfair. I would like to ask you to talk to him, please, so he gives me the cellphone before that. I am looking forward to your kind reply.</p> <p>Sincerely, Melissa Arias</p>

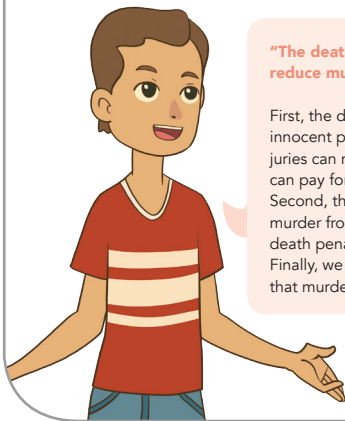
BASIC LEARNING RIGHTS ENGLISH

11th Grade

6



Expresses orally his/her point of view about a controversial subject previously studied through the selection or organization of information from reliable source and use of clear and structures ideas. For example, the student addresses an audience and presents his/her opinions using notes.



"The death penalty is not the right way to reduce murder rates."

First, the death penalty may put the life of innocent people at risk. Lawyers, judges, and juries can make mistakes, and innocent people can pay for murders they have not committed. Second, the death penalty does not stop murder from happening. Countries that use death penalty still experience high murder rates. Finally, we cannot kill someone to show people that murdering is bad.

7



Maintains previously prepared formal discussions about academic topics. To do so, the student follows the ideas presented about the topic and expresses his/her opinion and contrasts it with the opinions of others in the discussion. For example, the student participates in a debate about immigration policies.

Opening statements:

A: "Ladies and gentlemen, today we're here to talk about immigration problem in the country. We believe that our country needs to close its borders to immigrants. We have many problems, and we can't solve other people's problems..."

Rebuttal:

B: "If countries around us have problems, those problems could be our own problems in the future. For that reason, we must help immigrants. Immigrants are people like you and me. Besides, we need to recognize that immigrants are people that contribute to our country in many aspects."

Closing statements:

B: "In short, we are humans, and we need to help each other and integrate with other people."

8



Narrates personal experiences or familiar stories in oral or written form through the use of details related to situations, places, people, and actions. For example, the student shares a life lesson with classmates.



"When I was a kid I didn't study much. I listened to my teacher in class, and I didn't study for exams. I remembered the explanations, and I answered all the questions. As I advanced from elementary school to high school, it was more complicated and I needed to study, but I didn't. For this reason, I failed grade 7 and that was a very bad experience. I had to make new friends, retake the course, graduate later, and I had to feel my parents' disappointment. Since that moment, I promised I was going to study seriously, and I was going to be a good student. Failing that year taught me a very important life lesson."



BASIC LEARNING RIGHTS ENGLISH

11th Grade

9

10

11

12








I am an
English
student

Ministerio de Educación Nacional
Calle 43 N° 57-14
Centro Administrativo Nacional, CAN
Bogotá, D.C. – Colombia
Conmutador: (+571)2222800
Fax: (+571) 2224953

Línea gratuita fuera de Bogotá
01 8000 910 122
Línea gratuita Bogotá (+571) 222 0206

www.mineduccion.gov.co

 @Mineduccion
 Ministerio de Educación
 mineduccion_colombia