



**LEARNING PROGRAM FOR E-LEARNING CLASSES**  
**ENGLISH AREA**  
**SECOND TERM**

<b>TEACHER</b>	Miss Norma Herrera, Miss Jéssica Muiragui, Miss Katerine Barriga
<b>SUBJECT</b>	Human Integral Development
<b>GRADE/CLASS</b>	First Basic                                  Classes: A – B - C
<b>BLOCK_1_</b>	Units: The world to explore / As we grow

<b>OBJECTIVES</b>	<b>CONTENTS</b>
<p><b>OI.1.2.</b> Participate in daily activities, recognizing their rights and responsibilities and discriminating positives and negatives behavior models.</p> <p><b>OI.1.3.</b> Participate in an autonomous and responsible way in daily activities taking care of himself/herself, his/her classmates and his surroundings, building gradually his autoregulation capacity.</p> <p><b>OI.1.4.</b> Recognize his feeling, thoughts, and opinions, manifesting curiosity and interest to explore his particularities, preferences and limits.</p> <p><b>OI.1.5.</b> Demonstrate interest to solve daily situations around him that need the development of thought abilities, feelings expression and the free experiment of his senses.</p> <p><b>OI.1.6.</b> Explore and represent graphically the principal characteristics of his body and natural and social environment, through the observation and experimentation.</p> <p><b>OI.1.7.</b> Express ideas, feelings and emotions with the purpose to communicate through the oral, corporal artistic and written language (with his own codes) auto regulating his expression and using the personal experience.</p> <p><b>OI.1.8.</b> Stablish relationships, reflex and place on time and space in the realization of daily tasks, going forward reasoning complex levels.</p> <p><b>OI.1.9.</b> Assume with responsibility simple commitments related with daily life activities, procuring emphatic relationships, with his pairs and close adults.</p> <p><b>OI.1.10.</b> Identify cultural manifestations, customs and traditions from his near environment, valorizing them as his belongings.</p>	<ul style="list-style-type: none"> <li>➤ Rules of the virtual class</li> <li>➤ Values:             <ul style="list-style-type: none"> <li>• Integrity</li> <li>• Perseverance</li> </ul> </li> <li>➤ States of mood:             <ul style="list-style-type: none"> <li>• happy, sad, mad, bored, surprised, confused, surprised, scared, proud.</li> </ul> </li> <li>➤ Sounds around us:             <ul style="list-style-type: none"> <li>• clap hands, stomp feet, shout, different sounds with mouth and objects, sounds in nature (water, birds), music, different instruments sound.</li> </ul> </li> <li>➤ Emotion Management             <ul style="list-style-type: none"> <li>• Express different emotions: happy, sad, mad, bored, surprised, confused, surprised, scared and proud.</li> <li>• Recognize different sounds around us. Sounds from nature and sounds that we can make. Experiment with them.</li> <li>• Apply Integrity Value in daily acts.</li> <li>• Work on honesty characteristics, applying them always.</li> </ul> </li> <li>➤ Solving conflicts             <ul style="list-style-type: none"> <li>• Express themselves using different gestures making them understandable.</li> <li>• Practice gestures and mimics in order to communicate with others depending on each situation.</li> <li>• Understand Perseverance Value meaning, work hard to obtain what they need and want, be constant.</li> </ul> </li> </ul>

<p><b>OI.1.11.</b> Represent ideas, feelings and emotions in a free and spontaneous way, through experimenting different corporal practices, musicals and communicative demonstrating respect for themselves and for others.</p> <p><b>OI.1.12.</b> Recognize the importance of stablish collective agreements in grouped activity ambits, based on the respect to individual differences, in the context of corporal and artistic practices.</p>	<ul style="list-style-type: none"> <li>• Apply perseverance day by day.</li> </ul>
	<p><b>CS.1.1.4.</b> Understand his identity as part of a family or community.</p>
	<p><b>CS.1.2.1.</b> Dialogue, showing respect to others opinions, in the place that surrounds him.</p>
	<p><b>CS.1.1.1.</b> Recognize that he/she is a human being that feels, thinks, has his/her own opinion and needs, knowing his/her identity.</p>
	<p><b>EF.1.1.1.</b> Identify basic characteristics in different kinds of games chasing, with elements, nursery rhymes, playground singing games, in natural environments, individual and collective games from closing and far surroundings, to participate and enjoy them.</p>
	<p><b>CS.1.2.5.</b> Practice respect rules with himself/herself and with other human beings that surrounds him/her.</p>

BIBLIOGRAPHY/WEBGRAPHY		OBSERVATIONS
<p><i>Ministerio de Educación del Ecuador. (2016). Guía de Implementación del Currículo Integrador Subnivel Preparatoria - Ecuador.</i></p> <p><i>Anderson S, Houge M., Jago C., Palmer E., Templeton Sh., Valencia Sh. Vogt ME. (2017). Kindergarten Teacher's Edition (Unit 1 - 6). Journeys. U.S.A Houghton Mifflin Harcourt School Publishers.</i></p> <p><i>Houghton Mifflin Harcourt School Publishers. Reader's Notebook Grade K (Vol. 1 and 2). Orlando, U.S.A.</i></p> <p><i>Houghton Mifflin Harcourt School Publishers. Journeys Reading Book, Common Core Grade K (Vol. 1 and 2). Orlando, U.S.A.</i></p> <p><i>Ministerio de Educación del Ecuador. (2016). Guía de Implementación del Currículo Integrador Subnivel Preparatoria - Ecuador.</i></p> <p><i>Journeys' Platform: <a href="https://www-k6.thinkcentral.com/ePC/start.do?orgID=88196315">https://www-k6.thinkcentral.com/ePC/start.do?orgID=88196315</a></i></p>		<p>Suggestions can be adapted for the best fulfillment of what was planned.</p>
DONE BY	REVIEWED BY	APPROVED BY
<p>Miss Norma Herrera, Miss Jéssica Muirragui, Miss Katerine Barriga</p>	<p>Lcda. Ingrid Quinto</p>	<p>Mgs. Guisella Zevallos</p>



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<b>SUBJECT</b>	Human Integral Development
<b>GRADE/CLASS</b>	First Basic Classes: A – B - C
<b>BLOCK_2_</b>	Unit: Do your best

<b>OBJECTIVES</b>	<b>CONTENTS</b>
<p><b>OI.1.1.</b> Recognize means of transportation and communication function and the principal occupations and professions observed in the surrounding, and the way in which these aspects contribute to their locality development.</p> <p><b>OI.1.2.</b> Participate in daily activities, recognizing their rights and responsibilities and discriminating positives and negatives behavior models.</p> <p><b>OI.1.3.</b> Participate in an autonomous and responsible way in daily activities taking care of himself/herself, his/her classmates and his surroundings, building gradually his autoregulation capacity.</p> <p><b>OI.1.4.</b> Recognize his feeling, thoughts, and opinions, manifesting curiosity and interest to explore his particularities, preferences and limits.</p>	<ul style="list-style-type: none"><li>➤ Rules of the virtual class</li><li>➤ Values:<ul style="list-style-type: none"><li>• Solidarity</li></ul></li><li>➤ Gestures:<ul style="list-style-type: none"><li>• Positive attitude, bad - no good, stop, silence, sleep, telling and keeping a secret, listening, it is ok - good, all together.</li></ul></li><li>➤ Taking Decisions<ul style="list-style-type: none"><li>• Learn to take decisions in order to be safe.</li><li>• Follow School Security Rules.</li><li>• Comprehend Solidarity Value meaning, helping and guiding others; giving hand, time and effort to others.</li></ul></li></ul> <p><b>CS.1.1.4.</b> Understand his identity as part of a family or community.</p>

<p><b>OI.1.5.</b> Demonstrate interest to solve daily situations around him that need the development of thought abilities, feelings expression and the free experiment of his senses.</p> <p><b>OI.1.6.</b> Explore and represent graphically the principal characteristics of his body and natural and social environment, through the observation and experimentation.</p> <p><b>OI.1.7.</b> Express ideas, feelings and emotions with the purpose to communicate through the oral, corporal artistic and written language (with his own codes) auto regulating his expression and using the personal experience.</p> <p><b>OI.1.8.</b> Stablish relationships, reflex and place on time and space in the realization of daily tasks, going forward reasoning complex levels.</p> <p><b>OI.1.9.</b> Assume with responsibility simple commitments related with daily life activities, procuring emphatic relationships, with his pairs and close adults.</p> <p><b>OI.1.11.</b> Represent ideas, feelings and emotions in a free and spontaneous way, through experimenting different corporal practices, musicals and communicative demonstrating respect for themselves and for others.</p> <p><b>OI.1.12.</b> Recognize the importance of stablish collective agreements in grouped activity ambits, based on the respect to individual differences, in the context of corporal and artistic practices.</p>	<p><b>CS.1.2.1.</b> Dialogue, showing respect to others opinions, in the place that surrounds him.</p> <p><b>CS.1.1.1.</b> Recognize that he/she is a human being that feels, thinks, has his/her own opinion and needs, knowing his/her identity.</p> <p><b>EF.1.1.1.</b> Identify basic characteristics in different kinds of games chasing, with elements, nursery rhymes, playground singing games, in natural environments, individual and collective games from closing and far surroundings, to participate and enjoy them.</p> <p><b>CS.1.2.5.</b> Practice respect rules with himself/herself and with other human beings that surrounds him/her.</p>
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