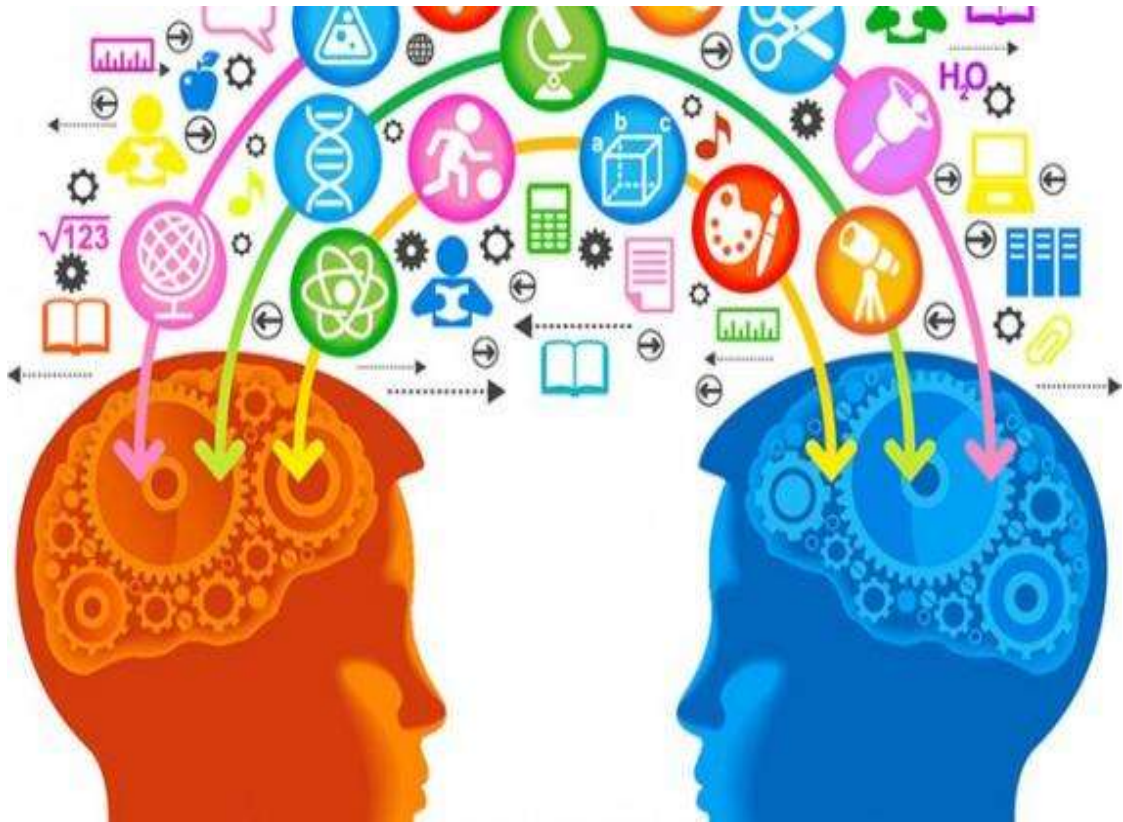


OBJETIVOS DE APRENDIZAJE SEGUNDO TRIMESTRE OCTAVO GRADO 2025- 2026



Respetados padres de familia:

A continuación, encontrarán los objetivos de aprendizaje que sus hijos van a abordar en el segundo trimestre. Estos comunican al estudiante que *debe saber, entender y ser capaz de hacer*, en cada una de las asignaturas.





MATHEMATICS

NUMERACY VARIATION & PROBLEM SOLVING:

Use knowledge of the laws of arithmetic, inverse operations, equivalence and order of operations (brackets and indices) to simplify calculations containing decimals and fractions.

Understand the relationship between two quantities when they are in direct or inverse proportion.

Understand that a situation can be represented either in words or as a formula (including squares and cubes), and manipulate using knowledge of inverse operations to change the subject of a formula

Understand that a situation can be represented either in words or as an equation. Move between the two representations and solve the equation (including those with an unknown in the denominator).

GEOMETRY, MEASUREMENT & PROBLEM SOLVING:

Know and use the formulae for the area and circumference of a circle.

Know and recognize very small or very large units of length, capacity and mass.

Estimate and calculate areas of compound 2D shapes made from rectangles, triangles and circles.

Use knowledge of area and volume to derive the formula for the volume of prisms and cylinders. Use the formula to calculate the volume of prisms and cylinders.

Use knowledge of area, and properties of cubes, cuboids, triangular prisms, pyramids and cylinders to calculate their surface area.

STATISTICS, PROBABILITY & PROBLEM SOLVING:

Use mode, median, mean and range to compare two distributions, including grouped data.

Interpret data, identifying patterns, trends and relationships, within and between data sets, to answer statistical questions. Make informal inferences and generalizations, identifying wrong or misleading information.



ENGLISH FOR A GLOBAL WORLD

READING

Read a range of extended fiction and non-fiction texts with confidence and enjoyment, identifying key ideas, specific details, and implied meaning with increasing independence.

Use a range of comparative and superlative forms including regular and irregular adverbs and comparative structures to describe, analyse and compare ideas in writing and discussion.

WRITING

Independently generate, plan, and produce extended texts across a range of genres, using appropriate style, register, and layout to suit purpose and audience.

Use a broad range of grammatical forms including verb tenses, conditionals, connectives, and relative clauses to enhance clarity, cohesion, and nuance in their writing.

LISTENING AND SPEAKING

Identify main ideas, specific details, and implied meaning in short and extended spoken texts, recognizing speaker opinions, distinguishing fact from opinion, and drawing relevant conclusions.

Express opinions, justify viewpoints, and contribute to extended spoken exchanges with clarity, coherence, and increasing fluency.

INQUIRY AND METACOGNITION

Construct relevant research questions and investigate complex issues by gathering, evaluating, and synthesizing information from a wide range of sources.

Work cooperatively and constructively within teams to explore local and global issues, share responsibilities, and achieve shared outcomes.

FRANCAIS

COMPRÉHENSION DE L'ORALE.

Comprendre des informations simples dans des dialogues, présentations ou enregistrements courts où des personnes parle de leur profession, de leurs loisirs, de leurs goûts, de leurs animaux, ou mentionnent des fêtes et des dates, en repérant les mots-clés essentiels.



COMPRÉHENSION DES ÉCRITS.

Comprendre de courts textes (profils, affiches, calendriers, invitations, descriptions) concernant les professions, les loisirs, les fêtes, les animaux et les dates, afin d'identifier les informations principales comme les noms, les lieux, les nationalités, les activités et les moments de l'année.

PRODUCTION ORALE.

Se présenter et parler simplement de sa profession, de ses activités de loisirs, de ses goûts et des animaux de compagnie, ainsi que décrire comment on célèbre certaines fêtes ou jours fériés dans son pays, en utilisant un vocabulaire adapté et des structures de base.

PRODUCTION ÉCRITE.

Rédiger de courts textes personnels (comme une présentation, un message ou une carte) pour parler de soi, de sa profession, de ses loisirs, de ses goûts et des fêtes importantes, en utilisant correctement les noms de pays, les nationalités, les mois de l'année et les nombres pour situer des événements dans le temps.

LENGUA CASTELLANA

LITERATURA

Identifica aspectos sociales propios del siglo XIX en las obras costumbristas y modernistas en Colombia.

Diferencia las características del Romanticismo y del Modernismo en Colombia.

PRODUCCIÓN TEXTUAL

Crea textos narrativos literarios, incluyendo oraciones reflexivas y oraciones recíprocas. Elabora poemas con estilo y temáticas modernistas.

Escribe oraciones reflexivas y recíprocas en diferentes contextos.

COMPRENSIÓN E INTERPRETACIÓN TEXTUAL:

Lee y analiza poemas y fragmentos del Romanticismo y del Modernismo en Colombia. Interpreta textos modernistas de escritores colombianos.

Lee, comprende y analiza los textos propuestos en el libro Cuentos de la calle.

COMUNICACIÓN

Valora el monólogo como un medio de expresión de pensamientos, ideas y emociones frente a un público.

Construye monólogos a partir de la creación de Cuentos de la calle, y los representa.



SOCIAL STUDIES.

PENSAMIENTO SOCIAL

Identificar las principales características sociales, culturales, políticas y económicas de los movimientos de independencia en América Latina y la Nueva Granada durante el siglo XIX.

Reconocer las interacciones entre las sociedades coloniales y su espacio geográfico en el marco de los movimientos de independencia en América Latina y la Nueva Granada durante el siglo XIX.

Identificar los principales elementos ideológicos que cimentaron la base para los movimientos de independencia en América Latina y la Nueva Granada durante el siglo XIX.

PENSAMIENTO SISTÉMICO

Reconocer las formas en las que las estructuras socioculturales de la colonia influyeron y complejizaron los procesos de independencia en América Latina y la Nueva Granada durante el siglo XIX.

Reflexionar sobre el impacto que tuvo el relacionamiento entre la sociedad colonial y su espacio geográfico durante los movimientos de independencia en América Latina y la Nueva Granada durante el siglo XIX.

Reconocer los conflictos derivados de los choques ideológicos durante los movimientos de independencia en América Latina y la Nueva Granada durante el siglo XIX.

MULTIPERSPECTIVISMO

Analizar los legados socioculturales de los movimientos de independencia desde las perspectivas de diversos actores sociales en América Latina y la Nueva Granada a partir del trabajo con fuentes históricas primarias y secundarias.

Analizar las problemáticas existentes entre diversos actores sociales y su espacio geográfico durante los movimientos de independencia en América Latina y la Nueva Granada en el siglo XIX a partir del uso de fuentes históricas, primarias y secundarias.

Analizar los argumentos clave que cimentaron los elementos ideológicos de los movimientos de independencia en América Latina y la Nueva Granada durante el siglo XIX a partir del uso de fuentes históricas, primarias y secundarias.

INVESTIGACIÓN SOCIAL

Organizar la información consultada sobre el problema contemporáneo relacionado con el ODS número 8: trabajo decente y crecimiento económico, mediante el uso de herramientas de clasificación, discriminación y síntesis de la misma, en diálogo con algunos conceptos abordados en clase.



ECONOMÍA CIRCULAR

Strand: Espíritu Emprendedor

Identifica en sí mismo las cualidades de un emprendedor y comprende cómo puede potenciarlas.

Formula una idea de negocio basado en su elección de proyecto de vida y la justifica basado en información confiable.

BIOLOGY

SCIENTIFIC ENQUIRY

Discuss and explain the importance of questions, evidence and explanations, using historical and contemporary examples

Test explanations by using them to make predictions and then evaluate these against evidence

Discuss the way that scientists work today and how they worked in the past, including reference to experimentation, evidence and creative thought

Select ideas and produce plans for testing based on previous knowledge, understanding and research

Suggest and use preliminary work to decide how to carry out an investigation

Decide whether to use evidence from first-hand experience or secondary sources

Decide which measurements and observations are necessary and what equipment to use

Decide which apparatus to use and assess any hazards in the laboratory, field or workplace

Use appropriate sampling techniques where required.

BIOLOGICAL PROCESSES

Explain the ways in which living things are adapted to their habitats. Secondary sources can be used

Explain and model food chains, food webs and energy flow

Explain the role of decomposers

Describe factors affecting the size of populations

Describe and investigate some effects of human influences on the environment.



PHYSICO-CHEMICAL PROCESSES

Draw and interpret waveforms, and recognise the link between loudness and amplitude, pitch and frequency.

Use waveforms to show how sound waves interact to reinforce or cancel each other. Describe how current divides in parallel circuits.

Know how to measure current and voltage in series and parallel circuits, and describe the effect of adding cells and lamps.

Calculate resistance ($\text{resistance} = \text{voltage} / \text{current}$) and describe how resistance affects current.

Understand that the structure of the Periodic Table is related to the atomic structure of the elements and the Periodic Table can be used to predict an element's structure and properties.

Understand that a molecule is formed when two or more atoms join together chemically, through a covalent bond.

Describe a covalent bond as a bond made when a pair of electrons is shared by two atoms (limited to single bonds).

Describe an ion as an atom which has gained at least one electron to be negatively charged or lost at least one electron to be positively charged.

Describe an ionic bond as an attraction between a positively charged ion and a negatively charged ion.

Describe the three states of matter as solid, liquid and gas in terms of the arrangement, separation and motion of particles.

Show how the particle theory of matter can be used to explain the properties of solids, liquids and gases, including changes of state, gas pressure and diffusion.

Understand that the groups within the Periodic Table have trends in physical and chemical properties, using group 1 as an example.

TECHNOLOGY

UNDERSTANDING OF THE WORLD:

Analyse the historical and cultural evolution of prosthetics and body extensions, explaining how material and technological constraints shape what is possible. Evaluate the functional, cultural, and social roles of body extensions, relating material properties to the perceived value of technological artifacts.

**ICT TOOLS AND CODING:**

Produce accurate orthographic projections and build basic CAD models from anthropometric measurements to communicate form and fit.

Maintain clear digital documentation (photos, annotations, measurements) that records decisions and supports presentation of the design.

DESIGN AND CREATIVITY DEVELOPING THINKING SKILLS:

Design and prototype a body extension for a defined need, applying anthropometry and ergonomics and selecting suitable materials and methods.

Present and justify the proposal to a target audience using effective visual communication

EDUCACIÓN FÍSICA

DESARROLLO FÍSICO MOTRIZ Y UBICACIÓN TEMPORO-ESPACIAL.

Realiza test físicos que permiten evaluar y valorar sus capacidades condicionales. Crea secuencias de movimiento manejando simultaneidad y alternancia con uno o varios elementos.

Desarrolla y aplica correctamente los fundamentos técnicos básicos de cada deporte en situación de juego. (sports)

Realiza acciones deportivas propias de los deportes en conjunto. (casas)

FORMACIÓN Y REALIZACIÓN DE LA TÉCNICA

Explora específicamente flexibilidad, resistencia, fuerza y velocidad.

Ejecuta secuencias de movimiento, adaptándolo a una actividad, juego o deporte. Regula ejercicios propios de deportes específicos. (Sports).

Aplica fundamentos técnicos de deportes básicos colectivos. (casas)

FUNDAMENTACIÓN TEÓRICA DISCIPLINAR.

Desarrolla y mejora su condición física para obtener una mejor calidad de vida.

Analiza movimientos que muestren transiciones completas sin alterar la secuencia.

Identifica y utiliza las diferentes habilidades y destrezas físicas, implementándolas en las actividades lúdico – deportivas, con el fin de generar espacios de autocontrol y auto exigencia. (sports).



Participa activamente de las actividades de intercasas o deportivas demostrando sana competencia y gran espíritu deportivo. (casas)

EDUCACIÓN SOCIOEMOCIONAL

INTELIGENCIA EMOCIONAL

Conoce estrategias que fortalezcan la salud mental, afianzando nuevos conocimientos sobre salud y enfermedad.

Reflexiona acerca de los temas de actualidad, que pueden tener efectos en su bienestar (vínculos o relaciones del siglo XXI, la sexualidad sana y responsable y las adicciones del nuevo siglo).

Fortalece las habilidades blandas como factor protector de su integridad personal.

MUSIC (CHOIR)

Appreciation:

Understand the conducting gestures

Follow the conductor gestures in order to get inside the ensemble tonal color.

Art Skills:

Learn where our voice is, and how to breathe for healthy singing

Use active listening to contribute to the ensemble's tone color and dynamic contrast.

Expression:

Use all timbres of the voice creatively, individually and in groups.

Demonstrate ensemble skills by blending, balancing, and adjusting vocal tone to match the group in unison and two-part singing

MUSIC (INSTRUMENTAL)

APPRECIATION

Analiza e interpreta obras artísticas comprendiendo su contexto.

Expone opiniones críticas y argumentadas sobre el arte.

ART SKILLS

Integra técnicas más avanzadas en sus producciones.



Desarrolla dominio técnico y expresivo.

EXPRESSION

Crea propuestas que reflejan su identidad y emociones.

Muestra seguridad y sentido estético en sus presentaciones.

THEATER

APPRECIATION

Critically assess personal and group creative processes.

Analyse how design elements support dramatic meaning.

SKILLS

Experiment with physical and vocal expression to enrich performance.

Engage more critically with dramatic texts as writers and readers.

EXPRESSION

Apply dramatic action intentionally in performance.

Interpret layered emotions and character psychology on stage.

Use performance as a tool to convey internal and external conflict.

Strengthen ensemble work and clarity in dramatic communication.

DANCING

APPRECIATION

Investigate and present projects about the influence of dance in popular culture and the media.

Discuss and debate current and controversial topics related to dance, such as cultural appropriation and inclusion in the dance industry.

Appreciate and value own artistic work and that of others.



SKILLS

Participate in choreographic projects that include complex combinations of movements and sequences in different dance styles.

Collaborate with students from music and theatre to create multidisciplinary artistic productions that combine dance, live music, and theatrical performance.

Participate in community or school dance shows and events to gain performance experience.

EXPRESSION

Participate in choreographic projects that address social and political issues relevant to students.

Experiment with contemporary dance techniques and dance-theatre to express abstract and conceptual ideas through movement.

Reflect on the role of dance in the construction of individual and collective identity and how dance can be a tool for promoting social change.

ARTS

APPRECIATION

Actively participates in artistic experiences, giving value to own and shared ideas that strengthen individual and collective development.

Understands the different definitions of art and how they have changed over time. Understand how art in the XXI century works, from which they're able to design their personal artistic project.

Understands the three different forms of artistic research (research about arts, research for arts or research within the arts) and carries out an artistic investigation project.

ART SKILLS

Consolidates a specific technique to develop advanced skills in plastic arts according to significant, pleasure and emotional statements.

Consolidate the exploration of an artistic technique upon which to structure their personal project.

EXPRESSION

Explores artistic techniques of plastic and visual arts through drawing, painting and sculpture.

Consolidates and develops visual thinking skills that allow a critical lecture of themselves and their environment through art.