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| **ESCUELA NORMAL DE EDUCACION PREESCOLAR****CICLO ESCOLAR 2016-2017****RUBRICAS PARA ELABORACIÓN DEL PROYECTO BIMESTRAL INGLES B1-**

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| Unidad modulo o bloque  | **Module 3** Traveller PRE-INTERMEDIATE |
| Tema | **Going places!** |
| Competencia a desarrollar | * Utilizar la lengua para expresar conceptos propios de la unidad.
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| Aprendizaje esperado | Utilizar la gramática de manera correcta de la unidad : Modales de habilidad y permiso (may, can, could) Modales de obligación(have to, must, need to, etc..) Comparativos, superlativos ( er, est, as--as…) Adjetivos que describen lugares ( peaceful, ancient, etc) además de el vocabulario (words related to travelling, words related to accomodation, geographical features,adjectives describing places) y funciones del lenguaje del **MODULO 3** |
| Rasgos o competencias del perfil de egreso. | * Aplica sus habilidades comunicativas en diversos contextos.

oDesarrolla sus habilidades comunicativas para adquirir nuevos lenguajes.oUtiliza una segunda lengua para comunicarse.* Emplea las tecnologías de la información y la comunicación.

oParticipa en comunidades de trabajo y redes de colaboración a través del uso de la tecnología. |
| **TRABAJO A DESARROLLAR. Conversation “Going places!”**El equipo simulará una conversación entre una recepcionista de aeropuerto y dos viajeros, intercambiarán información acerca de su viaje, dando información acerca de su destino  |
| Acuerdos sobre la forma de evaluar. Incluir: estructura general del portafolio, autoevaluaciones, coevaluaciones. | Read all the instructions before you begin.**STEP 1 PRE-TASK**Students acquire new structures, vocabulary and functions of language in complete module 3 (Traveller Pre -Intermediate)**STEP 2 PREPARATION**Students practice withgrammar structures, vocabulary and functions of language in complete module 3(Traveller Pre -Intermediate)**STEP 3 REALISATION**Students develop the project using enough functions, vocabulary and structures on it. Students share project with the group.**STEP 4 POST-TASK**Students check in the self-assessment their achievement, then they write a short reflective note about their strengths or weaknesses. |
| Identificación de los productos por unidad, tema o actividad (Nombrar los productos) | Turn in the TASK PROJECT by **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.** It should contain:* Cover page with the rubrics
* Develop the project including grammar, functions and vocabulary from the unit.
* Upload the project in Escuela en Red by **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**
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| Señalar con precisión de características, tiempos y condiciones de entrega | Project (physical product) must be handed out same day as oral presentation on class time, by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Requirements:* Team work (of 3)
* Pretend you are in an airport. (take part in a conversation among an airport clerk and two tourists, interchange information about your trip and your destiny)
* Use the grammar structures and language functions from the module 3
* Ability, permission or request modals ref. pg 35- 128 (may, can, could) (+5)
* Obligation modals ref pg. 37-129 (have to, must, need to, etc..) (+5)
* Comparatives, and superlatives with places ref pg 41-129 ( er, est, as--as…) (+5)
* Adjetives to describe places ref. pg. 42 ( peaceful, ancient, etc) (+5)
* Vocabulary ref. pg 35, 37, 38,40, 42 (words related to travelling, words related to accommodation, geographical features, adjectives describing places) (+5)
* Upload document in Escuela en red and hand out the physical work to the teacher.
* Deadline time **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
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| Señalar con precisión Tiempo estimado para la retroalimentación | The teacher’s feedback for the project will be given by the teacher the next English session on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Describir condiciones y ambiente para la presentación final del portafolio | * **All the elements of the project must be shown to the teacher on Tuesday the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
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| Matriz o rubrica de evaluación con un apartado de retroalimentación u observaciones por parte del docente y análisis por parte del alumno |

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| Requerimiento | Valor en Puntos | Puntos obtenidos |
| Use the grammar structures and language functions from the module 1* Ability, permission or request modals (may, can, could) (+5)
 |  |  |
| * Obligation modals (have to, must, need to, etc..) (+5)
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| * Comparatives, and superlatives ( er, est, as--as…) (+5)
 |  |  |
| * Adjetives to describe places ( peaceful, ancient, etc) (+5)
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| * Vocabulario (words related to travelling, words related to accomodation, geographical features,adjectives describing places) (+5)
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| Requerimiento | Good(1) | Average(1/2) | Weak(0) |
| Does the student correctly apply in context the new functions and grammar from the module? |  |  |  |
| Does the student correctly apply in context the vocabulary from the module? |  |  |  |
| Does the student express himself or herself clearly and fluently? |  |  |  |
| The task is creative. |  |  |  |
| The task fulfill all the elements of the required format |  |  |  |
| Total: 5 pts |  |  |  |

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 Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |