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| **ESCUELA NORMAL DE EDUCACION PREESCOLAR**  **CICLO ESCOLAR 2016-2017**  **RUBRICAS PARA ELABORACIÓN DEL PROYECTO BIMESTRAL INGLES B1-**   |  |  | | --- | --- | | 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. | | 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 **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.** | | 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 **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | 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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | Matriz o rubrica de evaluación con un apartado de retroalimentación u observaciones por parte del docente y análisis por parte del alumno | |  |  |  | | --- | --- | --- | | 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) |  |  | | * Comparatives, and superlatives ( er, est, as--as…) (+5) |  |  | | * Adjetives to describe places ( peaceful, ancient, etc) (+5) |  |  | | * Vocabulario (words related to travelling, words related to accomodation, geographical features,adjectives describing places) (+5) |  |  |  |  |  |  |  | | --- | --- | --- | --- | | 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 |  |  |  | |       Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |