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| **ESCUELA NORMAL DE EDUCACIÓN PREESCOLAR**  **LICENCIATURA EN EDUCACIÓN PREESCOLAR**  **CICLO ESCOLAR**  2018-2019 |

**Planeación Semestral**

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| **CURSO: English “Starting Basic Communication”** | | **SEMESTRE:** |
| **DOCENTE: Cristina Aracely Alvarado Chavarría** | | **HORAS/SEMANA 6** |
| **CURSO QUE ANTECEDE:** | | |
| **CURSO CONSECUENTE: English “Development of Elementary Conversations”** | | |
| **PERFIL DE EGRESO PLAN 2018** | **Trayecto formativo: -** | |
| **Competencias profesionales:**  **GENERIC:**   * Use critical and creative thought for solving problems and making decisions * Learn in an autonomous way and demonstrate initiative for self-regulation and strengthen her/her personal development * Cooperate to bring about innovative projects having social impact * Act in an ethical way, by interiorizing social rules and principles needed for a better coexistence * Use information and communication technologies, as well as other languages for understanding, explaining and offering alternative solutions to the encountered problems   **PROFESSIONAL:**   * Detect the learning process of their students to favor their cognitive and socioemotional development * Apply the plan and study programs to achieve educational purposes and contribute to the full development of the abilities of their students * Design plans applying their curricular, psycho-pedagogical, disciplinary , didactic and technological knowledge to foster inclusive learning environments that respond to the needs of all students within the framework of the plan and study programs * Use the evaluation to intervene in different areas and moments of the educational tasks to improve the learning of their students * Integrate resources of educational research to enrich their professional practice expressing their interest in knowledge, science and education improvement * Act in an ethical manner towards diverse situations that arise in professional practice * Collaborate with the school community, parents, authorities and teachers, in decision making and in the development of alternative solutions to socio-educational problems   **SUBJECT-SPECIFIC COMPETENCES DEVELOPED BY THE COURSE**   * Describe ways of living in different cultures to appreciate their diversity * Use language to establish harmonious and responsible relationships when exercising citizenship * Reflect on one´s own learning process to act consciously in communicative exchanges * Understand and produce texts to participate in a variety of everyday and concrete situations * Exchange basic information about personal and professional experiences * Recognize cultural differences when participating in brief and common exchanges | |
| **Vinculación con otras asignaturas del mismo semestre:** | |

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| **Nombre de la unidad de aprendizaje:** | **“Starting Basic Communication”** |

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| **Habilidades Lingüísticas** | **Competencias del Curso** |
| **Receptive Skills: Reading** | * Recognize names, the most common words or expressions in simple situations of the everyday life: signs, handwritten indications doubled by icons, prices, schedules; * Spot and understand quantified data, proper nouns and other very simple information in a short text; * Identify globally (in their aspect, their typography, their localization) the function of certain common texts of the daily environment or the school environment; * Understand texts constituted by one or two sentences, containing familiar words and expressions (postcard or instructions). |
| **Receptive Skills: Listening** | * Understand public announcements (schedules, departure, arrival...), predictable instructions, standard recorded messages, repetitive information (educational instructions), in particular if the conditions of listening are good (either noise, or music...), if messages are pronounced slowly and / or clearly, are illustrated (plan, drawings...) or doubled by the paper and repeated |
| **Productive Skills: Writing** | * Copy words or brief messages, write figures and dates. * Recognize various written forms: printed characters, scripts, capital letters and readable handwritten forms. * Give information about himself: his name, his nationality, his address, his age, his date of birth, in questionnaires or index cards of information. * Write a very simple message concerning the activities of the daily life containing some personal details. |
| **Productive Skills: Speaking** | * Communicate, in a very simple way, provided that his interlocutor shows himself comprehensive, speaks very slowly and repeats if he did not understand. * Use elementary expressions of greeting and notice to leave. * Answer simple questions on information as the age, the origin, the language, the place of residence… * Understand, agree / refuse and execute very simple instructions. * Ask somebody of its news and react. * Ask objects, services to somebody, give or return objects, services to somebody, by managing, in particular, the numbers and the hour… |
| **Problema del contexto** | |
| -Necesidad:  1. Students might not feel confident to participate in communicative activities due to their limited background knowledge.    2. Due to the hour in which the English class would take place, ss might feel tired resulting in a limited participation.  -Propósito:  1. Plan lessons with engaging activities fit to learner´s interests. Scaffold activities pre-teaching language needed for the tasks, provide ss with frame sentences and model the activities to build confidence.    2. Prepare activities to boost energy levels. | |

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| **Contenidos temáticos a abordar en la asignatura** |
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|  | **UNIIT 1 “INTRODUCTIONS, TRANSPORT AND HOME”** |  |  |
| **Momentos de la secuencia didáctica**  **LESSON 1 “Sharing personal information”** | **Actividades de aprendizaje** | **Evidencias de aprendizaje** | **Duración / Sesiones** |
| 1. Give personal information about yourself and others | BOOK UNIT 1 | **Celebrity Classmates** | 6 hrs |
| 1. Ask and answer questions about personal characteristics | BOOK UNIT 3 | **Let´s talk!** | 6 hrs |
| 1. Exchange personal information when meeting people | BOOK UNITS 3 AND 5 | **Let´s talk!** | 6 hrs |

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| **Evidencias de aprendizaje de la LECCIÓN 1**  **Para el portafolio** | | **Criterios de desempeño** | **Instrumentos de evaluación** | |
| Celebrity Classmates | |  | Rubric | |
| **Momentos de la secuencia didáctica**  **LESSON 2 “Follow Basic Directions for Transport”** | **Actividades de aprendizaje** | | **Evidencias de aprendizaje** | **Duración / Sesiones** |
| 1. Share information about transportation | BOOK UNIT 6 | | Cards with repertoire of words and expressions | 6 hrs |
| 1. Give directions to use transportation | BOOK UNITS 2 AND 6 | | Find the differences | 6 hrs |
| 1. Exchange directions to use transportation | BOOK UNIT 6 | | Tutorial | 6 hrs |
| **Evidencias de aprendizaje de la LECCIÓN 2**  **Para el portafolio** | | **Criterios de desempeño** | **Instrumentos de evaluación** | |
| **Tutorial** | |  | **Rubric** | |

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| **Momentos de la secuencia didáctica**  **LESSON 3 “Talk about places where people live”** | **Actividades de aprendizaje** | | **Evidencias de aprendizaje** | | **Duración / Sesiones** |
| 1. share basic information about living spaces | BOOK UNIT 7 | | List of living spaces | | 6 hrs |
| 1. Offer additional information about living spaces | BOOK UNIT 7 | | Cards with characteristics | | 6 hrs |
| 1. Talk about living spaces and activities |  | | Floor plan | | 6 hrs |
| **Evidencias de aprendizaje de la LECCIÓN 3**  **Para el portafolio** | | **Criterios de desempeño** | | **Instrumentos de evaluación** | |
| Floor plan | |  | | Rubric | |

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|  | **UNIIT 2 “COUNTRIES, CULTURAL ACTIVITIES AND ENVIRONMENT”** | |  | |  |
| **Momentos de la secuencia didáctica**  **LESSON 1 “PEOPLE AND CULTURE”** | **Actividades de aprendizaje** | | **Evidencias de aprendizaje** | | **Duración / Sesiones** |
| 1. Share basic data about different countries | BOOK UNIT 3 | | Map with the names of countries | | 6 hrs |
| 1. Exchange general information and cultural features of other countries |  | | List of nationalities and languages | | 6 hrs |
| 1. Talk about cultural identity and characteristics of specific countries |  | | Card with | | 6 hrs |
| **Evidencias de aprendizaje de la unidad/Módulo/ Bloque**  **Para el portafolio** | | **Criterios de desempeño** | | **Instrumentos de evaluación** | |
| List of nationalities and languages | |  | | Rubric | |
| **Momentos de la secuencia didáctica**  **LESSON 2 “CULTURAL ACTIVITIES”** | **Actividades de aprendizaje** | | **Evidencias de aprendizaje** | | **Duración / Sesiones** |
| 1. Share information about cultural activities and events |  | | List of cultural activities and events | | 6 hrs |
| 1. Ask and answer questions about cultural activities and events |  | | Personal table with likes and dislikes | | 6 hrs |
| 1. Talk about cultural activities and events |  | | Questionnaire | | 6 hrs |
| **Evidencias de aprendizaje de la unidad/Módulo/ Bloque**  **Para el portafolio** | | **Criterios de desempeño** | | **Instrumentos de evaluación** | |
| Questionnaire | |  | | Rubric | |
| **Momentos de la secuencia didáctica**  **LESSON 3 “ENVIRONMENTS”** | **Actividades de aprendizaje** | | **Evidencias de aprendizaje** | | **Duración / Sesiones** |
| 1. Listen to basic information about environments |  | | Mind map with names of plants | | 6 hrs |
| 1. Exchange information about environments |  | | Expressions | | 6 hrs |
| 1. Describe different environments |  | | Museum labels | | 6 hrs |
| **Evidencias de aprendizaje de la unidad/Módulo/ Bloque**  **Para el portafolio** | | **Criterios de desempeño** | | **Instrumentos de evaluación** | |
| Museum labels | |  | | Rubric | |

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|  | **UNIIT 3 “SCHEDULES, EXPERIENCES AND ACCOMPLISHMENTS, AND TEACHER QUALITIES”** | |  | |  |
| **Momentos de la secuencia didáctica**  **LESSON 1 “LEARNING ACTIVITIES, TIMES AND CALENDARS”** | **Actividades de aprendizaje** | | **Evidencias de aprendizaje** | | **Duración / Sesiones** |
| 1. Share basic information about time and subjects | BOOK UNITS 5 AND 8 | | List of learning activities | | 6 hrs |
| 1. Exchange information about learning activities |  | | Questions about learning activities | | 6 hrs |
| 1. Talk about learning activities |  | | Calendar with learning activities | | 6 hrs |
| **Evidencias de aprendizaje de la unidad/Módulo/ Bloque**  **Para el portafolio** | | **Criterios de desempeño** | | **Instrumentos de evaluación** | |
| Calendar with learning activities | |  | | Rubric | |
| **Momentos de la secuencia didáctica**  **LESSON 2 “CLASSROOM AND CLASSROOM OBJECTS”** | **Actividades de aprendizaje** | | **Evidencias de aprendizaje** | | **Duración / Sesiones** |
| 1. Share location of classroom objects | BOOK UNIT 2 | | List of objects and furniture | | 6 hrs |
| 1. Offer instructions to use classroom objects |  | | Cards with questions and expressions | | 6 hrs |
| 1. Talk about classroom and classroom objects |  | | Classroom plan and the objects found in it | | 6 hrs |
| **Evidencias de aprendizaje de la unidad/Módulo/ Bloque**  **Para el portafolio** | | **Criterios de desempeño** | | **Instrumentos de evaluación** | |
| Classroom plan and the objects found in it | |  | | Rubric | |
| **Momentos de la secuencia didáctica**  **LESSON 3 “A GOOD TEACHER”** | **Actividades de aprendizaje** | | **Evidencias de aprendizaje** | | **Duración / Sesiones** |
| 1. Share information about teacher´s qualities |  | | Cards with frequency words | | 6 hrs |
| 1. Exchange information about teacher´s qualities | BOOK UNIT 8 | | List of teacher´s qualities | | 6 hrs |
| 1. Talk about what makes a good teacher | BOOK UNIT 5 AND 8 | | Advice | | 6 hrs |
| **Evidencias de aprendizaje de la unidad/Módulo/ Bloque**  **Para el portafolio** | | **Criterios de desempeño** | | **Instrumentos de evaluación** | |
| Advice | |  | | Rubric | |

**OBSERVACIONES:**

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| **NOMBRE Y FIRMA DEL RESPONSABLE DEL CURSO** | **NOMBRE Y FIRMA DEL EVALUADOR** | **NOMBRE Y FIRMA DEL SUBDIRECTOR ACADÉMICO** | **FECHA DE ELABORACIÓN** |
| **Cristina A. Alvarado Chavarría** |  |  | **August 16, 2018** |

NOTA: DEBERA SER APLICADA POR LO MENOS DOS METODOLOGIAS DE APRENDIZAJE DURANTE EL SEMESTRE Y UN OBJETO DE APRENDIZAJE POR MEDIO DE ESCUELA EN RED, ANEXAR LA RUBRICA DE EVALUACIÒN DE CADA UNA DE LAS EVIDENCIAS DE APRENDIZAJE.