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| ESCUELA NORMAL \_REGIONAL DE ESPECIALIZACIÓN\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ LICENCIATURA EN EDUCACIÓN\_\_INCLUSIVA\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **PLANEACIÓN SEMESTRAL**  |
| CURSO / ASIGNATURA | ENGLISH A1. STARTING BASIC COMMUNICATION AND DEVELOPING ELEMENTARY CONVERSATIONS | SEMESTRE | MIXED |
| DOCENTE(S) | BRENDA BOLLAIN Y GOYTIA DE LA PEÑA | HORAS/SEMANA | 6 |
| CURSO/ASIGNATURA ANTECEDENTE | N/A |
| CURSO / ASIGNATURA CONSECUENTE | ENGLISH A2 SHARING INFORMATION AND IDEAS AND BUILDING CONFIDENCE IN COMMUNICATION |
| CAMPOS Y RASGOS DEL PERFIL DE EGRESO/COMPETENCIAS PROFESIONALES Y UNIDADES DE COMPETENCIA A LAS QUE CONTRIBUYE EL CURSO/ASIGNATURA | * Describe ways of living from 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
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| PROPÓSITOS DEL CURSO / ASIGNATURA | 1. Develop their ability to use English in personal and social communications, to develop relationships, complete transactions and meet every day needs.
2. Increase their engagement with cultural and intercultural activities in English, in order to develop a better understanding of their own culture as well as other cultures around the world
3. Develop their ability to teach in a school environment where English is an important aspect of the school approach. Schools are expected to use English increasingly for various teaching and learning activities, and future teachers need to be confident in using English in the school environment
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| **UNIDAD DE APRENDIZAJE/MÓDULO/BLOQUE I** |
| NOMBRE DE LA UNIDAD DE APRENDIZAJE/MÓDULO/BLOQUE | WHAT TIME IS IT? I RIDE MY BIKE TO SCHOOL |
| (DESCRIPCIÓN BREVE) | Students discuss cities, time zones, and people’s activities. Students discuss transportation, family, and daily and weekly routines |
| PROPÓSITOS: | Students will be able to: Discuss cities and time zones using time expressions. Discuss people’s activities using the present continuous. Discuss transportation and family using simple present statements. Discuss daily and weekly routines using simple present questions. |
| CAMPOS Y RASGOS/ COMPETENCIAS DEL PERFIL DE EGRESO A LOS QUE CONTRIBUYE | * Describe ways of living from different cultures to appreciate their diversity.
* Use language to establish harmonious and responsible relationships when exercising citizenship.
* Exchange basic information about personal and professional experiences
* Recognize cultural differences when participating in brief and common exchanges
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| RECURSOS A MOVILIZAR | SABERES | Clock time, times of the day, everyday activities, transportation, family relationships, daily routines, days of the week. |
| HABILIDADES | Asking for and telling time. Asking about and describing current activities. Asking for and giving information about how people go to work or school. Talking about family members. Describing weekly and daily routines. |
| ACTITUDES | Shows interest in getting to know more oneself and the environment |
| INDICADORES DE APRENDIZAJE | Uses repertoire of words and expressions. Offers directions. Uses wh-questions. Names words and expressions of times. Tells time. Reports learning activities. |
| DESARROLLO DE LA UNIDAD DE APRENDIZAJE / MÓDULO / BLOQUE |
| SECUENCIA TEMÁTICA/ CONTENIDOS | Clock time, times of the day, everyday activities, transportation, family relationships, daily routines, days of the week. |
| ACTIVIDADES DE APRENDIZAJE | RECURSOS MATERIALES Y BIBLIOGRÁFICOS | CALENDARIZACIÓN SEMANAL |
| Asking for and telling time. Asking about and describing current activities. Time expressions: o’clock, a.m., p.m., noon, midnight, in the morning/afternoon/evening, at 7, at night/midnight. Present continuous wh -questions. Rising and falling intonation. Listening for times of the day. Listening to identify people’s actions. Writing times of the day. Reading an online chat between two friends. Describing what’s wrong with a picture. Asking for and giving information about how people go to work or school. Talking about family members. Describing weekly and daily routines. Simple present statements with regular and irregular verbs. Simple present yes/no and wh-questions. Time expressions: early, late, every day, on… in…at… Third person singular -s endings. Listening for activities and days of the week. Writing about your weekly routine. Reading about someone’s daily schedule. Class survey: finding out more about classmates’ habits and routines. | Richards, J.C. with J. Hull & S. Proctor (2017) Interchange Intro. Student’s book with online self-study. Cambridge: Cambridge University Press.Marks, J. (2007) English Pronunciation in Use. Cambridge: Cambridge University Press.Baker, A (2006) Tree or Three? An Elementary pronunciation course. Cambridge: Cambridge University Press.Murphy, R. (2016) Essential grammar in use Cambridge: Cambridge University Press.Oxford Essential Dictionary (2012). Oxford University Press | February 5th-March 15th |
| EVIDENCIAS DE APRENDIZAJE DE LA UNIDAD/MÓDULO/ BLOQUE PARA EL PORTAFOLIO | CRITERIOS DE DESEMPEÑO | RECURSOS DE EVALUACIÓN |
| What are they doing?A typical day | Uses present continuous and vocabulary activities and tells timeDescribes daily and weekly routines. Asks and answers questions about daily routines | Rubric |
| **UNIDAD DE APRENDIZAJE/MÓDULO/BLOQUE II** |
| NOMBRE DE LA UNIDAD DE APRENDIZAJE/MÓDULO/BLOQUE | DOES IT HAVE A VIEW? GOING TO |
| (DESCRIPCIÓN BREVE) | Describe houses and apartments and discuss furniture and dream homes. Uses “going to” to talk about future events |
| PROPÓSITOS: | Students will be able to: describe houses and apartments using simple present questions and short answers. Discuss furniture, appliances and dream homes using statements with there is /there are. Express future events using going to. |
| CAMPOS Y RASGOS/ COMPETENCIAS DEL PERFIL DE EGRESO A LOS QUE CONTRIBUYE  | * Describe ways of living from different cultures to appreciate their diversity.
* Recognize cultural differences when participating in brief and common exchanges
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| RECURSOS A MOVILIZAR | SABERES | Houses and apartments. Rooms and furniture. Going to. |
| HABILIDADES | Asking about and describing houses and apartments. Talking about the furniture in a room. Expressing future events. |
| ACTITUDES | Identifying similarities and differences in ways of life. |
| INDICADORES DE APRENDIZAJE | Names living spaces, furniture, appliances and home objects. Links expressions. Describing living spaces. Talks about plans. Accepts and turns down plans. Notices /I/ and /i:/ |
| DESARROLLO DE LA UNIDAD DE APRENDIZAJE / MÓDULO / BLOQUE |
| SECUENCIA TEMÁTICA/ CONTENIDOS | Countries and their features, cultural activities, environments |
| ACTIVIDADES DE APRENDIZAJE | RECURSOS MATERIALES Y BIBLIOGRÁFICOS | CALENDARIZACIÓN SEMANAL |
| Asking about and describing houses and apartments. Talking about the furniture in a room. Expressing future events. Simple present short answers. There is/there are/ there’s no/ there isn’t a/ there are no/ there aren’t any. Words with th. Listening to descriptions of words. Listening to people shop for furniture. Writing about your dream house. Reading about two interesting hotels. Find the differences: comparing two apartments | Richards, J.C. with J. Hull & S. Proctor (2017) Interchange Intro. Student’s book with online self-study. Cambridge: Cambridge University Press.Marks, J. (2007) English Pronunciation in Use. Cambridge: Cambridge University Press.Baker, A (2006) Tree or Three? An Elementary pronunciation course. Cambridge: Cambridge University Press.Murphy, R. (2016) Essential grammar in use Cambridge: Cambridge University Press.Oxford Essential Dictionary (2012). Oxford University Press | March 18th- May 10th  |
| EVIDENCIAS DE APRENDIZAJE DE LA UNIDAD/MÓDULO/ BLOQUE PARA EL PORTAFOLIO | CRITERIOS DE DESEMPEÑO | RECURSOS DE EVALUACIÓN |
| Dream homeLet’s have a party | Using there is and there are. Using vocabulary for rooms and furniture.Using wh-questions and future with be going to | Rubric |
| **UNIDAD DE APRENDIZAJE/MÓDULO/BLOQUE III** |
| NOMBRE DE LA UNIDAD DE APRENDIZAJE/MÓDULO/BLOQUE | WHERE DO YOU WORK? TALK ABOUT WHAT MAKES A GOOD TEACHER |
| (DESCRIPCIÓN BREVE) | Discuss jobs and work places using simple present wh-questions and discuss opinions about jobs using be + adjective and adjective + noun. Names actions that teachers do. Write qualities in teachers. |
| PROPÓSITOS | Students will be able to: discuss jobs and workplaces using simple present wh-questions. Give opinions about jobs using be + adjective and adjective + noun. Share and exchange information about teacher’s qualities. Talk about what makes a good teacher.  |
| CAMPOS Y RASGOS/ COMPETENCIAS DEL PERFIL DE EGRESO A LOS QUE CONTRIBUYE  | * Reflect on one’s own learning process to act consciously in communicative exchanges.
* Exchange basic information about personal and professional experiences
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| RECURSOS A MOVILIZAR | SABERES | Jobs and work places. Pronunciation of “to” in natural speech. Modals to give advice. |
| HABILIDADES | Asking for and giving information about work. Giving opinions about jobs. Describing workday routines. Asking and answer questions about teacher’s qualities. Providing reasons to support opinions.  |
| ACTITUDES | Act with respect, kindness and courtesy in daily coexistence. Use knowledge with an ethical and responsible sense. |
| INDICADORES DE APRENDIZAJE | Discuss teacher’s qualities. Notice pronunciation of to. Gives advice. Names words and expressions of time. Records learning environments. Describe personal work expectations.  |
| DESARROLLO DE LA UNIDAD DE APRENDIZAJE / MÓDULO / BLOQUE |
| SECUENCIA TEMÁTICA/ CONTENIDOS | Learning activities, times and calendars. Classroom objects. Jobs and workplaces |
| ACTIVIDADES DE APRENDIZAJEAsking for and giving information about work. Giving opinions about jobs. Describing workday routines. Simple present wh-questions with do/does. Placement of adjectives after be and before nouns. Reduction of do. Listening to people describe their jobs. Writing about jobs. Reading about two unusual jobs. Figuring out what job is right for you. Asking and answering questions about teacher qualities. Providing reasons to support opinions. Giving advice about what good teachers do. Contrast statements. Talks about what makes a good teacher | RECURSOS MATERIALES Y BIBLIOGRÁFICOSRichards, J.C. with J. Hull & S. Proctor (2017) Interchange Intro. Student’s book with online self-study. Cambridge: Cambridge University Press.Marks, J. (2007) English Pronunciation in Use. Cambridge: Cambridge University Press.Baker, A (2006) Tree or Three? An Elementary pronunciation course. Cambridge: Cambridge University Press.Murphy, R. (2016) Essential grammar in use Cambridge: Cambridge University Press.Oxford Essential Dictionary (2012). Oxford University Press | CALENDARIZACIÓN SEMANALMay 13th- June 21st |
| EVIDENCIAS DE APRENDIZAJE DE LA UNIDAD/MÓDULO/ BLOQUE PARA EL PORTAFOLIO | CRITERIOS DE DESEMPEÑO | RECURSOS DE EVALUACIÓN |
| What do you do?Advice | Asking simple present wh-questions. Using vocabulary for jobs. Giving advice | Rubric |
| OBSERVACIONES: None |
| NOMBRE Y FIRMA DEL RESPONSABLE DEL CURSO/ASIGANTURA | NOMBRE Y FIRMA DEL PAR EVALUADOR | NOMBRE Y FIRMA DEL SUBDIRECTOR ACADÉMICO | FECHA DE ELABORACIÓN |
| BRENDA BOLLAIN Y GOYTIA DE LA PEÑA  | CRISTINA ALVARADO CHAVARRIA | ALINA ARREOLA | Enero 2019 |