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| SCHOOL: ESCUELA NORMAL DE EDUCACIÓN PREESCOLAR MAJOR: PREESCHOOL EDUCATION **TERM PLANNING**  |
| COURSE: Opening New Global Perspectives | TERM: I |
| TEACHER: Maria Elena Meza Aguado, Cristina Aracely Alvarado Chavarría | CLASS TIME HOURS / WEEK: 6 |
| PREVIOUS COURSE: | Building Confidence in Communication |
| SUBSEQUENT COURSE: | Becoming Independent communicators |
| COMPETENCES OF THE DEGREE PROFILE DEVELOPED THROUGHOUT THE COURSE: | 1. Use critical and creative thought for solving problems and taking decisions.
2. Learn in an autonomous way and demonstrate initiative for self-regulation and strengthen her /his personal development.
3. Cooperate to bring about innovative projects having a social impact.
4. Act within an ethical way by interiorizing social rules and principles needed for a better coexistence.
5. Use ICT as well as other languages for understanding, explaining and offering alternative solutions to the problems encountered.
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| COURSE PURPOSE:  | Develop students’ ability to communicate effectively in English in context that will be important for them. |
| **LEARNING UNIT I** |
| BOOK UNIT(S): | Unit 1: Hit the road!Unit 2: Sure! I’ll do it. |
| (BRIEF DESCRIPTION) | Unit 1: Students discuss vacation and travel plans; give travel advice.Unit 2: Students discuss common complaints; make and respond to requests; apologize. |
| PURPOSES: | Unit 1: Students will be able to describe plans using the future with *be going to* and *will*, and give travel advice using modals for necessity and suggestion.Unit 2: Students will be able to use two-part verbs to make and respond to requests, and make and responds to requests using modals and would you mind. |
| COMPETENCES OF THE DEGREE PROFILE DEVELOPED THROUGHOUT THE LEARNING UNIT(S): | 1. Describe ways of living from different cultures to appreciate their diversity.
2. Use language to establish harmonious and responsible relationships when exercising citizenship.
3. Reflect on one´s own learning process to act consciously in communicative exchanges.
4. Understand and produce texts to participate in a variety of everyday and concrete situations.
5. Exchange basic information about personal and professional experiences.
6. Recognize cultural differences when participating in brief and common exchanges.
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| RESOURCES: | CONTENTS | Unit 1: Travel; vacations; plans.Unit 2: Complaints; household chores; requests; excuses; apologies. |
| SKILLS |

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| Unit 1: * Speaking: describing vacation plans; giving travel advice; planning a vacation.
* Pronunciation of linked sounds with /w/ and /y/;
* Listening to travel advice.
* Writing an e-mail with travel suggestions.
* Reading about unusual vacations.
 | Unit 2: * Speaking: making requests; agreeing to and refusing requests; complaining; apologizing; giving excuses.
* Pronunciation of stress in two-part verbs.
* Listening to the results of a survey about family life.
* Writing a message making a request.
* Reading about unusual hotel requests.
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| ATTITUDES | Teamwork, critical and creative thinking, citizenship and responsibility. |
| LEARNING INDICATORS | Students can: * Understand descriptions of people’s plans.
* Discuss vacation plans.
* Give travel advice.
* Make and respond to requests.
* Apologize and give excuses.
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|  LEARNING UNIT DEVELOPMENT |
| SCOPE AND SEQUENCE | Unit 1: Future with *be going to* and *will*; modals for necessity and suggestion: *must, need to (don´t) have to, ought to, -´d better, should (not).*Unit 2: Two-part verbs; *will* for responding to requests; requests with modals and *would you mind?* |
| LEARNING ACTIVITIES | MATERIALS AND RESOURCES | WEEKLY SCHEDULE |
| Unit 1 Project. “When in Rome”**Aim:** Give students some practice asking and answering questions about plans, and giving travel advice using modals for necessity and suggestion. Unit 2 Project. “Pet peeves”**Aim:** Give students practice making complaints making and responding to practical requests, apologizing and giving excuses. | Interchange: Opening New Global Perspectives student book / Workbook[https://www.cambridge.org/us/cambridgeenglish/catalog/adult-courses/interchange-5th-edition/resources?expandedMoreOptions[]=course\_level](https://www.cambridge.org/us/cambridgeenglish/catalog/adult-courses/interchange-5th-edition/resources?expandedMoreOptions%5b%5d=course_level) |

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| **weeks** | **month** | **days** |  |
| **1** | August | 28-30 | Introduction, Diagnosis |
| **2** | September | 4-6 | Internship 4th grade |
| **3** |  | 11-13 |  |
| **4** |  | 18-20 |  |
| **5** |  | 25-27 | TEST, 24th Visit Preschool 3rd grade |
| **6** | October | 2-4 | 1st Institutional Evaluation, Certifications |

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| EVIDENCE OF LEARNING(PORTFOLIO) | PERFORMANCE CRITERIA  | ASSESSMENT INSTRUMENTS |
| Unit 1 Project. “WHEN IN ROME” Video recording of the conversation.Unit 2 Project. “PET PEEVES”Video recording of the conversation. | Speaking will be graded as:

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| --- | --- | --- | --- | --- | --- |
| Did the student apply the new functions?  | 0 | .5 | 1 | 1.5 | 2 |
| Did the student apply the new vocabulary?  | 0 | .5 | 1 | 1.5 | 2 |
| Was the student Fluent? | 0 | .5 | 1 | 1.5 | 2 |
| Was the student’s voice clear? | 0 | .5 | 1 | 1.5 | 2 |
| Did the student apply the new structures?  | 0 | .5 | 1 | 1.5 | 2 |
| total |  |
| General Comments |
| Suggestions for improvement |

Writing will be graded as:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Did the student apply the new functions?  | 0 | .5 | 1 | 1.5 | 2 |
| Did the student apply the new structures?  | 0 | .5 | 1 | 1.5 | 2 |
| Did the student apply the new vocabulary? | 0 | .5 | 1 | 1.5 | 2 |
| The written work is neat, and understandable? | 0 | .5 | 1 | 1.5 | 2 |
| Does it contain the required elements? | 0 | .5 | 1 | 1.5 | 2 |
| total |  |
| General Comments |
| Suggestions for improvement |

 | Scoring rubric sheet |
| **LEARNING UNIT II** |
| BOOK UNIT(S): | Unit 3: What do you use this for?Unit 4: Time to celebrate! |
| (BRIEF DESCRIPTION): | Unit 3: Students discuss modern technology and inventions.Unit 4: Students discuss holidays and special occasions. |
| PURPOSES: | Unit 3: Students will be able to use infinitive and gerunds to describe uses and purposes and use imperatives and infinitives to give suggestions.Unit 4: Students will be able to describe celebrations and annual events using relative clauses of time and describe customs using adverbial clauses of time. |
| COMPETENCES OF THE DEGREE PROFILE DEVELOPED THROUGHOUT THE LEARNING UNIT(S): | 1. Describe ways of living from different cultures to appreciate their diversity.
2. Use language to establish harmonious and responsible relationships when exercising citizenship.
3. Reflect on one´s own learning process to act consciously in communicative exchanges.
4. Understand and produce texts to participate in a variety of everyday and concrete situations.
5. Exchange basic information about personal and professional experiences.
6. Recognize cultural differences when participating in brief and common exchanges.
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| RESOURCES | CONTENTS | Unit 3: Technology; instructions.Unit 4: Holidays; festivals; customs; celebrations |
| SKILLS |

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| Unit 3: * Speaking: describing technology; giving instructions; giving suggestions.
* Pronunciation of syllable stress.
* Listening to a radio program, to people giving suggestions for using technology.
* Writing a message asking for specific favors.
* Reading about the sharing economy.
 | Unit 4: * Speaking: describing holidays; festivals; customs; celebrations.
* Pronunciation of stress and rhythm.
* Listening to a description of Carnival in Brazil.
* Writing an entry on a travel website about a cultural custom.
* Reading about interesting New Year’s customs.
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| ATTITUDES | Teamwork, critical and creative thinking, citizenship and responsibility |
| LEARNING INDICATORS | Students can: * Describe uses and purposes of objects
* Give instructions and suggestions
* Describe holidays and special occasions
* Understand descriptions of customs
* Ask and answer questions about celebrations and customs.
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| LEARNING UNIT DEVELOPMENT |
| SCOPE AND SEQUENCE | Unit 3: Infinitives and gerunds for uses and purposes; imperatives and infinitives for giving suggestions.Unit 4: Relative clauses of time; adverbial clauses of time: *when, after, before*. |
| LEARNING ACTIVITIES | MATERIALS AND RESOURCES | WEEKLY SCHEDULE |
| Unit 3 Project. “I HATE CLEANING!”**Aim:** Give students practice using infinitives and gerunds, to describe uses and purposes of objects. Power point and Speaking Presentation.Unit 4 Project. “UNUSUAL CELEBRATION”**Aim:** Give students practice describing, asking and answering questions about holidays/celebrations. Power point and Speaking Presentation. | Interchange: Opening New Global Perspectives student book / Workbook[https://www.cambridge.org/us/cambridgeenglish/catalog/adult-courses/interchange-5th-edition/resources?expandedMoreOptions[]=course\_level](https://www.cambridge.org/us/cambridgeenglish/catalog/adult-courses/interchange-5th-edition/resources?expandedMoreOptions%5b%5d=course_level) |

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| **weeks** | **month** | **days** |  |
| **7** |  | 9-11 |  |
| **8** |  | 16-18 | Internship 3rd grade |
| **9** |  | 23-25 | Internship 3rd grade |
| **10** |  | 30-1 | Day of the Dead Activities |
| **11** | November | 6-8 | 6th Visit Preschool 3rd grade |
| **12** |  | 13-15 | 2nd Institutional Evaluation, Internship 4th grade |

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| EVIDENCE OF LEARNING(PORTFOLIO) | PERFORMANCE CRITERIA | ASSESSMENT INSTRUMENTS  |
| Unit 3 Project. “I HATE CLEANING!”Power point and Speaking Presentation.Unit 4 Project. “UNUSUAL CELEBRATION”Power point and Speaking Presentation. | Speaking will be graded as:

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| --- | --- | --- | --- | --- | --- |
| Did the student apply the new functions?  | 0 | .5 | 1 | 1.5 | 2 |
| Did the student apply the new vocabulary?  | 0 | .5 | 1 | 1.5 | 2 |
| Was the student Fluent? | 0 | .5 | 1 | 1.5 | 2 |
| Was the student’s voice clear? | 0 | .5 | 1 | 1.5 | 2 |
| Did the student apply the new structures?  | 0 | .5 | 1 | 1.5 | 2 |
| total |  |
| General Comments |
| Suggestions for improvement |

Writing will be graded as:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Did the student apply the new functions?  | 0 | .5 | 1 | 1.5 | 2 |
| Did the student apply the new structures?  | 0 | .5 | 1 | 1.5 | 2 |
| Did the student apply the new vocabulary? | 0 | .5 | 1 | 1.5 | 2 |
| The written work is neat, and understandable? | 0 | .5 | 1 | 1.5 | 2 |
| Does it contain the required elements? | 0 | .5 | 1 | 1.5 | 2 |
| total |  |
| General Comments |
| Suggestions for improvement |

 | Scoring rubric sheet |
| **LEARNING UNIT III** |
| BOOK UNIT(S): | Unit 5: Only time will tellUnit 6: I like working with people. |
| (BRIEF DESCRIPTION) | Unit 5: Students discuss life in different times and consequences.Unit 6: Students discuss jobs, abilities and personality traits. |
| PURPOSES: | Unit 5: Students will be able to use past, present and future tenses and discuss consequences using conditional sentences with *if* clauses.Unit 6: Students will be able to discuss job skills using gerunds and short responses and discuss the kind of jobs they want and don’t want using clauses with *because*. |
| COMPETENCES OF THE DEGREE PROFILE DEVELOPED THROUGHOUT THE LEARNING UNIT(S): | 1. Describe ways of living from different cultures to appreciate their diversity.2. Use language to establish harmonious and responsible relationships when exercising citizenship.3. Reflect on one´s own learning process to act consciously in communicative exchanges.4. Understand and produce texts to participate in a variety of everyday and concrete situations.5. Exchange basic information about personal and professional experiences.6. Recognize cultural differences when participating in brief and common exchanges. |
| RESOURCES | CONTENTS | Unit 5: Life in the past, present, and future; changes and contrasts; consequences.Unit 6: Abilities and skills; job preferences; personality traits; careers. |
| SKILLS |

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| Unit 5: * Speaking: talking about change; comparing time periods; describing possible consequences.
* Pronunciation of intonation in statements with time phrases.
* Listening to people talk about changes.
* Writing a paragraph describing a person’s past, present, and possible future.
* Reading about a town’s attempt to attract new residents.
 | Unit 6: * Speaking: describing abilities and skills; talking about job preferences; describing personality traits.
* Pronunciation of unreleased and released /t/ and /d/.
* Listening to people talk about their job preferences.
* Writing an online cover letter for a job application.
* Reading about understanding cultural differences in an international company.
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| ATTITUDES | Teamwork, critical and creative thinking, citizenship and responsibility. |
| LEARNING INDICATORS | Students can: * Describe people and things in the past, present, and future.
* Discuss possible consequences of actions.
* Understand descriptions of skills and personality traits.
* Discuss job skills.
* Give reasons for opinions.
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| LEARNING UNIT DEVELOPMENT |
| SCOPE AND SEQUENCE | Unit 5: Time contrasts; conditional sentences with *if* clauses.Unit 6: Gerunds; short responses; clauses with *because.* |
| LEARNING ACTIVITIES | MATERIALS AND RESOURCES | WEEKLY SCHEDULE |
| Unit 5 Project. “HISTORICAL EVENTS”**Aim:** Give students practice comparing time periods as they describe people and things in the past, present, and future, and possible consequences of actions.Unit 6 Project. “WHAT’S A GOOD JOB FOR ME”**Aim:** Give students practice talking about job preferences and skills, and giving reasons for their opinions. | Interchange: Opening New Global Perspectives student book / Workbook[https://www.cambridge.org/us/cambridgeenglish/catalog/adult-courses/interchange-5th-edition/resources?expandedMoreOptions[]=course\_level](https://www.cambridge.org/us/cambridgeenglish/catalog/adult-courses/interchange-5th-edition/resources?expandedMoreOptions%5b%5d=course_level) |

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| **weeks** | **month** | **days** |  |
| **13** |  | 20-22 | Kermesse |
| **14** |  | 27-29 | Internship 3rd grade |
| **15** | December | 4-6 | Internship 3rd grade |
| 16 |  | 11-13 |  |
| 17 |  | 18-20 | 3rd Institutional Evaluation, Christmas Activities |
|  |  |  | Christmas Holiday |
| **18** | January | 8-10 | Evaluación Institucional |
| **19** |  | 15-17 | **Global Evaluation** |
| **20** |  | 22-24 | Grades |

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| EVIDENCE OF LEARNING(PORTFOLIO) | PERFORMANCE CRITERIA | ASSESSMENT INSTRUMENTS |
| Unit 5 Project. “HISTORICAL EVENTS” Comparison tableUnit 6 Project. “WHAT’S A GOOD JOB FOR ME”Interview | Speaking will be graded as:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Did the student apply the new functions?  | 0 | .5 | 1 | 1.5 | 2 |
| Did the student apply the new vocabulary?  | 0 | .5 | 1 | 1.5 | 2 |
| Was the student Fluent? | 0 | .5 | 1 | 1.5 | 2 |
| Was the student’s voice clear? | 0 | .5 | 1 | 1.5 | 2 |
| Did the student apply the new structures?  | 0 | .5 | 1 | 1.5 | 2 |
| total |  |
| General Comments |
| Suggestions for improvement |

Writing will be graded as:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Did the student apply the new functions?  | 0 | .5 | 1 | 1.5 | 2 |
| Did the student apply the new structures?  | 0 | .5 | 1 | 1.5 | 2 |
| Did the student apply the new vocabulary? | 0 | .5 | 1 | 1.5 | 2 |
| The written work is neat, and understandable? | 0 | .5 | 1 | 1.5 | 2 |
| Does it contain the required elements? | 0 | .5 | 1 | 1.5 | 2 |
| total |  |
| General Comments |
| Suggestions for improvement |

 | Scoring rubric sheet |
| OBSERVATIONS: |
| TEACHER’S NAME AND SIGNATURE | ASSESSOR’S NAME AND SIGNATURE | ACADMIC VICE-PRINCIPAL NAME AND SIGNATURE | DATE |
|  |  |  | August 23rd, 2019 |