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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. | | | | | | | | | | | |
| 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. | | | | | | | | | | | |
| RESOURCES: | CONTENTS | | Unit 1: Travel; vacations; plans.  Unit 2: Complaints; household chores; requests; excuses; apologies. | | | | | | | | | | | |
| SKILLS | | |  |  | | --- | --- | | 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. | | | | | | | | | | | | |
| 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. | | | | | | | | | | | |
| 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) | | | | | |  |  |  |  | | --- | --- | --- | --- | | **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 | | | | | |
| 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:   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | 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. | | | | | | | | | | | |
| RESOURCES | CONTENTS | | Unit 3: Technology; instructions.  Unit 4: Holidays; festivals; customs; celebrations | | | | | | | | | | | |
| SKILLS | | |  |  | | --- | --- | | 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. | | | | | | | | | | | | |
| 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. | | | | | | | | | | | |
| 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) | | | | |  |  |  |  | | --- | --- | --- | --- | | **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 | | | | | |
| 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:   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | 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 tell  Unit 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 | | |  |  | | --- | --- | | 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. | | | | | | | | | | | | |
| 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. | | | | | | | | | | | |
| 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) | | | | | |  |  |  |  | | --- | --- | --- | --- | | **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 | | | | | |
| EVIDENCE OF LEARNING  (PORTFOLIO) | | | | | | | PERFORMANCE CRITERIA | | | | | ASSESSMENT INSTRUMENTS | | |
| Unit 5 Project. “HISTORICAL EVENTS”  Comparison table  Unit 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 | | | |