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| **MICROCURRICULAR PLANNING # 5** |
| **INFORMATIVE DATA****School name:** “LUIS ROBERTO BRAVO”  **Teacher:** Lic. Imelda Valdez. **Level:**  3rd BGU Bachillerato Level. Evening Section **Date:** March 08th– April 14th |
| **General Objective:**•Students will understand that health, culture and entertainment are fundamental axes in the development of the life project and their dissemination is important through artistic and cultural manifestations.**Area Objectives:**

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| O.EFL 5.1 Encounter socio-cultural aspects of their own and other countries in a thoughtful and inquisitive manner, maturely, and openly experiencing other cultures and languages from the secure standpoint of their own national and cultural identity. O.EFL 5.2 Draw on this established propensity for curiosity and tolerance towards different cultures to comprehend the role of diversity in building an intercultural and multinational society.  |

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| **Values: Curiosity, security, self-care, respect, critical thinking, self-awareness.** |
| **Nombre del proyecto:** * **Cultural Health and Entertainment.**
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| **AREA: ENGLISH AS A FOREIGN LANGUAGE** |
| **ESSENTIAL CONCEPTS** | **SKILLS WITH PERFORMANCE CRITERIA** | **ESSENTIAL INDICATORS** | **METHODOLOGICAL STRATEGIES** |
| **TEACHERS STRATEGIES** | **RECCOMENDATIONS FOR THE REPRESENTATIVES** |
| Vocabulary: Seasons, Natural features, Weather disasters / Natural Disasters | EFL 5.5.2. Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choice, symbols, points of view, etc.) | Learners can demonstrate and convey different levels of meaning in texts, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1. | * **Previous Knowledge:**

Remember seasons vocabulary completing the following activity. [https://es.liveworksheets.com/worksheets/en/English\_as\_a\_Second\_Language\_(ESL)/Months\_and\_seasons/Months\_of\_the\_year\_ba1390362mk](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_%28ESL%29/Months_and_seasons/Months_of_the_year_ba1390362mk)* **Knowledge construction:**

Look for some information about natural disasters in Ecuador. Work with the following worksheet[https://es.liveworksheets.com/worksheets/en/English\_as\_a\_Second\_Language\_(ESL)/Natural\_disasters/Unit\_9\_-\_Vocabulary\_9.2\_ep74070bu](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_%28ESL%29/Natural_disasters/Unit_9_-_Vocabulary_9.2_ep74070bu)* **Application:**

this sheet can be homework.<https://es.liveworksheets.com/bi1245786pt>Review reported speech content. | Review the handout and establish a schedule to develop it with your family.* Send the activities on time.
* Ask the teacher in case of doubts.
* Accompaniment of the weekly agenda to your son / daughter
* Prioritize student´s learning
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| IdiomsReview numbers | Deal with practical, everyday communication demands within familiar and social contexts, effectively and without undue effort. REF EFL 5.2.13 | I.EFL.5.6.1. Learners can deal with practical, everyday communication demands in familiar and social contexts when given sufficient support. (I.1, I.3, S.1) | * **Previous Knowledge:**

Look at the net some idioms and try to use in our real context.<https://es.liveworksheets.com/bq2078qk>* **Knowledge construction:**

Imagine a situation where you can use this idiom.Read the numbers in English.Watch a video about idioms<https://www.youtube.com/watch?v=MlRTTxenUDw>* **Application:**

create a dialogue using idioms. Create a video and present it.Work in project 5 p.20.Complete the activities given Work in your module 2p.18 and complete the activities given. | * Set aside a quiet, distraction-free space for your children to work every day.
* Ensure virtual learning equipment is available and charged.
* Try to keep a consistent schedule for completing classwork.
* Communicate with teachers regularly via email or Google Classroom regarding any questions or issues that arise.
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| Vocabulary Reported speech | EFL 5.5.2. Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choice, symbols, points of view, etc.) | Learners can demonstrate and convey different levels of meaning in literary texts, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1 | * **Previous Knowledge:**

Review regular and irregular verbs.Remember the auxiliary for Simple Past.* **Knowledge construction:**

Present reported speech with a clue box.Watch a video about this grammar content in order to understand better how to use it* **Application:**

Write some sentences with reported speechWork with some worksheets about reported speech<https://es.liveworksheets.com/iu80411hj>.Work in your module 2, p.6-12 and complete the activities given. | * Supervise the student’s attendance to the Zoom classes.
* Accompanying to your son / daughter during the development of the tasks of the week
* Persuade the students to observe and listen to the different contents.

 Communicate with teachers regularly via email or Google Classroom regarding any questions or issues that arise. |
| **REFUERZO PROJECT 5** |
| **ESSENTIAL CONCEPTS** | **SKILLS WITH PERFORMANCE CRITERIA** | **ESSENTIAL INDICATORS** | **METHODOLOGICAL STRATEGIES** |
| **TEACHERS STRATEGIES** | **RECCOMENDATIONS FOR THE REPRESENTATIVES** |
| Vocabulary Reported speech | EFL 5.5.2. Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choice, symbols, points of view, etc.) | Learners can demonstrate and convey different levels of meaning in literary texts, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1 | * **Previous Knowledge:**

Working with students that have Internet connection through Zoom twice per week* **Knowledge construction:**

Working together with students who do not have connectivity, sending their homework through WhatsApp and email. **Application:**Write some sentences with reported speechWork with some worksheets about reported speech<https://es.liveworksheets.com/iu80411hj> | * Review the handout and establish a schedule to develop it with your family.
* Send the activities on time.
* Ask the teacher in case of doubts.
* Accompaniment of the weekly agenda to your son / daughter
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| **ESTUDIANTES CON NECESIDADES EDUCATIVAS ESPECIALES/REZAGO ESCOLAR/NECESIDAD DE REFUERZO ACADÉMICO**  |
| **CONCEPTOS ESENCIALES**  | **DESTREZAS CON CRITERIOS DE DESEMPEÑO** | **INDICADORES DE EVALUACIÓN/INDICADOR DE LOGRO** | **ORIENTACIONES METODOLÓGICAS** |
| **PROPUESTAS DEL DOCENTE/ ESTRATEGIAS METODOLOGÍAS** | **RECOMENDACIONES PARA EL PADRE DE FAMILIA O TUTOR EN EL HOGAR** |
| Simple past tensePronouns: I, he, she, it, we, you, they.Verb to be: was / were. | EFL.2.2.4. Identify items of specific information within simple messages or from short and simple descriptions about familiar contexts, especially if visual support is provided. (Example: letters of the alphabet, numbers, prices and times, days, dates and months, etc.) | Learners can recognize differences between where people live and write about their own surroundings, as well ask simple questions. (I.2, S.2) REF.( I.EFL.2.1.1) | * **Previous Knowledge:**

Review regular and irregular verbs.* **Knowledge construction:**

 Present past simple* **Application:**

Make some sentences with the past simpleReview and complete the worksheet given.<https://es.liveworksheets.com/ek1188213ar> | * Supervise the student’s attendance to the Zoom classes.
* Accompanying to your son / daughter during the development of the tasks of the week
* Check that student has submitted the task.
* Guide that students review, listen to and practice the different contents of the subject.
* Be aware of the educational process of your son/daughter
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| **Evaluation Project 5**Vocabulary Reported speech | EFL 5.5.2. Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choice, symbols, points of view, etc.) | Learners can demonstrate and convey different levels of meaning in literary texts, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1 | * Make a power point presentación using the reported speech
 | * Participate actively in processes of the institution.
* Maintain permanent contact with the teacher and tutor.

Notify situations of vulnerability of rights and aspects that have to do with the normal development of the student. |

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| **DONE BY:** | **CHECKED BY:** | **APPROVED BY:** |
| TEACHER: Lic. Imelda Valdez.  | AREA COORDINATOR: Lic. Ruth León | vice-principal: Mgs. Maribel Urgilés. |
| SIGNATURE: | SIGNATURE: | signature: |
| DATE: March 03rd /2021 | DATE: March 03rd /2021 | date: March 03rd /2021 |