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| **MICROCURRICULAR PLANNING # 5** |
| **INFORMATIVE DATA****School name:** “LUIS ROBERTO BRAVO”  **Teacher:** Lic. Imelda Valdez. **Level:**  2nd 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:**

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)* **Knowledge construction:**

**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)* **Application:**

**this sheet can be homework.**[**https://es.liveworksheets.com/bi1245786pt**](https://es.liveworksheets.com/bi1245786pt) | * 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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| 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:**

Play an online game with numbers.* **Knowledge construction:**

Listen big amount and write in your notebook. The look at the slides and tell the numbers written there.Play a ladders game. Students listen to the teacher and answer the questions. In order to remember third conditional.* **Application:**

Choose 5 singers and use third conditional to explain what would you do if you had been a singer?Work in project 5 p.20.Complete the activities given | * Set aside a quiet, distraction-free space for your child(ren) 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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| Character and personality traits | Identify and understand the main points in straightforward texts on subjects of personal interest or familiar topics.EFL 5.3.8.  | Learners can find specific in- formation and identify the main points in simple, straightforward texts on subjects of personal interest or familiar topics.REF. I.EFL. 5.10.1. (I.1, I.2, S.2)  | * **Previous Knowledge:**

Answer this question What are you like?Ex: What brought me joy as a child?Discuss your answers as a group.* **Knowledge construction:**

Look at the adjetives above. Circle the three positive and three negative personality traits that best describe you.  Practicing vocabulary and topics included in learning sheets of Ministry of Education for English subject * **Application:**

Reading a list of actions people take and evaluating and discussing the consequences on others.Choose of the list of adjectives that describe negative or possitve aspects of personalities and draw yourself. | * 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.
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| **REFUERZO PROJECT 5** |
| **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:**

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. The photos of the class and explanatory documents in PowerPoint will also be shared to be able to carry out the activity.* **Application:**

 Class presentation. You may present your craft by answering the following questions: | * 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** |
| Character and personality traits | Identify and understand the main points in straightforward texts on subjects of personal interest or familiar topics.EFL 5.3.8. | Learners can find specific in- formation and identify the main points in simple, straightforward texts on subjects of personal interest or familiar topics.REF. I.EFL. 5.10.1. (I.1, I.2, S.2) | * **Previous Knowledge:**

Working together with students who do not have connectivity, sending their homework through WhatsApp and email. * **Knowledge construction:** The photos of the class and explanatory documents in PowerPoint will also be shared to be able to carry out the activity.

 Watching videos related to the theme.* **Application:**

Writing new words and phrases in a vocabulary notebook.Answers the questions  Do you think we can predict people’s personalities using psychology? | * Set aside a quiet, distraction-free space for your child(ren) 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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| **Evaluation Project 5**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. | * The photos of the class and explanatory documents in PowerPoint will also be shared to be able to carry out the activity.
* Practicing vocabulary and topics included in learning sheets of Ministry of Education for English subject
* Watching videos related to the theme.
* Sending weekly tasks with rationed activities in order to students asynchronously work with the topics in the tasks
 | * 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 |