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| **MICROCURRICULAR PLANNING # 6** | | | | |
| **INFORMATIVE DATA**  **School name:** “LUIS ROBERTO BRAVO”  **Teacher:** Lic. Imelda Valdez.  **Level:**  3 BGU Bachillerato Level. Evening Section **Date:** April 09th-May 13th | | | | |
| **General Objective:**  Students will understand that Ecuador is part of a megadiverse and multicultural world, contributing to the construction and care of a more just and equitable  human society through assertive communication in its near and distant environment.  **Area Objectives:**   |  |  | | --- | --- | | |  | | --- | | O.EFL 5.3 Access greater flexibility of mind, creativity, enhanced linguistic intelligence, and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning. | | | | | | |
| **Values:** Justice, fairness, empathy, assertive communication, respect. | | | | |
| **Nombre del proyecto:**   * **Communicating with the world from Ecuador, a megadiverse country and multicultural country** | | | | |
| **AREA: ENGLISH AS A FOREIGN LANGUAGE** | | | | |
| **ESSENTIAL CONCEPTS** | **SKILLS WITH PERFORMANCE CRITERIA** | **ESSENTIAL INDICATORS** | **METHODOLOGICAL STRATEGIES** |
| **TEACHERS STRATEGIES** | **RECCOMENDATIONS FOR THE REPRESENTATIVES** |
| Speaking Quantifiers: too -enough | EFL 5.1.3. Find  parallels between  Ecuadorian  cultural and  political referents  and those of  other countries by  talking about  holidays,  symbols, customs  and schooling. | Learners can exhibit an ability to discuss culture from Ecuador and other countries while making informed choices about and taking action on issues of prejudice and discrimination. REF I.EFL.5.2.1 (I.1, I2, S2, J1, J3) I.FL.5.2.1 | * **Previous Knowledge:**   Discuss with students the following question: What do you know about the Ecuadorian Amazon?  **Knowledgeconstruction:**  Present quantifiers too- enough Complete some exercises related to the grammar content learned   * **Application:**   Work in project 6, p 9 and complete the activities given by the government | Maintain permanent contact with the teacher and tutor.  Guide that students review, listen to and practice the different contents of the subject.  Notify situations of vulnerability of rights and aspects that have to do with the normal development of the student. |
| Reading Comprehension  Review quantifiers: too-enough | EFL 5.3.4. Find the most important information in print or online sources in order to support an idea or argument. (Example: Internet search engines, online advertising, online or print timetables, web pages, posters, adverts, catalogues, etc.) | Learners can engage with a variety of digital and) print texts and resources by evaluating the information in order to find the most appropriate sources to support an idea or argument. REF. I.EFL.5.12.1. (I.2, I.4, J.3) | * **Previous Knowledge:** * Discuss this question before start with the activity: What do you know about drugs? * **Knowledge construction:**   Read the article given and complete the activities given.  Complete some exercises about too-enough <https://www.liveworksheets.com/vr83182ab>  **Application:** Work in this page and complete the reading activities <https://learnenglishteens.britishcouncil.org/skills/reading/intermediate-b1-reading/foreign-exchange-emails> | 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.  4. Communicate with teachers regularly via email or Google Classroom regarding any questions or issues that arise. |
| Writing Zero and first conditional review. | EFL 5.4.2. Identify a variety of types and formats of potential resources and the value, purpose and audience of each for use in the educational domain. (Example: audio/video, multimedia, website, database, book, thesaurus, scholarly/popular, current/historical, etc.) | Learners can identify, critically evaluate and recommend a variety of potential resources and references, including digital tools that support collaboration and productivity, for educational use. REF I.EFL.5.14.1. (I.1, I.2, S.3, S.4) | **Previous Knowledge:**  Review zero conditional. Watch a video and create some with the grammar structure learned  **Knowledge construction:**  Review first conditional and use them in some sentences. Complete some activities (first-zero conditional)  **Application:**  Write a letter to your peers.For that review content module 4.p 26-27 | Notify situations of vulnerability of rights and aspects that have to do with the normal development of the student.  Guide that students review, listen to and practice the different contents of the subject.  Be aware of the educational process of your son/daughter |
| **REFUERZO PROJECT 6** | | | | |
| **ESSENTIAL CONCEPTS** | **SKILLS WITH PERFORMANCE CRITERIA** | **ESSENTIAL INDICATORS** | **METHODOLOGICAL STRATEGIES** |
| **TEACHERS STRATEGIES** | **RECCOMENDATIONS FOR THE REPRESENTATIVES** |
| Zero and first conditional | EFL 5.4.2. Identify a variety of types and formats of potential resources and the value, purpose and audience of each for use in the educational domain. (Example: audio/video, multimedia, website, database, book, thesaurus, scholarly/popular, current/historical, etc.) | Learners can identify, critically evaluate and recommend a variety of potential resources and references, including digital tools that support collaboration and productivity, for educational use. REF I.EFL.5.14.1. (I.1, I.2, S.3, S.4) | **Previous Knowledge:**  Working with students that have Internet connection through Zoom twice per week  **Knowledge construction:**  The photos of the class and explanatory documents in PowerPoint will also be shared to be able to carry out the activity.:  **Application:**  Watching videos related to the theme.  Make sentences using the simple present. | 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. |
| **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** |
| Means of transportation  Present simple tense | EFL.2.1.2 Recognize the differences between where people live among the regions of the country in order to appreciate their own environment. (Example: house/apartment,  Country/city, 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:** Make them some question the structure to do sentences in simple present  **Knowledge construction:**  Watching a short video and writing three new things they learned. (Example: E. coli lives in the intestines of humans. Some types can make you very sick. You can get E.coli from eating contaminated food, even cookies, etc.).  **Application:**  Write diferent sentences in present simple | 1. Set aside a quiet, distraction-free space for your child(ren) to work every day.  2. Ensure virtual learning equipment is available and charged.  3. Try to keep a consistent schedule for completing classwork.  4. Communicate with teachers regularly via email or Google Classroom regarding any questions or issues that arise. |
| **Evaluation Project 6**  Zero and first conditional | EFL 5.4.2. Identify a variety of types and formats of potential resources and the value, purpose and audience of each for use in the educational domain. (Example: audio/video, multimedia, website, database, book, thesaurus, scholarly/popular, current/historical, etc.) | Learners can identify, critically evaluate and recommend a variety of potential resources and references, including digital tools that support collaboration and productivity, for educational use. REF I.EFL.5.14.1. (I.1, I.2, S.3, S.4) | **Previous Knowledge:**  Working with students that have Internet connection through Zoom twice per week  **Knowledge construction:**  The photos of the class and explanatory documents in PowerPoint will also be shared to be able to carry out the activity.:  **Application:**  Watching videos related to the theme.  Make sentences using the simple present. | * 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: April 15 /2021 | DATE: April /2021 | date: April 15 /2021 |