

**MICROCURRICULAR PLANNING BY SKILLS AND PERFORMANCE CRITERIA FOR EGB AND BGU**

<b>SCHOOL LOGO</b>	<b>NAME OF SCHOOL</b>	<b>SCHOOL YEAR</b>
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**PLANNING BY SKILLS AND PERFORMANCE CRITERIA**

**1. INFORMATIONAL DATA**

Teacher:	Area/Subject:	Grade:	Timeframe		Duration	
			Weeks	Periods	Start	End

<b>2. Unit Plan</b>	<b>Unit No.</b>	3
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<b>Unit Title</b>	<b>Unit Specific Objectives</b>
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Pet Show	<p><b>O.EFL 2.2</b> Identify some main ideas and details of written texts, in order to develop an approach of critical inquiry to written and oral texts.</p> <p><b>O.EFL 2.3</b> Independently read level-appropriate texts in English for pure enjoyment/entertainment and to access information.</p> <p><b>O. EFL 2.5</b> Use in-class library resources and explore the use of ICT to enrich competencies in the four skills.</p> <p><b>O. EFL 2.7</b> Appreciate the use of English language through spoken and written literary texts such as poems, rhymes, chants, riddles and songs, in order to foster imagination, curiosity and memory, while developing a taste for literature.</p> <p><b>O. EFL 2.9</b> Be able to interact in English in a simple way using basic expressions and short phrases in familiar contexts to satisfy needs of a concrete type, provided others talk slowly and clearly and are prepared to help.</p>
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<b>Transversal Axes</b>	<b>Dimensiones</b>	<b>Aportes multimodales</b>
	Evangelizadora – catequética	

	Educativo – Cultural	
	Asociativa	
	Vocacional	
<b>2. UNIT PLAN</b>		
<b>SKILLS AND PERFORMANCE CRITERIA TO BE DEVELOPED</b>		<b>EVALUATION CRITERIA</b>
<p><b>EFL.2.2.1</b> Identify simple meanings expressed in short dialogues on familiar topics, as well as simple spoken instructions and simple questions about self, people, animals, or things, especially when spoken slowly and clearly. (2EGB)</p>		<p><b>CE.EFL.2.6.</b> Listening for Meaning: Understand the main ideas in short simple spoken texts that include familiar vocabulary and are set in everyday contexts.</p>
<p><b>EFL.2.2.6</b> Enjoy controlled listening practice in English. (Example: listen to simple stories, watch simple short movies, experience song lyrics or poetry, etc.) (2EGB)</p>		
<p><b>EFL.2.2.7</b> Be introduced to taking meaning from spoken texts containing words or sections which may not be understood. Be introduced to the idea that understanding spoken texts does not require decoding every word. (2EGB)</p>		
<p><b>EFL.2.2.11</b> Discover and reproduce simple, mainly isolated utterances using very short simple phrases and sometimes simple individual words, possibly with slow and/or mostly hesitant delivery. (2EGB)</p>		<p><b>CE.EFL.2.9.</b> Production - Fluency: Utterances are sometimes produced slowly but use appropriate words and phrases to express basic ideas, initiate conversations and respond to questions, including some chunks of language and short sentences.</p>
<p><b>EFL.2.2.12</b> Discover how to respond to simple questions and attempt to initiate basic interaction when there are opportunities to speak. (2EGB)</p>		

<b>EFL.2.3.1</b> Demonstrate some basic reading comprehension skills by mostly identifying the meaning of simple individual words, phrases, and sentences.(2EGB)		<b>CE.EFL.2.11.</b> Identify and understand individual every-day words, phrases, and sentences, including instructions.		
<b>EFL.2.3.5</b> Discover the use of simple learning resources. (Example: a small set of flashcards or a simple word list.) (2EGB)		<b>CE.EFL.2.14.</b> Demonstrate familiarity with study resources (both print and digital). (Example: a picture dictionary, some flashcards of known words, or a word list.)		
<b>Content</b>	<b>Methodological Strategies</b>	<b>Resources</b>	<b>Key Performance Indicators</b>	<b>Evaluation Activities / Techniques / Instruments</b>

<p><b>Vocabulary:</b> Animals  <b>Grammar:</b> <i>The (lizard) is in/on/under the (bag). I like/don't like (dogs).</i>  <b>Story and Value</b>  <b>Phonics:</b> <i>The Spider. Being brave.</i> The letter sound <i>i</i>  <b>English for Schools-Science:</b> Camouflage</p>	<p>*Listen &amp; look, then say the words referring to animals.  *Listen &amp; repeat the chant about pets.  *Practice Grammar by repeating the prepositions of place in/on/under. *Play a description game.  *Look at the picture &amp; count the animals. Explain where they are.  *Listen &amp; say what you like. Then ask &amp; answer with a partner.  *Listen &amp; look at the Photostory, then answer questions &amp; learn about the value-being brave.  *Write about animals that you like or don't like.  *Listen to the teacher &amp; stick the animals.</p>	<p>Escribano, K. (2012). Super minds american english level 1 student's book dvd-rom. S.I.: Cambridge Univ Press.  Williams, M., Puchta, H., Gerngross, G., &amp; Lewis-Jones, P. (2012). Super minds American English. Cambridge: Cambridge University Press.  Include bibliography of work book, teachers resource pack.</p>	<p><b>I.EFL.2.6.1.</b> Learners can understand the main ideas in short simple spoken texts and infer who is speaking and what the situation is, without decoding every word. (I.3)                   <b>I.EFL.2.8.1.</b> Learners can pronounce most familiar vocabulary items accurately, and can therefore usually be easily understood. They can also produce some phrases and short sentences clearly, and may approximate English rhythm and intonation in longer utterances. (I.3)  <b>I.EFL.2.11.1.</b> Learners can understand familiar words, phrases, and short simple sentences and can successfully complete the simple accompanying task. (I.4)                   <b>I.EFL.2.14.1.</b> Learners can successfully use simple online and print learning resources. (Example: flashcards, picture dictionaries, word lists, etc.) (I.2)</p>	<p><b>RESOURCES:</b> Super Minds- American English Student Book 1, Interactive DVD-ROM, Workbook, Teacher's book, Teacher's resource book with audio CD, flashcards.  <b>MATERIALS:</b> Unit 3 stickers, scissors, colored pencils, Unit 3 stickers (pages 40 and 41), strips of green paper, markers, elastic, paper plates, music CD (optional), pencils.  <b>EVALUATION:</b>Students will be assessed formally through the use of the Evaluations which are similar to the test task in the YLE. These evaluations test their knowledge of the grammar and vocabulary presented in the units. This also includes the listening material . The language portfolio, which reflects the students' progress on their own terms, will also be used to indicate students' progress.  Informal evaluation will take place throughout the units, assessing the students' ability to complete each activity according to contents. Teachers Resource pack will provide extra material to assess</p>
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				different learning styles in a periodic way.
<b>Specification of Education Needs</b>			<b>Specification of the adapted material to be applied</b>	

Chris- what do we include here?	Chris- what do we include here?	
<b>Prepared by:</b>	<b>Revised by:</b>	<b>Approved by:</b>
<b>Teacher:</b>	<b>Area Director:</b>	<b>Vice-Principal:</b>
<b>signature:</b>	<b>Signature:</b>	<b>Signature:</b>
<b>Date:</b>	<b>Date:</b>	<b>Date:</b>
<b>SCHOOL LOGO:</b>	<b>NAME OF THE SCHOOL:</b>	<b>SCHOOL YEAR:</b>
<b>DINCU-Coordinaciòn de Lengua Extranjera (ACUERDO MINISTERIAL Nro. MINEDUC-ME-2015-00168-A de 01-12-2015)</b>		