

UNIDAD EDUCATIVA

INSTITUTIONAL LOGO	NAME OF THE INSTITUTION			ACADEMIC YEAR	
ANNUAL CURRICULUM PLAN					
1. INFORMATION DATA:					
Área:			Asignatura:		
Teachers:					
Grade / course			Nivel Educativo:		
2. TIME					
UNIDADES DE PLANIFICACIÓN CURRICULAR	NÚMERO DE SEMANAS LABORABLES				
	NÚMERO DE SEMANAS DESTINADAS A LAS UNIDADES DE PLANIFICACIÓN CURRICULAR	NÚMERO DE PERIODOS DESTINADOS PARA EL DESARROLLO DE LA PROGRAMACIÓN			
		NÚMERO DE PERIODOS SEMANALES	NÚMERO TOTAL DE PERIODOS	NÚMERO DE PERIODOS PARA EVALUACIONES E IMPREVISTOS	TOTAL DE PERIODOS
1.	5	5	25	3	22
2.			0		0
3.			0		0
4.			0		0
5.			0		0
6.			0		0
TOTAL	0		TOTAL		175
3. GENERAL OBJECTIVES					
Objectives of the Area			Objectives of the level/course		
<p><i>OG.EFL 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.</i></p> <p><i>OG.EFL 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.</i></p>			<p><i>O.EFL 2.2 Identify some main ideas and details of written texts, in order to develop an approach of critical inquiry to written and oral texts.</i></p> <p><i>O.EFL 2.3 Independently read level-appropriate texts in English for pure enjoyment/entertainment and to access information.</i></p> <p><i>O. EFL 2.5 Use in-class library resources and explore the use of ICT to enrich competencies in the four skills.</i></p> <p><i>O. EFL 2.7 Appreciate the use of English language through spoken and</i></p>		

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<p><i>OG.EFL 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.</i></p> <p><i>OG.EFL 4 Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.</i></p> <p><i>OG.EFL 5 Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.</i></p> <p><i>OG.EFL 6 Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study, or general topics of common interest, expressing ideas and opinions effectively and appropriately.</i></p> <p><i>OG.EFL 7 Interact quite clearly, confidently, and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language (CEFR B1 level).</i></p>	<p><i>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.</i></p> <p><i>O. EFL 2.9 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.</i></p>
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<p>4. TRANSVERSAL AXES :</p>		<p><i>Los determinados por la institución educativa (APORTES MULTIMODALES SALESIANOS A DESARROLLAR (págs.. 58 y 59 del PROSIEC)) que van en concordancia con los principios del Buen Vivir.</i></p>
<p>Dimensiones</p>	<p>Aportes multimodales</p>	
<p>Evangelizadora – catequética</p>		

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Educativo – Cultural		
Asociativa		
Vocacional		

5. DEVELOPMENT OF PLANNING UNITS*

N.º1	Name of the Unit	pecific objectives of the Planning Unit.	Content	Evaluation Criteria	Skills & Performance Descriptors	Evaluation ***	Methodolog y orientation	Time in weeks desde-- hasta
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	<p>At School</p>	<p>O.EFL 2.2 Assess and appreciate English as an international language, as well as the five aspects of English that contribute to communicative competence. O.EFL 2.3 Independently read level-appropriate texts in English for pure enjoyment/entertainment and to access information. O. EFL 2.5 Use in-class library resources and explore the use of ICT to enrich competencies in the four skills. O. EFL 2.7 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. O. EFL 2.9 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. A</p>	<p>Vocabulary: Classroom objects Grammar: What`s this? It`s a (pencil). Is it a pen? Yes, it is. /No, it isn`t. Open your book, please. Story & value Phonics: Watch out, Flash! Helping each other The letter sound a English for School- Art: Colors</p>	<p>CE.EFL.2.2. Catalog everyday objects and places in different cultures and recognize ways to act responsibly towards one`s environment and surroundings.</p> <p>CE.EFL.2.4. Develop skills of collaboration by working together on projects and sharing materials while expressing personal preferences with peers.</p>	<p>EFL.2.1.4. Express curiosity about the world and other cultures by asking simple WH-questions in class after reading and/or participating in presentations or other group work. EFL.2.1.5. Recognize ways to relate responsibly to one`s surroundings at home and at school by exhibiting responsible behaviors towards the environment. (Example: chores at home, recycling, etc.)</p> <p>EFL.2.1.7. Collaborate in a friendly manner by sharing classroom materials and personal objects while participating in games and activities in class and on the playground EFL.2.1.8. Exchange basic personal preferences with peers in order to express likes and dislikes.</p>	<p>I.EFL.2.2.1. Learners can classify everyday objects and familiar places. Learners can compare objects from different cultural contexts. Learners can say and recognize ways to take care of the environment and one`s surroundings. (J.3, S.1) CEFR: A1.1. Topics: Home, Weather, World Around Us</p> <p>I.EFL.2.4.1. Learners can select pictures and/or short phrases that relate to collaborating and sharing and express personal preferences. (J.2, J.3, S.4) CEFR: A1.1. Topics: Family and Friends, Clothes, Colors, Food and Drink, Sports and Leisure, Toys</p>		
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				<p><i>CE.EFL.2.6. Listening for Meaning: Understand the main ideas in short simple spoken texts that include familiar vocabulary and are set in everyday contexts.</i></p>	<p><i>EFL.2.2.1. Understand meanings expressed in short dialogues on familiar topics, as well as basic spoken instructions and simple questions about self, people, animals, or things, especially when spoken slowly and clearly. (Example: greetings, short phrases, basic range of classroom instructions, common personal information questions: What's your name? etc.)</i></p> <p><i>EFL.2.2.2. Infer who is speaking and what the situation is when listening to short simple texts, especially when accompanied by pictures or other visual aids, or sound effects. (Example: shopkeeper speaking to a customer who is buying some fruit.)</i></p> <p><i>EFL.2.2.6. Enjoy extensive listening in English. (Example: listen to stories, watch short movies, experience song lyrics or poetry, etc.)</i></p> <p><i>EFL.2.2.7. Be comfortable taking meaning from spoken texts containing words or sections which are not understood. Be aware that understanding spoken texts does not</i></p>	<p><i>I.EFL.2.6.1. 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)</i></p> <p><i>CEFR: A1.1. All topics</i></p>	
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				<p><i>CE.EFL.2.7. Listening for Information: Follow short and simple spoken texts that include familiar vocabulary and are set in everyday contexts. Identify key items of information within the text, and record or act upon them</i></p>	<p><i>require decoding every word.</i></p> <p><i>EFL2.2.3. Recognize familiar names, words, and short phrases about simple everyday topics whether heard in isolation or within short, simple spoken texts describing people and objects. (Example: vocabulary about self, family, friends and immediate surroundings at school and home, adjectives for color and size, etc.)</i></p> <p><i>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.)</i></p> <p><i>EFL.2.2.5. Record key items of specific information from a heard message or description, either in written form or by drawing picture. (Example: letters of the alphabet, numbers, quantities, prices and times, days, dates and months, etc.)</i></p>	<p><i>I.EFL.2.7.1. Learners can understand short and simple spoken texts well enough to be able to pick out key items of information and record them in writing or drawings, or physically act upon them. (I.3)</i></p> <p><i>CEFR: A1.1. All topics</i></p>		
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				<p><i>CE.EFL.2.8. Production - Pronunciation: Produce individual words and short phrases clearly enough that other people can usually understand them easily.</i></p>	<p><i>EFL.2.2.8. Imitate individual English language sounds, especially those phonemes which do not exist in the student's own L1, both in isolation and within key vocabulary items. EFL.2.2.9. Spell out key vocabulary items using the English alphabet. (Example: names, colors, animals, possessions, etc. EFL.2.2.10 Clap, move, chant, or sing along with short authentic English language rhymes or songs, approximating English rhythm and intonation once familiar with the text. (Example: jump or clap in time to jump-rope rhymes, do the actions to action songs or short rhythmic poems, enunciating some of words in time with the rhythm, etc.)</i></p>	<p><i>I.EFL.2.8.1. 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) CEFR: A1.1. All topics</i></p>		
				<p><i>CE.EFL.2.9. Production - Fluency: Utterances are sometimes produced slowly but use appropriate words and phrases to express basic ideas, initiate conversations and</i></p>	<p><i>EFL.2.2.11. Produce simple, mainly isolated utterances using very short phrases and sometimes individual words, possibly with slow and/or hesitant delivery. (Example: words, phrases</i></p>	<p><i>I.EFL.2.9.1. Learners can express basic ideas, initiate conversations, and respond to simple questions using appropriate</i></p>		

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				<p>respond to questions, including some chunks of language and short sentences.</p> <p>CE.EFL.2.10. Interaction – Interpersonal: Participate effectively in basic interpersonal interactions in everyday contexts, provided the interlocutor speaks slowly and clearly. (Example: requesting, introducing, responding, etc.)</p>	<p>and short sentences about people, animals, things, etc.)</p> <p>EFL.2.2.12. Respond to simple questions in quite a short time and initiate basic interaction spontaneously when there are opportunities to speak. Speech is produced a little less slowly and hesitantly.</p> <p>EFL.2.2.13. Understand and use basic greetings, leave-taking expressions, and other simple everyday phrases to facilitate interpersonal interaction, to introduce others, and to name things. (Example: Thank-you, Can I help you? This is [name], etc.)</p> <p>EFL.2.2.14. Ask and answer basic personal information questions, as well as simple questions about other people, animals, and possessions, provided the interaction is slow and clear. (Example: Where do you live? Do you have a bicycle?, etc.)</p> <p>EFL.2.2.16. Say when they do not understand and ask for slower or clearer repetition where required. (Example: Sorry? Could</p>	<p>words, phrases, and short sentences.</p> <p>Responses may be slow though pauses do not make the interaction tedious or uncomfortable for participants. (I.3)</p> <p>CEFR: A1.1. All topics</p> <p>I.EFL.2.10.1. Learners can interact effectively using a range of basic functional exponents for interpersonal conversations in everyday contexts, providing speech is slow and clear. Learners can request repetition or clarification, and can react appropriately to responses received. (I.3)</p> <p>CEFR: A1.1. All topics</p>		
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					<p><i>you say that again, etc.)</i> <i>EFL.2.2.17. React</i> <i>appropriately to what</i> <i>others say using</i> <i>verbal/non-verbal</i> <i>backchanneling, or by</i> <i>asking further simple</i> <i>questions to extend the</i> <i>interaction. (Example:</i> <i>express interest using</i> <i>facial expression or simple</i> <i>words with appropriate</i> <i>intonation: Oh!, Yes!</i> <i>Thanks. And you? etc.)</i></p>			
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6. BIBLIOGRAPHY/ WEBGRAPHY (Use APA VI edition norms.)		7. OBSERVATIONS:
<i>Resources that will be used for the development of the planning unit, especially that bibliography used for the design of each planning unit, as well as the selected texts to use with students, in order to do this work.</i>		<i>There will be a record of any new issue that may appear in our way to the fulfilling of this planning. Also, some fittings may be suggested, for the better achievement of the goal of what is planned in the instrument.</i>
DONE BY:	REVISED BY:	APPROVED BY:
TEACHER (S):	NAME:	NAME:
Signature:	Signature:	Signature:
Date:	Date:	Date: