

*\*Agregar rúbricas*

**Secuencia Didáctica.**

**Materia: Inglés Nivel: B1+ Maestro: Sandra Ortiz**

**Bimestre: 3 Unidad: 6, 7 & 8 Fechas: Noviembre 29 - Febrero 18**

**Etapa 1: Identificar los resultados deseados**

**Objetivos de la Unidad:**

**Reading:**

-Can read the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.

- Can produce simple connected text on topics which are familiar or of personal interest.

- Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.

**Writing:**

-Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision.

- Can write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important.

**Situación didáctica, preguntas detonadoras, problema a solucionar. (Especifique o describa)**

**Reading:**

-Can read articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.

-Can interpret contemporary literary prose.

**Writing:**

-Can write clear, detailed text on a wide range of subjects related to my interests.

-Can write an essay or report, passing on information or giving reasons in support of or against a particular point of view.

<p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>-Can analyse straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.</li> <li>-Can recall the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>-Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field.</li> <li>-Can express thoughts on more abstract, cultural topics such as films, books, music etc.</li> <li>-Can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling.</li> <li>-Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information (e.g. family, hobbies, work, travel and current events).</li> </ul>	<p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>-Can identify speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar.</li> <li>-Can attend most TV news and current affairs programmes.</li> <li>-Can critique the majority of films in standard dialect.</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>-Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible.</li> <li>-Can take an active part in discussion in familiar contexts, accounting for and sustaining my views.</li> </ul>
<p><b>Entendimientos Duraderos: (Usar taxonomía)</b>  <i>Con base en la taxonomía debes usar los verbos que indiquen el grado de complejidad cognitiva esperas desarrollar.</i>  <b>Los alumnos entenderán que</b></p>	<p><b>Situación didáctica, preguntas detonadoras, problema a solucionar. (Especifique o describa)</b></p>

Con formato: Resaltar

<p>Students ask and answer questions about people's life during specific periods in the past: asking follow-up questions. Students talk about cultural activities that they enjoy.</p>	
<p><b>Los alumnos podrán.... ( en tus propias palabras)</b> Write about generational trends Write about a famous cultural icon: linking sentences.</p>	
<p><b>Etapa 2. Determinar las evidencias para valorar el aprendizaje</b></p>	
<p><b>Evidencias de Aprendizaje: (tareas de rendimiento)</b> <b>Indicadores de rendimiento: proyectos, pruebas unitarias, solicitudes académicas,etc</b></p>	<p><b>Otras evidencias: : Evaluación formativa</b>  Write about generational trends Write about a famous cultural icon: linking sentences</p>

**Etapa 3 : Plan de actividades de aprendizaje**

Monday Nov. 29th	Tuesday Nov. 30th	Wednesday Dec. 1st	Thursday Dec. 2nd	Friday Dec. 3rd
<p>SB. 62-63  Reading. Grammar: modals of obligation.</p>	<p>SB. 64-65  Listening: for gist, for detail.</p>	<p>SB. 66-67  Listening. Vocabulary: hobbies and free time activities.</p>	<p>Practice exercises of present perfect progressive.</p>	<p>LAB</p>

Vocabulary: adjectives ending in -ive		Grammar: present perfect progressive.		
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Monday Dec. 6th	Tuesday Dec. 7th	Wednesday Dec. 8th	Thursday Dec. 9th	Friday Dec. 10th
SB. 68-69  Reading Grammar: had to/ needed to.	SB. 70-71  Cafè Hub	SB. 72  Unit 6 review.  Quiz	Practice exercises. MacMillan app.	LAB

Monday Dec. 13th	Tuesday Dec. 14th	Wednesday Dec. 15th	Thursday Dec. 16th	Friday Dec. 17th
SB. 74-75  Reading. Vocabulary: phrasal verbs.	SB. 76-77  Vocabulary: adjectives to describe food. Grammar: modals of speculation and deduction.	SB. 78-79  Reading. Grammar: comparatives and superlatives.	MacMillan App exercises.	Suspensión de clases!!!

Monday Jan. 10th	Tuesday Jan. 11th	Wednesday Jan. 12th	Thursday Jan. 13th	Friday Jan. 14th
SB. 80-81  Listening. Grammar: the..., the..., Vocabulary: waste	SB. 82-83  Café Hub.	Project: A recipe (explaining step by step how to prepare the dish. And using adjectives to describe	Project: A recipe (explaining step by step how to prepare the dish. And using adjectives to describe	LAB

		food, once the dish is done). INDIVIDUAL	food, once the dish is done). INDIVIDUAL	
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Monday Jan. 17th	Tuesday Jan. 18th	Wednesday Jan. 19th	Thursday Jan. 20th	Friday Jan. 21st
Project presentation	Project presentation	MacMillan app exercises.	SB. 84 Unit 7 review. QUIZ	LAB

Monday Jan. 24th	Tuesday Jan. 25th	Wednesday Jan 26th	Thursday Jan. 27th	Friday Jan. 28th
		MacMillan App exercises.	SB. 86-87  Reading. Vocabulary: word families. Grammar: adjective clauses.	LAB

Monday Jan. 31st	Tuesday Feb. 1st	Wednesday Feb. 2nd	Thursday Feb. 3rd	Friday Feb. 4th
SB. 88-89  Reading. Listening. Vocabulary: creative thinking.	SB. 90-91  Listening. Vocabulary: positive adjectives. Grammar: zero and first conditional.	MacMillan app exercises / Zero and first conditional practice exercises (ISL, Kahoot).	SB. 92-93  Reading. Grammar: conditionals with modals and imperatives.	Congreso PAS

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Monday Feb. 7th	Tuesday Feb. 8th	Wednesday Feb. 9th	Thursday Feb. 10th	Friday Feb. 11th
Suspensión de clases!!!	SB. 94-95 Café Hub.	MacMillan app exercises (speaking and writing).	SB. 96 Unit 8 review. QUIZ	LAB

Monday Feb. 14th	Tuesday Feb. 15th	Wednesday Feb. 16th	Thursday Feb. 17th	Friday Feb. 18th
Valentine's day activities.				LAB