

ESCUELA PREPARATORIA OFICIAL

PLANEACIÓN CONSTRUCTIVISTA POR UNIDAD

Nombre del profesor:	María de los Angeles Pérez Acosta			
Campo disciplinar:	Comunicación y lenguaje			
Asignatura:	English			
Materia:	English III			
Ciclo escolar	Grado	<u>Grupo</u>	<u>Turno</u>	<u>Fecha</u>
2106-2017	<u>2º.</u>	<u>2,3 & 4</u>	<u>morning</u>	<u>September 2016</u>



Unidad: I

Nombre: Famous people and places

Transversalidad: Students are going to talk about existence to express information about what we have in the school to be safe that is related to the health subject.

Contenido programático	Escenario didáctico	Cronograma	Competencias disciplinares básicas y extendidas	Recursos y/o materiales	Evaluación
<p>This unit is oriented to the use of the verb be in past, and existence through using questions to get information about famous people and memories.</p>	<p>The teacher is going to express some examples in present and connect them to the past to establish the context. Then students are going to elaborate their own examples and questions.</p>	<p>September, and first week of October.</p>	<p>Identify and interpret the general idea and the possible development of an oral or written message in a second language, remembering previous knowledge, non-speaking elements and cultural context. (prior knowledge).</p>	<p>C.D. Notebook photocopies</p>	<p>-Participation, attendance, jobs, behaviour -Writing assessment -Speaking</p>

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Observaciones: The teacher must consider the diagnostic exam, to decide if prior to this plan, they are going to have a reviewing of basic aspects like, to be in present and simple present tense.

Proceso cognitivo para el desarrollo de competencias disciplinares básicas.

Atributo 1	Atributo 2	Atributo 3	Competencia disciplinar básica 1
Student express existence and information in past	S. understand the use of the past and the difference with the present tense	S. apply the information to ask and answer about existence and information about famous people in past	Identify and interpret the general idea and the possible development of an oral or written message in a second language
Actividades de apertura			
Estrategia de enseñanza	Estrategia de enseñanza	Estrategia de enseñanza	
T. explains the topic through examples	T. gives some exercises to students to review the grammar	T. models pronunciation and explains how Ss. Are going to apply the structures.	Actividades de cierre
Actividades de desarrollo			Evidencia o producto
Estrategia de aprendizaje	Estrategia de aprendizaje	Estrategia de aprendizaje	Students are going to share examples and information about a famous artist with some pictures.
Ss. Write and share their own examples	Ss. Solve the exercises and participate with some Jobs about the topic	Ss. Work in groups and elaborate a dialogue about the topic, to present it.	

Unidad: II

Nombre: A beautiful city to visit

Transversalidad:

The structure of simple past is going to be used to express past events that are related with the History subject.

Contenido programático	Escenario didáctico	Cronograma	Competencias disciplinares básicas y extendidas	Recursos y/o materiales	Evaluación
<ul style="list-style-type: none">-Regular and irregular verbs-Simple past-Affirmative sentences-Negative sentences-interrogative sentences	“linking language” activity is used to apply the structure. T. gives a picture and Ss. Are going to write words according with their background knowledge to use them to write sentences in simple past	October and November	Transmit messages in a second language or foreign language taking into account the characteristics of the different sociocultural contexts	Notebook. Board, C.D. cardboard pictures, photocopies.	<ul style="list-style-type: none">-Participation, attendance, jobs, behavior-writing assessment-Speaking

Observaciones:

Proceso cognitivo para el desarrollo de competencias disciplinares básicas.

Atributo 1	Atributo 2	Atributo 3	Competencia disciplinar básica 1
Recognizing the verbs and the structure	Practicing naturalistically	Summarizing and applying the structure	S. communicate in a second foreign language through a logical discourse, oral or written, congruent with the communicative situation.
Actividades de apertura			
Estrategia de enseñanza	Estrategia de enseñanza	Estrategia de enseñanza	Actividades de cierre
T. explains the topic according with the temporality	T. explains and guide the activity of "linking language"	T. models and explains the use of the tense in real contexts	Evidencia o producto
Actividades de desarrollo			Cardboard
Estrategia de aprendizaje	Estrategia de aprendizaje	Estrategia de aprendizaje	Dialogue
Ss. Give some examples and solve exercises	Ss. Participate in the activity and express ideas	Ss. Work in groups to present a dialogue	

Unidad: III

Nombre: A night in Guanajuato

Transversalidad: The topic it is used to relate the subject with past events. History subject.

Contenido programático	Escenario didáctico	Cronograma	Competencias disciplinares básicas y extendidas	Recursos y/o materiales	Evaluación
Past progressive -Affirmative sentences -Negative sentences -Interrogative sentences	T. shows a tale to Ss. and guide them to identify the new structure	November-December	Transmit messages in a second language or foreign language taking into account the characteristics of the different sociocultural contexts	Comic, board, notebook, C.D.	-Participation, attendance, jobs, behavior -writing assessment -Speaking

Observaciones:

Proceso cognitivo para el desarrollo de competencias disciplinares básicas.

Atributo 1	Atributo 2	Atributo 3	Competencia disciplinar básica 1
Identify temporality	Understand the structure	Apply it	S. communicate in a second foreign language through a logical discourse, oral or written, congruent with the communicative situation.
Actividades de apertura			
Estrategia de enseñanza	Estrategia de enseñanza	Estrategia de enseñanza	
T. presents the tale and guide students to identify the temporality used	T. explains the use of the structure and how use it with the previous one	T. giving examples explains how to present the final job	Actividades de cierre
			Evidencia o producto
Actividades de desarrollo			A tale
Estrategia de aprendizaje	Estrategia de aprendizaje	Estrategia de aprendizaje	
Ss. Give examples	Ss. Solve some exercises and participate in activities	Ss. Elaborate the final job integrating the topics studied.	

Lugar y fecha: Tlalnepantla, México September 2016

ATENTAMENTE

Vo.Bo.

Profesora: Ma. De los Angeles Pérez Acosta

Subdirectora Académica Profesora: Noemí López Alonso