

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 V			
Ciclo escolar	Grado	<u>Grupo</u>	<u>Turno</u>	<u>Fecha</u>
2016-2017	<u>3º.</u>	<u>1,2,3, & 4</u> <u>1,2 & 3</u>	<u>Morning</u> <u>Afternoon</u>	<u>September 2016</u>



Unidad: I

Nombre: Mysteries and enigmas

Transversalidad: The present perfect tense it is going to be used with the simple past to talk about past events that are related with the subject: Mexico history. Bibliographies about Mexican heroes.

Contenido programático	Escenario didáctico	Cronograma	Competencias disciplinares básicas y extendidas	Recursos y/o materiales	Evaluación
-Verbs in past participle -Affirmative sentences -Negative sentences -Interrogative sentences -The use of: ever, never, for, since	The teacher will start the class questioning about past events that may continue or not, guiding the students to deduct the use of the auxiliary in the structure	September First week of October	Identify and interpret the general idea and the possible development of an oral or written message in a second language, using prior knowledge, nonverbal elements and the cultural context.	Cardboard Board C.D. Photocopies Cards Notebook Videos	-Participation -Writing assessment -Speaking -Jobs

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Observaciones:

Proceso cognitivo para el desarrollo de competencias disciplinares básicas.

Atributo 1	Atributo 2	Atributo 3	Competencia disciplinar básica 1
Remember the use of the structure and its parts (verbs, Auxiliaries)	Understand the temporality and the context to use the tense	Use the structure to express ideas	The student is sable to classify diverse sources of information starting from their content valuate criteria.
Actividades de apertura			
Estrategia de enseñanza	Estrategia de enseñanza	Estrategia de enseñanza	
T. gives examples and guide Ss. To deduct the structure parts	T. gives some examples and exercises to solve, (grammar, reading comprehension) and teacher use the revoicing technique.	T. Foster Ss. to elaborate a dialogue and models pronunciation.	Actividades de cierre
Actividades de desarrollo			Evidencia o producto
Estrategia de aprendizaje	Estrategia de aprendizaje	Estrategia de aprendizaje	Dialogue
Ss. deduct the structure parts and do their own examples.	Ss. solve some exercises and doubts They participate in different activities	Ss. work in groups to write a dialogue (sketch) and practice it to perform it in front of the class	

Unidad: II	Nombre: We reaffirm ideas
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Transversalidad: The use of the tag questions are going to be useful to confirm or disconfirm statements about the biology class.

Contenido programático	Escenario didáctico	Cronograma	Competencias disciplinares básicas y extendidas	Recursos y/o materiales	Evaluación
Tag questions Hard to believe: -to be -past simple -present simple -future	The teacher using the teaching strategy: magic book is going to guide students to remember and identify the tenses and the use of the auxiliaries to write the tag questions	October- November (two first weeks)	Identify and interpret the general idea and the possible development of an oral or written message in a second language, using prior knowledge, nonverbal elements and the cultural context	Magic book Board C.D. Photocopied Cards Notebook Videos	-Participation -Writing assessment -Speaking -Jobs

Observaciones: _____

Proceso cognitivo para el desarrollo de competencias disciplinares básicas.

Atributo 1	Atributo 2	Atributo 3	Competencia disciplinar básica 1
Remember the tenses and the auxiliaries	Understand the use of a tag question and how answer it	Use the tag questions to answer real statements	The student is able to classify diverse sources of information starting from their content evaluate criteria.
Actividades de apertura			
Estrategia de enseñanza	Estrategia de enseñanza	Estrategia de enseñanza	
T. write examples and explains the tag questions.	T. guide ss. to make a magic book and write examples, and gives grammar exercises	T. asks ss. to develop an exercise using real statements	Actividades de cierre
			Evidencia o producto
Actividades de desarrollo			Magic book Exposition
Estrategia de aprendizaje	Estrategia de aprendizaje	Estrategia de aprendizaje	
Ss. are going to participate remembering the tenses required and the structures	Ss. elaborate their magic books to use them in exercises as a guide and solve exercises as well as participate in short dialogues	Ss. working in groups write exercises that they are going to present to the whole class.	

Unidad: III

Nombre: Time machine

Transversalidad: Using the passive voice the students are going to make examples about products that are reviewed in the contemporary science

Contenido programático	Escenario didáctico	Cronograma	Competencias disciplinares básicas y extendidas	Recursos y/o materiales	Evaluación
Passive voice <ul style="list-style-type: none">- Present tense- Past tense- (future)	The teacher is going to present the topic talking about the Coca-cola history	December	Identify and interpret the general idea and the possible development of an oral or written message in a second language, using prior knowledge, nonverbal elements and the cultural context.	Cardboard Board Notebook Internet Candies	-Participation -Writing assessment -Speaking -Jobs

Observaciones:

Proceso cognitivo para el desarrollo de competencias disciplinares básicas.

Atributo 1	Atributo 2	Atributo 3	Competencia disciplinar básica 1
Remembering the structures the students are going to elaborate and talk about some statements	Understanding the passive voice the students are going to prepare examples, and solve a reading comprehension exercise	Using the structure the students are going to present an exposition about a real product	The student talks orally or written way about the history and events that have happened that are related with the contemporary science using the tenses and structures of the language in an appropriate and coherence way.
Actividades de apertura			
Estrategia de enseñanza	Estrategia de enseñanza	Estrategia de enseñanza	
T. is going to explain the topic modeling pronunciation and presenting real examples	T. will present an exposition about the Coca-cola company.T. will help students with doubts about the exercises	T. is going to organize the work job and help students with vocabulary	Actividades de cierre
Actividades de desarrollo			Evidencia o producto
Estrategia de aprendizaje	Estrategia de aprendizaje	Estrategia de aprendizaje	Exposition
Ss. are going to participate and give examples	Ss. will participate and solve some exercises	Ss. are going to work in groups to prepare an exposition, they will investigate and organize activities for their classmates.	

Lugar y fecha: Tlalnepantla, México September 2016

Atentamente

Vo.Bo

Profra. Ma. De los Angeles Pérez Acosta

Profra. Noemí López Alonso
Subdirectora Académica

