

	PLANEACION BIMESTRAL			I.E.D. SERREZUELA MADRID - CUND <small>LOVE – DIGNITY – AUTHONOMY - EXCELLENCE</small>
	PROCESO ACADEMICO			
	SUBJECT	ENGLISH	2018 2020	
	HEADQUARTERS	JOURNEY	COURSE	
VERSION:	PRINCIPAL	AFTERNOON	SEVENTH	CODIGO:
DOCENTE(S):	Ana Beltrán- Andrés León		TERM	FOURTH

DIDACTIC UNIT	TELLING AND SHARING STORIES
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DBA	Describe actions related to a subject.
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MATRIZ DE APRENDIZAJE POR COMPETENCIA

NIVEL DE COMPETENCIA	AFECTIVO – ACTITUDIN.	COGNITIVO	EXPRESIVO - PROCEDIM
I	Shows interest to do the activities proposed in class. Recognizes that everybody is different and deserves respect.	Comprehends different grammar structures in past simple tense.	Can develop the activities in class following easy instructions.
II	Shows responsibility and fulfilment to develop the proposed academic duties in school and at home.	Is able to recognize some modals and using them in a correct context.	Can explain the way in which were done the activities by him.
III	Understands the importance of communication as a means to achieve educational and social goals.	Can analyze and extract information from different articles, audios or videos, songs and specific texts or pieces of reading	Can answer simple questions about the activities he done in English.
METHODOLOGY	TRABAJO EN GRUPO Y/O INDIVIDUAL, INDUCTIVO – DEDUCTIVO, INTERPRETACIÓN PRACTICA Y EXPERIMENTAL, DESEMPEÑO EN PRUEBAS ESCRITAS Y/O GRAFICAS.		

CRITERIOS DE EVALUACION	MATRIZ DE REFERENCIA: EVIDENCIAS DE APRENDIZAJE/EVALUACIONES BIMESTRALES	TIEMPO PREVISTO SEMANAS/PERIODO
1.He/She shows levels of development in cognitive, communication and social interaction skills 2. He/She Shows that they have the ability to apply learning in a context to new contexts. 3. He/She shows willingness to work with other people for the achievement of a common good, which becomes the thread to certain goals. 4. Hands in all the assignments on time	Activities at class (worksheets, workshops Reading .)	2 – 8 WEEK
	Reading plan Unknown vocabulary reading comprehension exercises and overall writing production	2-8 WEEK
	Interviews, Dialogues and performances. (notebook and draft papers)	2-8 WEEK
	Work and prepare different activities corresponding with the English day context.	2-8 WEEK

ESTRATEGIAS PEDAGOGICAS DE APOYO/MEJORAMIENTO: REFERENTES Y RECURSOS COMPLEMENTARIOS

REINFORCEMENT STRATEGIES ACTIVITIES TO DEVELOP	THEMATIC AXIS	DOCUM. DE APOYO
Review the activities programmed in class and present corrections of the difficulties presented in their elaboration.	Simple past : Reinforce(regular and irregular verbs)	https://www.youtube.com/watch?v=G5_AxNRAsA https://www.youtube.com/watch?v=-AFUqcfoQ-A https://www.youtube.com/watch?v=6RedBs8SUhQ https://www.vitutor.com/gramatica_inglesa/verb_tense/simple_past_negative.html https://www.vitutor.com/gramatica_inglesa/verb_tense/simple_past_interrogative.html
Develop proposed work guides.	Modals (can/coud)	https://www.vitutor.com/gramatica_inglesa/verb_tense/the_modals.html
. Home reading, task development and dictionary use.	Modals (should/must)	https://www.vitutor.com/gramatica_inglesa/verb_tense/the_modals.html
Prepare activities corresponding with the English day context.	General activities (ENGLISH DAY)	

NOMBRE/FIRMA DEL ESTUDIANTE: _____	NOMBRE/FIRMA DEL PADRE/MADRE DE FAMILIA: _____
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