

Programación Educativa Individual (PEI) para Inglés



04

Lineamientos que rigen los apoyos curriculares

Partimos de la circular DVM-AC 003-2013, (excepto el anexo 3) la cual establece los lineamientos sobre apoyos curriculares y de acceso para la atención de las necesidades educativas del estudiantado.

Sin embargo, en cuanto al diseño de la programación educativa individual, se hace un cambio según la circular DVM-AC-011-2021, en el contexto de la transformación curricular



Despacho Viceministerio Académico

Transformación curricular, una apuesta por la calidad educativa.

Circular
DVM-AC-011-2021

Para: Direcciones regionales de educación
Supervisiones de centros educativos
Direcciones de centros educativos
Personal docente, técnico docente y administrativo docente
Población estudiantil y comunidad educativa

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Asunto: Actualización del Anexo 3 de la circular DVM-AC-003-2013: La Programación Educativa Individual en el contexto de la Transformación Curricular

Fecha: 28 de abril del 2021

REPÚBLICA DE COSTA RICA
MINISTERIO DE EDUCACIÓN PÚBLICA
Despacho Viceministra Académica

CIRCULAR
DVM-AC-003-2013

De: Dyaláh Calderón,
Viceministra Académica.

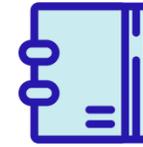
Para: Directores (as) Regionales de Educación.
Jefes(as) de Asesorías Pedagógicas.
Asesores Pedagógicos de Educación Especial.
Directores(as) de Centros Educativos.
Comités de Apoyo de Centros Educativos.

Asunto: Lineamientos sobre apoyos curriculares y de acceso para la atención de las necesidades educativas del estudiantado en la Educación General Básica y Educación Diversificada.

Fecha: 06 de febrero de 2013.



Consideraciones para el diseño de la PEI en la asignatura de inglés



No debe diseñarse un documento aparte para la PEI



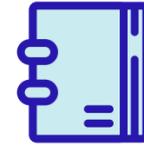
La PEI se concreta en el mismo planeamiento didáctico.



Se debe partir de un diagnóstico para conocer las habilidades y aprendizajes que tiene el estudiante. Se debe partir de lo que el estudiante puede hacer, intereses, preferencias, etc.



Consideraciones para el diseño de la PEI en la asignatura de inglés



Un estudiante podría requerir la adecuación en un área (por ejemplo en listening) y en otra no (por ejemplo en reading)



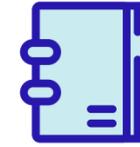
Se considera el enfoque accional de la asignatura



Los aprendizajes y actividades para el estudiante con adecuación significativa en particular irán en una clave de color



Consideraciones para el diseño de la PEI en la asignatura de inglés



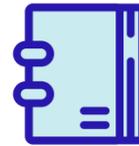
Se presenta en la plantilla de planeamiento didáctico de inglés, según la periodicidad establecida (cada seis semanas)

Plantilla Planeamiento

Term:	Level:	Unit:	Week:
Domain:	Scenario:	Theme:	
Enduring Understanding:			
Essential Question:			
New Citizenship:			
Dimensions			
1. Ways of thinking ()			
2. Ways of living in the world ()			
3. Ways of relating with others ()			
4. Tools for integrating with the world ()			
Learn to Know		Learn to Do	Learn to Be and Live in Community
Grammar & Sentence Frames Vocabulary Phonology		Function Discourse Markers	Psycho-social Socio-cultural
Assessment Strategies & indicators of learning (Diagnostic, formative, summative)	Goals	Pedagogical Mediation/ Didactic Sequence	
Learner...	Learner can		
Mini-Project			Time



Consideraciones para el diseño de la PEI en la asignatura de inglés



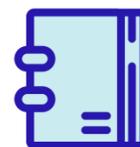
En la columna de assessment strategies, debajo del aprendizaje esperado que se trabajará con el grupo, se va a establecer el indicador que aplicaría para el estudiante en particular. Dicho indicador se escribe con una clave de color.

Assessment Strategies & indicators of learning (Diagnostic, formative, summative)	Goals	Pedagogical Mediation/ Didactic Sequence	Time
<p>Learner... L2 discriminates simple technical explanations if given slowly and clearly and opportunity is given for clarification.</p> <p>Indicator for the student Ana: Recognizes simple prepositions if given slowly and clearly</p>	<p>Learner... L2. understand simple technical explanations if given slowly and clearly and opportunity is given for clarification (e.g., how to get to different places)</p> <p>Aprendizaje esperado general</p> <p>Indicador de aprendizaje que se trabajaría con el estudiante</p>	<p>Pre-listening</p> <p>Listening for the first time</p> <p>Pair/Group feedback</p> <p>Listening for the second time</p> <p>Post-listening</p>	

Cuando el docente lo considere necesario, puede incluir algún indicador o indicadores de aprendizaje previos que se relacionen con la temática por desarrollar.



Consideraciones para el diseño de la PEI en la asignatura de inglés



En la columna de estrategias de mediación se marca de color las actividades que se desarrollarán con el estudiante. Habrá actividades en las que todos los estudiantes pueden participar y en algunos casos, habrá actividades que se desarrollarán únicamente con el estudiante con adecuación significativa

<p>L2 discriminates simple technical explanations if given slowly and clearly and opportunity is given for clarification.</p>	<p>L.2. understand simple technical explanations if given slowly and clearly and opportunity is given for clarification (e.g., how to get to different places)</p>	<p>Pre-listening Show pictures illustrating prepositions to guide students about the conversation they are going to listen. Listening for the first time T plays dialog once. Students listen to the dialogue and answer the question: • What places is the American Visitor looking for? _____ and _____ (https://recursos.mep.go.cr/teachers_guide8/audios.html) Pair/Group feedback Students check the answers Listening for the second time Ls listen again and fill out this exercise as they listen: Where is it? American visitor: Excuse me, I need to get to 1 _____. Where is it? Costa Rican: It's right over there, 2 _____ the bank. American visitor: Ok, great. And after that, I need to catch a bus back home. Where is the bus stop? Costa Rican: There is a bus stop 3 _____ from the pharmacy 4 _____. It will take you 5 minutes to walk there from the pharmacy 5 _____ a small park, you will see the bus stop. American visitor: Oh, right! That bus stop 6 _____ the elementary school, right? Costa Rican: Yes, that's right! American visitor: Thank you so much for all your help. Costa Rican: You're welcome. Pura vida! The student will complete only this part: Where is it? American visitor: Excuse me, I need to get to 1 the pharmacy. Where is it? Costa Rican: It's right over there, 2 _____ the bank.</p>	<p>25 minutes</p> <p>30 minutes</p>
<p>Indicator for the student Ana: Recognizes simple prepositions if given slowly and clearly</p>		<p>Post-listening Ls practice dialogue substituting words and phrases as found on their worksheets. They write a new dialogue by mixing and matching alternative phrases. The student will adapt only this part: American visitor: Excuse me, I need to get to 1 the pharmacy. Where is it? Costa Rican: It's right over there, 2 _____ the bank.</p>	<p>25</p>





Ejemplo hipotético





Algunos aspectos del informe

Nombre de la estudiante: Ana

Edad: 16 años

Nivel: Octavo año

Desempeño de la estudiante:

- Es una estudiante con problemas de memoria a corto plazo.
- Puede asimilar tres o cuatro ítems de vocabulario nuevo. Sin embargo, se debe repasar constantemente y con la ayuda de material concreto y/o imágenes.
- Se le dificulta la comprensión auditiva.
- Comprende textos cortos especialmente con la ayuda de imágenes.
- De forma oral puede reconocer y responder preguntas de sí y no.
- Se le dificulta formar oraciones de forma oral; sin embargo, produce palabras aisladas.
- Le gusta socializar y trabajar colaborativamente
- Aprende mejor con la ayuda de videos e imágenes.



Planeamiento

Didactic Planning

Level: 8 th		Unit: 4	
Domain: Transactional		Scenario: Going Shopping!	Theme: Where is It?
Enduring Understanding: The choices made when deciding what and where to shop may impact a family's budget Essential Question: How does what and where we shop affect the country's economy and context?			
<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Dimensions</p> <p style="text-align: center;">1. Ways of thinking (✓)</p> <p style="text-align: center;">2. Ways of living in the world (✓)</p> <p style="text-align: center;">3. Ways of relating with others (✓)</p> <p style="text-align: center;">4. Tools for integrating with the world (✓)</p> </div>			
New Citizenship:			
Learn to Know		Learn to Do	
Grammar & Sentence Frames		Function	
Article a/an <ul style="list-style-type: none"> There is a bank in front of the park. The Citi Bank is next to the church. Imperatives +/- <ul style="list-style-type: none"> Request the warranty. 		- Exchanging information for shopping wisely. Discourse Markers Linkers: Sequential past time First, Then, After, Finally	
		Learn to Be and Live in Community	
		Psychosocial	
		- Valuing making well thought out, effective decisions (ex: where to go in town for a certain item, using a map to get to a destination). - Demonstrating interest to take part in simple	



Planeamiento

- Don't forget to ask for a receipt.

Demonstratives (those/these, this, that)

- How much are these/those shoes?
- Those are fifteen thousand colones.

Vocabulary

Where is it?

- Right over there, nearby, around the corner, down the street, next to, about five minutes from here, turn left/right, go across, go down, go through, go out of, in front of, opposite, on the corner.

Clave de color:

Celeste para Ana

social interactions when asked.

Proverbs/Quotes

Social Language

- Shopping mall
- I'm just looking.



Planeamiento

Assessment Strategies & Evidences	Learner can	Didactic Sequence Mediation	Time Total: 120 min (3 lessons)
		<p style="text-align: center;">Pre-teaching</p> <p>Routine: Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc. <i>T instructs students to bring colored pencils to the next class.</i></p> <p style="text-align: center;">Participating</p> <p>Warm up T plays preposition game with mouse (this week's PPT). Ls supply correct preposition</p> <p style="text-align: center;">Engaging</p> <p>Activation of prior knowledge T replays preposition video from week 1. Students manipulate 2-3 items on their desks to mimic prepositions in song.</p> <p style="text-align: center;">Introducing</p> <p style="text-align: center;">T review vocabulary from dialogue using PPT: Right, left, straight, block, intersection, far, close, traffic light, middle, corner</p>	<p style="text-align: center;">5 minutes</p> <p style="text-align: center;">15 minutes</p> <p style="text-align: center;">10 minutes</p>



Planeamiento

<p>L2 discriminates simple technical explanations if given slowly and clearly and opportunity is given for clarification.</p> <p>Indicator for the student Ana:</p> <p>Recognizes simple prepositions if given slowly and clearly</p>	<p>L.2. understand simple technical explanations if given slowly and clearly and opportunity is given for clarification (e.g., how to get to different places)</p>	<p style="text-align: center;">Pre-listening</p> <p>Show pictures illustrating prepositions to guide students about the conversation they are going to listen.</p> <p style="text-align: center;">Listening for the first time</p> <p>T plays dialog once. Students listen to the dialogue and answer the question:</p> <ul style="list-style-type: none"> • What places is the American Visitor looking for? _____ and _____ <p>(https://recursos.mep.go.cr/teachers_guide8/audios.html)</p> <p style="text-align: center;">Pair/Group feedback</p> <p>Students check the answers</p> <p style="text-align: center;">Listening for the second time</p> <p>Ls listen again and fill out this exercise as they listen:</p> <p style="text-align: center;">Where is it?</p> <p>American visitor: Excuse me, I need to get to 1 _____. Where is it? Costa Rican: It's right over there, 2 _____ the bank. American visitor: Ok, great. And after that, I need to catch a bus back home. Where is the bus stop? Costa Rican: There is a bus stop 3 _____ from the pharmacy 4 _____. It will take you 5 minutes to walk there from the pharmacy 5 _____ a small park, you will see the bus stop. American visitor: Oh, right! That bus stop 6 _____ the elementary school, right? Costa Rican: Yes, that's right! American visitor: Thank you so much for all your help. Costa Rican: You're welcome. Pura vida!</p> <p>The student will complete only this part:</p> <p style="text-align: center;">Where is it?</p> <p>American visitor: Excuse me, I need to get to 1 the <u>pharmacy</u>. Where is it? Costa Rican: It's right over there, 2 _____ the bank.</p> <p style="text-align: center;">Post-listening</p> <p>Ls practice dialogue substituting words and phrases as found on their worksheets. They write a new dialogue by mixing and matching alternative phrases.</p> <p>The student will adapt only this part:</p> <p>American visitor: Excuse me, I need to get to 1 the <u>pharmacy</u>. Where is it? Costa Rican: It's right over there, 2 _____ the bank.</p>	<p>25 minutes</p> <p>30 minutes</p> <p>25 minutes</p>
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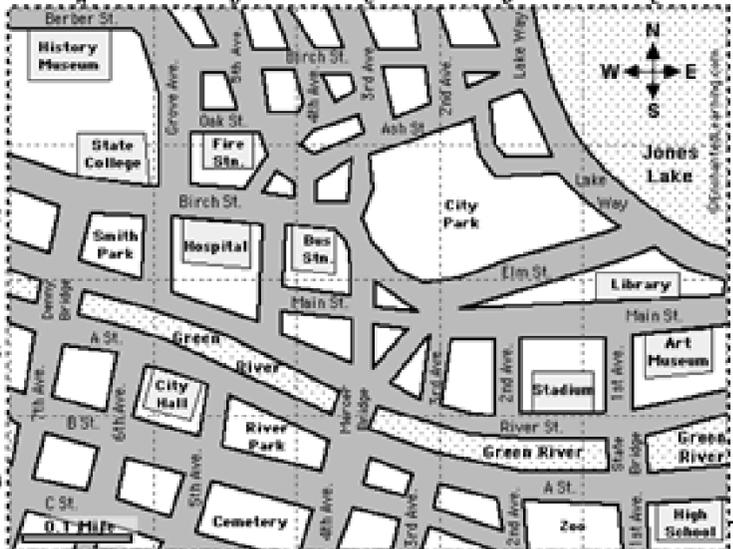


Planeamiento

<p>SI.1 Asks appropriate questions during a conversation to ensure that the other person understands points being made or information being given.</p> <p>Indicator for the student</p> <p>Answers to Y/N questions about locations (Ex: Is the person next to the bank?)</p>	<p>SI.1 ask appropriate questions during a conversation to ensure that the other person understands points being made or information being given.</p>	<p style="text-align: center;">Spoken Interaction/Production</p> <p style="text-align: center;">Planning</p> <p>T uses same goods and services cards and community cards used during week one. Also has cards saying: next to, behind, in front of, in, between</p> <p style="text-align: center;">Organizing</p> <p>T teaches rule for use of a and an with nouns. Example: an apple, a banana Teacher explains the use of this/that, these/those using this week's PPT</p> <p>T will use goods, services and preposition cards to review vocabulary, this, that, these and those and prepositions on the board. T models speech— T pulls a card from each of 3 decks—the preposition, the item (goods and services) card and the community cards and says, "This is an apple. This is a bank. (or these are bananas) <u>the</u> apple is next to the bank". She says the final sentence as she places the apple next to the bank on the board. Finally, teacher asks class (when standing away from the board) "What is that?" (<u>pointing</u> at the apple, then at the bank) or "What are those?" (for plural items) Where is the apple?</p> <p style="text-align: center;">Rehearsing</p> <p>Volunteer L is called to the front and draws one card from each of the 3 decks and repeats <u>teachers</u> actions from the organizing section. This is repeated with each student or with pairs of students.</p> <p>The student is asked a yes /N question to check understanding of the preposition and good and service: Ex: the student answers to the question <i>Is the car next to the store?</i> (the student answers according to the picture cards)</p> <p style="text-align: center;">Interacting/Describing</p> <p>Students answer questions according to pictures (where is the _____?) in pairs/groups The students answer to Y/N questions according to the pictures (Is the ball in front of the school?)</p>	<p>10 minutes</p>
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Planeamiento

<p>R.3. Discriminates directions for getting to a place, using everyday reference material (e.g., advertising material and city maps, GPS gadgets).</p> <p>Indicator for the student</p> <p>Identifies places of the community using everyday reference material (e.g., advertising material and city maps).</p>	<p>R.3. understand directions for getting to a place, using everyday reference materials (e.g., advertising material, city maps and GPS gadgets).</p>	<p>Pre-reading T reviews some vocabulary related to giving directions by using pictures</p> <p>Reading for the first time Students read the map and color according to the following code: Blue:water, Red:fire station, Orange:museums, Yellow:stadium, Green:parks, Pink:city hall, Purple:hospital, Brown:cemetery.</p> <p>Pair/Group feedback Ls compare answers with a partner.</p> <p>Reading for the second time Students answer according to the map:</p> <ul style="list-style-type: none"> • Draw a black "X" where River Street meets State Bridge. • In red, draw a short street route from the library to city hall. Write instructions for the route you drew. • Which bridge is closest to the Art Museum? _____ • When you look north, you see the river. When you look east, you see the High School. Where are you? _____ <p>Post-reading T clarifies any questions that have arisen during the activity. Students are asked to come up with their own questions based on the map.</p> 
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