**PLANEAMIENTO DIDÁCTICO EN LA ASIGNATURA DE INGLÉS**

**I y II Ciclos**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Term:** | | **Level:** | | | | **Unit:** | | **Week:** | |
| **Domain:** | | | | | **Scenario:** | | **Theme:** | | |
| **Enduring Understanding**: | | | | | | | | | |
| **Essential Question:** | | | | | | | | | |
| **GENERAL COMPETENCES**   * Responsible Citizenship ( ) * Life Competences ( ) * Competences for Employability ( ) | | | | | | | | | |
| **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 & Evidences of learning**  (Diagnostic, formative, summative) | | | | **Goals** | **Pedagogical Mediation/ Didactic Sequence** | | **Time** | | |
| Learner… | Learner can | | | |  | | | |  |
| **Integrated Mini-Project** | | | | | | | | | **Time** |
| **Phase**: | | | | | | | | |  |
| **Reflective Teaching** | | | | | | | | | |
| **What worked well** | | | **What didn’t work well** | | | | **How to improve** | | |
| **Enduring Understanding Reflection** | | | | | | | | | |
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The six weeks of planning are divided as follows: four weeks dedicated to working on the established learning goals in the curriculum for each year. The fifth week is used for reinforcing, providing feedback, and evaluating the expected learning outcomes that the teacher considers necessary to revisit after the work carried out during the first four weeks. Therefore, considering that the mediation activities that can be proposed will depend on the work done during the first four weeks, when presenting the unit plan, the teacher will write suggestions for mediation activities that can be used to reinforce the learning goals and assessment strategies and are related to the nature of the goals in each unit. In the sixth week, students will work in all stages of the integrated mini-project.