# Plan de unidad

Haga clic sobre la descripción del texto, luego digite su propio texto.

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| **Autor de la unidad** |
| Nombre y apellido  | Melva Esther Lamboglia Jones |
| Nombre de la institución educativa | Instituto Profesional y Técnico Juan Díaz |
| Ubicación de la institución educativa |  Panama Central Region 1, Juan Díaz, first street, beside Melo Company. |
| Otros datos de la institución educativa | IPT Juan Diaz is a high school that offers certificates of Turism and Commerce. |
| **Descripción de la unidad** |
| **Título de la unidad** |
| *Global English* |
| **Resumen de la unidad** |
| *Unit number 1 from book Everything of Richmond Company begins with a clear idea of the importance of English as a second language and how it has a lot of words related to Spanish and other languages that make it easy to learn. This unit has reading, writing, listening and speaking activities to develop these skills in order to learn English easier. Moreover, I adequeate these activities to fulfill my objectives of speaking in class.* |
| **Espacio/s curricular/es o asignatura/s** |
| English for Turism |
| **Año y nivel** |
| *Students of 11 H-I-J* |
| **Tiempo necesario aproximado**  |
|  *8 periods of class , 45 minutos, 2 weeks,*  |
| **Fundamentos de la unidad** |
| **Contenidos**  |
| * Conceptual

 Grammar in Context for communicative purpose. Parts of speech (Nouns, pronouns, verbs, adjectives, adverbs and articles)* Procedural

 Using vocabulary new vocabulary related with the topic.  Applying the grammar structures in a written and  oral form.* Attitudinal
* Developing a positive attitude toward sharing personal ideas with the class.
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| **Objetivos del aprendizaje**  |
| * Be aware of the importance of the English language for personal and professional success.
* Integrate and develop listening, speaking, reading and writing skills to express ideas, opinions and describe personal affairs
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| **Preguntas orientadoras del plan de unidad**  |
| **Pregunta esencial** | *¿Is English language useful in today’s world?* |
| **Preguntas de unidad** | ¿How many words are are similar to spanish and repeated several times in the reading selection? |
| **Preguntas de contenido** | *Is it necessary to go to USA to learn English?* |

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| **Plan de evaluación** |
| **Cronograma de evaluaciones** |
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| **Antes de empezar el trabajo del proyecto** | **Durante el desarrollo del proyecto** | **Una vez completado el proyecto** |
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| * Diagnostic Evaluation
* All the students will observe a visual about the topic “Global English”. In groups, they’ll decided how the images are related with the tittle of the page in Montage program. They will also co-evaluate each other answer and will take the best decision to tell the teacher.
* They will identify key, friendly or similar words related to Spanish they found in the text.

 | * Formative Evaluation
* They study the English grammar rules about the simple present tense.
* They answer written practice on the book in their notebook and tell their answers orally.
* They form new sentences about English using the images provided by the book and the teacher.
 | * *Summative*
* *They will present an oral speech about how English influence our lives and future Jobs.*
* *This will be a short speech of 5 lines with a visual made of the help of Montage page in internet.*
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| **Resumen de evaluaciones** |
| *The evaluation criteria used during this Project are the following>**Diagnostique> Students will evaluate each other’s answer when it is indicated that they have to talk about the ideas that come up their minds when they look at the images on the screen or copies. They will list carefully what they tell about the images and they will evaluate if among us they have chosen the correct group answer.*[*http://montagepages.fuselabs.com/public/MelvaLamboglia/GlobalEnglish2/a32600a1-ae12-4151-bea7-8f4340445d41.htm*](http://montagepages.fuselabs.com/public/MelvaLamboglia/GlobalEnglish2/a32600a1-ae12-4151-bea7-8f4340445d41.htm)[*http://montagepages.fuselabs.com/public/MelvaLamboglia/GlobalEnglish/5a72390b-2e65-49c1-9698-5f40a204e50b.htm*](http://montagepages.fuselabs.com/public/MelvaLamboglia/GlobalEnglish/5a72390b-2e65-49c1-9698-5f40a204e50b.htm)*Formative>they will look the grammar explanation that is in their book and they will form sentences in affirmative, negative way using the simple present tense of the verb to be and other verbs. They will correct among them according to the grammar rules.**Summative>Students will make oral presentation about English as a Global Language according to their own ideas using Montage platform. This speech will be evaluated using a check list and a rubric. The check list will be used to evaluate the Montage page example and the rubric to evaluate the speech.* |
| **Detalles de la unidad** |
| **Habilidades previas** |
| *All my students should know the use of the simple present grammar rules because they have studied these rules years before because they are in the eleven grade.**They should know the use of the computer and the use of internet.* |
| **Procedimientos** |
| *All the students will look at the screen in class where there is a Montage presentation of the “Global English” done by me. After that, they have to tell what they think about the images presented in it and how they are related with the topic. When they explain their ideas. The teacher ask them to read a short text about “Global English on their textbook. They have to scan the text looking for words similar to Spanish and words that are repeated several times. They have to mention how many times they appear in the text. After the reading, they have to work in groups and answer comprehension questions about the text in their notebooks and share their ideas with the rest of the class.**After finish these activities, they continue with the grammar area making sentences through pictures. They analyze the images, and make sentences about the topic using grammar in context. They continue answering the grammar practices in their notebooks. Then they will work in groups to prepare their speeches about their Montage presentation.* |
| **Adaptaciones curriculares** |
| **Estudiante con necesidades especiales** |  |
| **No hispano-parlantes** |  |
| **Estudiante talentoso** | *In each group, there will be a skillful student which will help their classmates with the use of the computer programs and also some pages as reference to improve their presentations. Also, they will help their classmates with extra material about the use of friendly words to improve their presentations.*<http://www.my-spanish-dictionary.com/english-words-spanish-origin.html>[*http://spanish.about.com/cs/vocabulary/a/obviouswrong.htm*](http://spanish.about.com/cs/vocabulary/a/obviouswrong.htm)[*http://www.colorincolorado.org/educators/background/cognates/*](http://www.colorincolorado.org/educators/background/cognates/) |
| **Materiales y recursos necesarios para la unidad** |
| **Tecnología – Hardware** (equipo necesario)  |
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| [ ] x Cámara [ ]  Computadora(s) [ ] x Cámara digital [ ]  Reproductor de DVD[ ]  xConexión a Internet  | [ ]  xDisco láser[ ]  x Impresora [ ] xSistema de proyección [ ]  Escáner [ ]  Televisor  | [ ]  VCR [ ]  Cámara de vídeo [ ]  Equipo de vídeo conferencia[ ] x Otro |
| **Tecnología – Software** (necesario) |
|  |
| [ ]  Base de datos/Hoja de cálculo [ ]  Diagramador de publicaciones [ ] x Programa de correo electrónico[ ]  Enciclopedia en CD-ROM  | [ ] x Editor de imágenes [ ]  Buscador Web [ ]  x Multimedia  | [ ]  x Desarrollo de páginas web [ ] x Procesador de texto [ ]  Otro        |
| **Materiales impresos** | *Everything 2,by Richmond Publishing, 2009.**Dictionary Spanish/English* |
| **Suministros** |  |
| **Recursos** **de Internet** | [*www.montage.com*](http://www.montage.com)[*www.melvalamboglia.montage.com*](http://www.melvalamboglia.montage.com) |
| **Otros Recursos** |  |

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