

**ESCUELA FISCAL
"ANTONIO ANTES"**

**AÑO LECTIVO
2025-2026**

PLANIFICACIÓN MICROCURRICULAR DE UNIDAD DIDÁCTICA O PARCIAL

1) Datos informativos

Docente:	Ing. Carolina Moran	Área:	General, Diversificada
Asignatura:	Ingles	Grado:	Septimo
N° Unidades:	6	Evaluated:	
N° Semanas:	39	Paralelo:	A-B-C
Fecha de Inicio:	23/06/2025	Fecha de Finalización:	23/03/2026

2) CONTENIDO CURRICULAR POR UNIDAD

Unidad 1: Greetings, Introductions and Basic Personal Information			
Objetivos específicos	Contenidos	Criterios de evaluación	Indicadores de evaluación
<ul style="list-style-type: none"> • OB.I.1.1. Students will be able to greet people and introduce themselves in English using appropriate phrases. • OB.I.1.2. Students will be able to ask and answer basic personal questions in English (name, age, nationality). 	<ul style="list-style-type: none"> • CO.I.1.1. Greetings (Hello, Hi, Good morning, Good afternoon, Good evening, Goodbye, Bye) • CO.I.1.2. Basic introductions (My name is..., I'm..., Nice to meet you.) • CO.I.1.3. Asking and answering personal questions (What's your name?, How old are you?, Where are you from?) 	<ul style="list-style-type: none"> • CE.I.1.1. Correct use of greetings and introductions in spoken and written form. • CE.I.1.2. Ability to ask and answer personal questions fluently and accurately. 	<ul style="list-style-type: none"> • IE.I.1.1. Students can greet and introduce themselves confidently in role-play activities. • IE.I.1.2. Students can accurately answer at least 8 out of 10 personal questions in a written quiz.

Unidad 2: Describing People and Places			
Objetivos específicos	Contenidos	Criterios de evaluación	Indicadores de evaluación
<ul style="list-style-type: none"> • OB.I.2.1. Students will be able to describe physical appearance using simple adjectives. • OB.I.2.2. Students will be able to describe places using simple vocabulary. 	<ul style="list-style-type: none"> • CO.I.2.1. Adjectives to describe physical appearance (tall, short, fat, thin, etc.) • CO.I.2.2. Vocabulary to describe places (big, small, beautiful, old, modern, etc.) • CO.I.2.3. Simple sentences to describe people and places. 	<ul style="list-style-type: none"> • CE.I.2.1. Accurate use of descriptive adjectives to describe people and places. • CE.I.2.2. Ability to construct simple sentences to describe people and places. 	<ul style="list-style-type: none"> • IE.I.2.1. Students can correctly describe a person's appearance in a written paragraph. • IE.I.2.2. Students can create a descriptive paragraph about a place using appropriate vocabulary.

Unidad 3: Present Simple Tense			
Objetivos específicos	Contenidos	Criterios de evaluación	Indicadores de evaluación
<ul style="list-style-type: none"> • OB.I.3.1. Students will be able to understand and use the present simple tense correctly in affirmative, negative, and interrogative forms. • OB.I.3.2. Students will be able to use the present simple tense to talk about habits and routines. 	<ul style="list-style-type: none"> • CO.I.3.1. Formation of present simple (affirmative, negative, interrogative). • CO.I.3.2. Use of present simple for habits and routines. • CO.I.3.3. Frequency adverbs (always, usually, often, sometimes, rarely, never). 	<ul style="list-style-type: none"> • CE.I.3.1. Correct use of the present simple tense in different sentence structures. • CE.I.3.2. Ability to use the present simple tense to describe habits and routines. 	<ul style="list-style-type: none"> • IE.I.3.1. Students can correctly conjugate verbs in the present simple tense in a written exercise. • IE.I.3.2. Students can write a short paragraph about their daily routine using the present simple tense.

Unidad 4: Family and Friends

Objetivos específicos	Contenidos	Criterios de evaluación	Indicadores de evaluación
<ul style="list-style-type: none"> • OB.I.4.1. Students will be able to identify and name different family members in English. • OB.I.4.2. Students will be able to describe their family and friends. 	<ul style="list-style-type: none"> • CO.I.4.1. Vocabulary related to family members (mother, father, brother, sister, etc.) • CO.I.4.2. Vocabulary related to describing relationships (friend, best friend, classmate, etc.) • CO.I.4.3. Simple sentences to describe family and friends. 	<ul style="list-style-type: none"> • CE.I.4.1. Accurate use of vocabulary related to family and friends. • CE.I.4.2. Ability to describe their family and friends using complete sentences. 	<ul style="list-style-type: none"> • IE.I.4.1. Students can correctly identify and name at least 10 family members in a picture. • IE.I.4.2. Students can write a short paragraph describing their family using appropriate vocabulary.

Unidad 5: Food and Drink			
Objetivos específicos	Contenidos	Criterios de evaluación	Indicadores de evaluación
<ul style="list-style-type: none"> • OB.I.5.1. Students will be able to name different types of food and drink in English. • OB.I.5.2. Students will be able to talk about their likes and dislikes regarding food and drink. 	<ul style="list-style-type: none"> • CO.I.5.1. Vocabulary related to food and drink (fruits, vegetables, meats, drinks, etc.) • CO.I.5.2. Expressing likes and dislikes (I like..., I don't like..., My favourite... is...) • CO.I.5.3. Simple sentences to talk about food and drink preferences. 	<ul style="list-style-type: none"> • CE.I.5.1. Accurate use of vocabulary related to food and drink. • CE.I.5.2. Ability to express likes and dislikes clearly and correctly. 	<ul style="list-style-type: none"> • IE.I.5.1. Students can identify and name at least 15 different types of food and drinks in a picture. • IE.I.5.2. Students can write a short paragraph about their favorite food and drink using complete sentences.

Unidad 6: Hobbies and Free-Time Activities			
Objetivos específicos	Contenidos	Criterios de evaluación	Indicadores de evaluación
<ul style="list-style-type: none"> • OB.I.6.1. Students will be able to name different 	<ul style="list-style-type: none"> • CO.I.6.1. Vocabulary related to hobbies and free-time 	<ul style="list-style-type: none"> • CE.I.6.1. Accurate use of vocabulary related to 	<ul style="list-style-type: none"> • IE.I.6.1. Students can list at least 8 different hobbies and free time activities.

<p>hobbies and free-time activities.</p> <ul style="list-style-type: none"> • OB.I.6.2. Students will be able to talk about their hobbies and free-time activities using the present simple tense. 	<p>activities (reading, playing sports, watching movies, etc.)</p> <ul style="list-style-type: none"> • CO.I.6.2. Using the present simple tense to talk about habits and routines (related to hobbies). • CO.I.6.3. Simple sentences to describe hobbies and free-time activities. 	<p>hobbies and free time activities.</p> <ul style="list-style-type: none"> • CE.I.6.2. Ability to describe their hobbies and free-time activities using the present simple tense correctly. 	<ul style="list-style-type: none"> • IE.I.6.2. Students can write a short paragraph describing their favorite hobby using the present simple tense and appropriate vocabulary.
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