



Domínio/ Subdomínios Conteúdos	Aprendizagens Conhecimentos/ Capacidades e atitudes <i>O aluno deve ficar capaz de:</i>	Ações estratégicas de ensino orientadas para o perfil dos alunos	Descritores do perfil dos alunos	
1º Período				
<p>Unit 0 (Revision)</p> <ul style="list-style-type: none"> • Items of the house, public buildings, the daily routine • Dictionary Time <p>Unit 1 Wild Side</p> <ul style="list-style-type: none"> • Ecology in the wild • Eco-friendly sports • Sports vs Environment • Forest fires • Extreme nature • Save the ocean • Dictionary Time <p>Extensive Reading Short story (Future Perfect)</p> <p>Unit 2 Food, glorious food</p>	<ul style="list-style-type: none"> • Verb tenses • prepositions of place • interrogative pronouns • reflexive pronouns • prefixes and suffixes <ul style="list-style-type: none"> • Present simple and adverbs of frequency • Past simple (regular/ irregular verbs) • Used / didn't use to • Used to / usually <p>Verb Tenses (revisions)</p> <ul style="list-style-type: none"> • Adjective degrees 	<ul style="list-style-type: none"> • To read about the Items of the house, public buildings and daily routine • To listen about the Items of the house, public buildings and daily routine • To speak about the Items of the house, public buildings and daily routine • To write about the Items of the house, public buildings and daily routine <ul style="list-style-type: none"> • To read about the environment and sports • To listen about the environment and sports • To speak about the environment and sports • To write about the environment and sports • To answer to a quiz • To describe and identify pictures of natural disasters • To describe and identify pictures of eco-friendly sports. • To talk about eco-friendly sports / saving the ocean / surfing sports • To talk about habits • To describe past actions • To describe habits in the past • To write about being eco-friendly <ul style="list-style-type: none"> • To read the short story (Future Perfect) • To understand the short story <ul style="list-style-type: none"> • To read about food 	<ul style="list-style-type: none"> • Filling in gaps • Matching pictures <ul style="list-style-type: none"> • Pronouncing long and short vowels <ul style="list-style-type: none"> • Class interaction • Gap filling • Question/answer • Table filling • Finding synonyms • Completing sentences/words • Matching • Writing sentences • Identifying hobbies • Multiple choice • Categorization • Open dialogue • Writing a composition • True/False • Wordsearch • Anagram • Crossword 	<p>Conhecedor / sabedor / culto / informado:</p> <p>A, B, G, I, J</p> <p>A, B, G, I, J</p>

<p>Broadcast media Online media</p> <ul style="list-style-type: none"> • Internet piracy • Video games and TV <p>Unit 6 Tomorrow and Yesteryear</p> <ul style="list-style-type: none"> • Robotics • Formal and Informal English 	<ul style="list-style-type: none"> • Conditional sentences types 0 and 1 • Modal verbs – could / couldn't – would / wouldn't(revision) • Phrasal verbs 	<ul style="list-style-type: none"> • To read about the robotics • To listen about the robotics • To speak and write about the robotics • To write about the robotics • To reflect on home schooling • To read the secret life of an Amish teenager • To write a message to the future • To write an SMS conversation 	<ul style="list-style-type: none"> • Matching • Asking /answering • Gap filling • Quiz • True/false • Completing a paragraph/sentences • Answering questions on TV • Multiple choice • Writing paragraphs • Table filling • Explaining the meaning of words • Writing an article /sentences • Class discussion • Synonyms • Class discussion • Translation • Completing a song • Finding evidence/equivalents • Skimming • Scanning • Ordering word groups • Linking sentences • Dictionary skills • Writing opposites • Categorization • Research work • Composition • Pair work • Group work • Project work 	<p>A, B, E, F, G, H, I, J</p>
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Nota: Os conteúdos programáticos abordados ao longo do ano letivo poderão estar sujeitos a reestruturação, de acordo com necessidades dos alunos e com a situação didática específica.

Avaliação		
Domínios	Modalidades	Instrumentos de avaliação
<p>Conhecimentos e capacidades</p> <ul style="list-style-type: none"> . competência comunicativa; . competência intercultural; . competência estratégica. <p>Atitudes e valores</p> <ul style="list-style-type: none"> . comportamento; 	<ul style="list-style-type: none"> . Contínua e formativa; . Sumativa; . Autoavaliação; . Heteroavaliação. 	<ul style="list-style-type: none"> • Observação direta • Exercícios e trabalhos de casa • Trabalhos individuais, em pares e em grupos, em contexto da sala de aula . Fichas de avaliação . Provas orais • Grelhas de observação e avaliação.

<ul style="list-style-type: none">. autonomia,. participação;. responsabilidade.		
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