República de Costa Rica
Ministerio de Educación Pública

Educar para una Nueva Ciudadanía

Programa de Estudio de Inglés
Segundo Ciclo de la Educación General Básica

Transformación
Curricular

Ciudadanía digital con equidad social
Ciudadanía para el Desarrollo Sostenible
Ciudadanía planetaria con identidad nacional

REPÚBLICA DE COSTA RICA

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PROGRAMAS DE ESTUDIO DE INGLÉS

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"Educating for a New Citizenship"

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"Educating for a New Citizenship"

Transformación curricular: un avance decisivo hacia la Nueva Ciudadanía

En el marco de una concepción renovada del fortalecimiento educativo, visión integral que hemos denominado Educar para una nueva ciudadanía, distintas iniciativas innovadoras hemos puesto en marcha. Estas incluyen procesos de gestión más dinámicos y abarcadores, proyectos ambiciosos con un impacto integral dentro del Ministerio de Educación Pública, y evidentemente una serie de cambios sustantivos en el ámbito propiamente educativo.

La transformación curricular que ha producido nuevos programas de estudio para el ciclo lectivo 2017 es un claro ejemplo de ello.

Hablamos de una transformación curricular pues se trata de un cambio integral que supone el dominio de habilidades y, en el caso de los idiomas, de competencias. Buscamos que la persona estudiante no solo esté en el centro del hecho educativo, sino que se haga cada vez más responsable de su propio proceso de aprendizaje, el cual responda claramente a las expectativas, ilusiones, sueños y retos de un ciudadano, una ciudadana del nuevo milenio. Propiciamos un aprendizaje más dinámico, más creativo, más desafiante.

De la misma forma, hemos ubicado toda labor de renovación y cambio dentro del MEP en el contexto de las tendencias internacionales del presente en el ámbito educativo. La transformación curricular no es una excepción: de ahí la importancia de que los nuevos programas se ubiquen en el marco de parámetros internacionales de calidad y pertinencia.

Con los nuevos programas pretendemos dar pasos significativos para construir una verdadera ciudadanía planetaria: orientada hacia sí misma y hacia la sociedad, hacia lo local, -con una fuerte marca de identidad-, y hacia lo global. Una ciudadanía que actúa para el beneficio de la colectividad, que asume la responsabilidad de pensar, de soñar y de crear las condiciones idóneas para desarrollar una sociedad participativa que asegure una mejor calidad de vida para todas y para todos. Buscamos seres humanos libres, autónomos, críticos y autocríticos, con un desarrollo integral.

Buscamos un ser humano conocedor profundo de su contexto y de su historicidad, capaz de interiorizar las necesidades de los demás, de ser respetuoso de la diferencia, colaborador, activo, socialmente responsable, que asuma compromisos, que participe activamente en la búsqueda de soluciones, que piense por sí mismo, que establezca conexiones y que genere cambios; una persona capaz de trabajar con otras, con pensamiento holístico, que se reconecte con el arte, la cultura y las tradiciones, que piense y contextualice lo local y lo global, conocedora de los grandes desafíos de nuestro tiempo, que valore la naturaleza y contribuya a reproducirla; una persona con inteligencia emocional y espiritual, que piense integralmente.

Ciudadanía respetuosa de los derechos humanos, comprometida con el desarrollo sostenible. Una nueva ciudadanía digital que convierta las posibilidades que brindan las tecnologías de información y comunicación en una oportunidad inédita de aprendizaje, participación, colaboración y proyección.

En fin, con una educación renovada construimos una Nueva Ciudadanía para la vida en común y le abrimos novedosas posibilidades de desarrollo a nuestros niños, niñas y jóvenes. Este es nuestro compromiso y también nuestra inspiración.

Sonia Marta Mora Escalante
Ministra de Educación

"Educating for a New Citizenship"

I. INTRODUCTION

The development of communicative competence in English is an aspiration and a request of the Costa Rican society upon the educational system. Advances and extended coverage in the use of information and communication technologies (ICT) as well as transportation are allowing more people to travel, do business and communicate faster across the world. Within this context, English has become the language of international and intercultural communication and trade among countries. It has the status of a lingua franca, the language for transmission of scientific and academic knowledge, and the main door to cutting-age technology.

Speaking English fluently is one of the abilities a 21st Century learner must develop to have access to better life opportunities. The Costa Rican educational system is committed to achieving this goal of having bilingual citizens in two or more languages by means of a comprehensive, articulated curriculum from kindergarten through high school. Given this mandate, the new curriculum has been sequenced so that learners reach a minimum level of English proficiency of A2 when completing primary education and B1 or B2 (depending on the study plans) when completing secondary education progressively, according to the levels described by the Common European Framework of Reference for languages (CEFR). To achieve this goal, curriculum, teaching, learning and assessment have to be aligned at the classroom level as well as in the national test.

English has become a lingua franca, the language of international communication. Millions of people all over the world with the most diverse languages and cultural backgrounds are using English to interact in person and digitally. In 2008, English was declared a national interest to improve the country's competitiveness to bolster the productive sector (decreto ejecutivo 34425-MEP-Comex, La Gaceta N°61, 2008). In order to accomplish this, MEP has taken the following concrete steps towards increasing the English Language Proficency of both teachers and students:
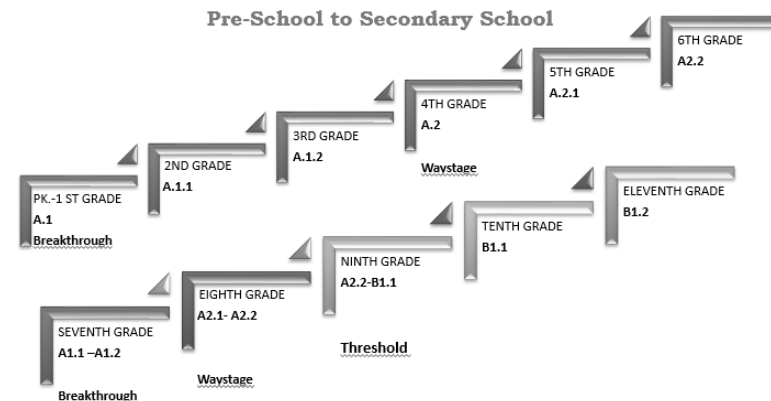
a) Administering to teachers the TOEIC-MEP to determine their baseline English proficiency level with reference to standards articulated in the Common European Framework of Reference, the results of which have been used to design and implement training courses to improve the communicative language ability of teachers and their teaching practices.

b) Administering to students the TOEIC-Bridge test to determine their baseline English language proficiency level with reference to standards articulated in the Common European Framework of Reference.

c) Aligning the band descriptors of the CEFR into the new curriculum and extending them to reflect the Costa Rican context. In this respect, the A2 band was established as an exit requirement for primary school learners and B1 or B2 for high school students, depending on the study plans of the respective curriculum (e.g., number of English lessons per week, and/or organization of groups.

d) Revisioning the relationships between teaching, curriculum and assessment, where l**earning** is conceptualized as the **target of education**.

e) Revisioning assessment in classroom and standardized testing contexts and its role in providing empirically based information to both close learning gaps and generate evidence of learning sucesses.

f) Promoting a National English Festival as a way to support learners' language development at school.

g) Designing an articulated English language curriculum from preschool to high school that responds to workplace needs in the global context.

Figure 1 presents the proficiency levels articulated in the CEFR as it applies to the English language curriculum in Costa Rica across the grade levels. These levels will be adopted in 2017 starting with first and seventh grade. By 2021, it is expected that progressively the learners will reach level A2 at the end of the Second Cycle and B1 at the end of Diversified Education.

**Proficiency Levels Projection
for the English Curriculum**

Pre-School to Secondary School

PK.-1 ST GRADE
A.1
Breakthrough

2ND GRADE
A.1.1

3RD GRADE
A.1.2

4TH GRADE
A.2
Waystage

5TH GRADE
A.2.1

6TH GRADE
A2.2

SEVENTH GRADE
A1.1 –A1.2
Breakthrough

EIGHTH GRADE
A2.1- A2.2
Waystage

NINTH GRADE
A2.2-B1.1
Threshold

TENTH GRADE
B1.1

ELEVENTH GRADE
B1.2

Tables 1 and 2 present the CEFR proficiency bands along with performance indicators for the respective cycles. These indicators articulate what learners are able to accomplish with the target language when communicating. Since the CEFR does not specify how language is integrated (e.g., reading to write) in real-life contexts, these performance indicators have been expanded for the Costa Rican context.

Table 1 Costa Rican general descriptors according to CEFR English proficiency bands for First and Second Cycles

Basic User	A1	• Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows, and things he/she has. • Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. • Can understand and use familiar everyday language in the interpersonal and transactional domain and formulaic expressions aimed at the satisfaction of needs that are concrete and level-appropriate. • Can show limited ability to use grammatical strcutures (e.g., punctuation, capitalization, and sentence patterns). **EXTENSION OF THE CEFR STANDARDS - INTEGRATION OF LANGUAGE ABILITIES** • Can use A1 level, grade level, and age appropriate linguistic (e.g., present verb forms), socio-cognitive (e.g., associating strategies) and socio-affective (e.g., cooperating or coping strategies) resources to integrate topical content from oral and written text to perform a goal-oriented product (mini-project) based on an integrated sequence of activities within some domain, scenario, and theme. Linguistic resources include grammatical forms and meanings; socio-cognitive resources include a range of meta-cognitive strategies (planning) and cognitive strategies (revising); and socio-affective resources consist of strategies such as cooperating and coping. • Can use A1 level, grade level and age appropriate digital and telecommunication resources to research, plan, and implement the mini-project. • Can give, receive, and respond to feedback at critical stages of the creative process. • Can use level and age appropriate linguistic resources to integrate information from a reading or a listening or other inputs to perform from one skill modality to another (e.g., listening to speak, read to write) to achieve the goal of the scenario. • Can display awareness and development of non-cognitive dispositions (such as effort, perseverance, engagement, empathy, and focus).
	A2	• Can understand sentences and frequently used expressions related to the interpersonal and transactional domain (such as very basic personal and family information, shopping, local

		geography, and employment).
Basic User		• Can communicate routine tasks requiring a simple and direct exchange of information on familiar and routine matters using simple sentence structures. • Can describe in simple terms aspects of his/her background, immediate environment, and matters in areas of immediate need. • Can use some simple structures accurately but continues to exhibit basic systematically errors (e.g., verbs tenses, use of prepositions, and articles). **EXTENSION OF THE CEFR STANDARDS - INTEGRATION OF LANGUAGE ABILITIES** • Can use A2 level, grade level and age appropriate linguistic (e.g. past verb forms), socio-cognitive (e.g., grouping strategies) and socio-affective (e.g., cooperating or questioning for clarification strategies) resources to integrate topical content from oral and written text to perform a goal-oriented product (mini-project) based on an integrated sequence of activities within a domain, scenario, and theme. Linguistic resources include grammatical forms and meanings; socio-cognitive resources include a range of meta-cognitive strategies (monitoring) and cognitive strategies (resourcing); and socio-affective resources consist of strategies such as cooperating and coping. • Can use A2 level, grade level and age appropriate digital and telecommunication resources to research, plan, and implement the mini-project. • Can give, receive, and respond to feedback at critical stages of the creative process. • Can use level and age appropriate linguistic resources to integrate information from a reading or a listening input or other inputs to perform from one skill modality to another (e.g., listening to speak, read to write) to achieve the goal of the scenario. • Can display awareness and development of non-cognitive dispositions (such as effort, perseverance, engagement, empathy, and focus).

Table 2 Costa Rican general descriptors according to CEFR English proficiency bands for Third Cycle and Diversified Education

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Basic User	A1	- Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. - Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. - Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. - Can show limited ability to use simple grammatical structures and conventioins such as punctuation, and capitalization. **EXTENSION OF THE CEFR STANDARDS - INTEGRATION OF LANGUAGE ABILITIES** - Can use A1 level, grade level and age appropriate linguistic (e.g. present verb forms), socio-cognitive (e.g., associating strategies) and socio-affective (e.g., cooperating or coping strategies) resources to integrate topical content from oral and written text to perform a goal-oriented product (mini-project) based on an integrated sequence of activities within a domain, scenario and theme. Linguistic resources include grammatical forms and meanings; socio-cognitive resources include a range of meta-cognitive strategies (planning) and cognitive strategies (revising); and socio-affective resources consist of strategies such as cooperating and coping. - Can use A1 level, grade level and age appropriate digital and telecommunication resources to research, plan, and implement the mini-project. - Can give, receive, and respond to feedback at critical stages of the creative process. - Can use level and age appropriate linguistic resources to integrate information from a reading or a listening or other inputs to perform from one skill modality to another (e.g., listening to speak, read to write) to achieve the goal of the scenario. - Can display awareness and development of non-cognitive dispositions (such as effort, perseverance, engagement, empathy, and focus).
	A2	- Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., very basic personal and family information, shopping, local geography, employment). - Can communicate in simple and routine tasks requiring a simple and direct exchange of

Basic User	A2	information on familiar and routine matters. • Can describe in simple terms aspects of his/her background, immediate environment, and matters in areas of immediate need. • Can use some simple structures accurately but continues to systematically exhibit basic errors (such as verbs tenses, use of prepositions, articles). **EXTENSION OF THE CEFR STANDARDS- INTEGRATION OF LANGUAGE ABILITIES** • Can use A2 level, grade level and age appropriate linguistic (e.g. past verb forms), socio-cognitive (e.g., grouping strategies) and socio-affective (e.g., cooperating or questioning for clarification strategies) resources to integrate topical content from oral and written text to perform a goal-oriented product (mini-project) based on an integrated sequence of activities within a domain, scenario and theme. Linguistic resources include grammatical forms and meanings; socio-cognitive resources include a range of meta-cognitive strategies (monitoring) and cognitive strategies (resourcing); and socio-affective resources consist of strategies such as cooperating and coping. • Can use A2 level, grade level and age appropriate digital and telecommunication resources to research, plan, and implement the mini-project. • Can give, receive, and respond to feedback at critical stages of the creative process. • Can use level and age appropriate linguistic resources to integrate information from a reading or a listening input or other inputs to perform from one skill modality to another (e.g., listening to speak, read to write) to achieve the goal of the scenario. • Can display awareness and development of non-cognitive dispositions (such as effort, perseverance, engagement, empathy, and focus).
Independent User	B1	• Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, and leisure like a radio or TV program when the delivery is relatively slow and clear. • Can understand texts that consist mainly of high frequency everyday or job-related language. • Can understand the description of events, feelings, and wishes in personal letters. • Can deal with most situations likely to arise while travelling in an area where the language is spoken. • Can enter unprepared into conversation on topics that are familiar, of personal interest, or

Independent User	B1	pertinent to everyday life (e.g., family, hobbies, work, travel and current events). • Can produce simple connected text on topics, which are familiar, or of personal interest. • Can narrate a story from a book or film and describe personal reaction. • Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans. • Can express self reasonably accurately in familiar, predictable situations and know enough vocabulary to talk about my family, hobbies and interests, work, travel, and news and current events. **EXTENSION OF THE CEFR STANDARDS - INTEGRATION OF LANGUAGE ABILITIES** • Can use B1 level, grade level and age appropriate linguistic (e.g., complex verb forms), socio-cognitive (e.g., deduction/induction, inference strategies) and socio-affective (e.g., cooperating or questioning for clarification strategies) resources to integrate topical content from oral and written text to perform a goal-oriented product (mini-project) based on an integrated sequence of activities within a domain, scenario and theme. Linguistic resources include grammatical forms and meanings; socio-cognitive resources include a range of meta-cognitive strategies (evaluating) and cognitive strategies (resourcing); and socio-affective resources consist of strategies such as cooperating and coping. • Can use B1 level, grade level and age appropriate digital and telecommunication resources to research, plan, and implement the mini-project. • Can give, receive, and respond to feedback at critical stages of the creative process. • Can use level and age appropriate linguistic resources to integrate information from a reading or a listening input or other inputs to perform from one skill modality to another (e.g., listening to speak, read to write) to achieve the goal of the scenario. • Can display awareness and development of non-cognitive dispositions (such as effort, perseverance, engagement, empathy, and focus).

II. WHY A NEW ENGLISH CURRICULUM?

The English curriculum reform responds to four main concerns:

First of all, learners need an updated curriculum that reflects the knowledge, skills, and abilities needed to communicate in a range of language use contexts and to succeed in the information age as 21st century learners. The needs analysis (Informe de Diagnóstico: Programas de Estudio de Inglés para Preescolar, Primaria y Secundaria, 2015) that informed this reform suggested that some of the target contents of pre-school, elementary and secondary school´s curriculum had lost pertinence as manifested by anecdotal reports collected from teachers and students. Secondly, learners who receive English lessons in elementary and high schools are not reaching the expected English proficiency levels after eleven or twelve years of instruction. Among other things, these shortcomings could be attributed to the fact that the current curriculum fails to specify the English language proficiency level that students are expected to attain at the end of each cycle and to the fact that the assessments in both classroom and standardized testing contexts are not systematically aligned with curriculum and instruction. Thirdly, for citizens to communicate effectively in the global context and to face the challenges of an interconnected world, they need to possess a number of competences. Purpura (2016) summarized these competences as follows:

> Over the years, the geopolitical and technological forces in the workplace have increased the knowledge, skills, and abilities (KSAs) that people need to perform their jobs. We are now asked to read, listen, and synthesize large amounts of information from several sources via multiple modalities; search for information, judge its accuracy, and evaluate its applicability; and use communication technologies to collaborate in teams whose members represent a diverse global community (National Research Council, 1999, 2001). Importantly, many of us are asked to do this in a second, foreign, or heritage language (L2), requiring competencies for communicating ideas and establishing relationships in culturally respectful ways (p. 190).

In addition, he stated that:

> To succeed in this environment, L2 users must demonstrate that they have the skills needed to process information, reason from evidence, make decisions, solve problems, self-regulate, collaborate, and learn – and they need to do this in their L2 (p. 190).

This view is in line with the concept of education for a new citizenship that maintains that 21st century learners must integrate proactively in a globalized world while strengthening their national and global identity.

The new Curriculum within the Framework of Education for a New Citizenship

Education for a new citizenship envisions learners as active agents of change able to:

- Use knowledge, skills, and abilities beyond school contexts.
- Express their own points of view.
- Practice peaceful conflict resolution and search for democratic solutions.
- Harmonize social and economic development and environmental sustainability.
- Take action in favor of sustainability of local, national and global resources.
- Be aware of a global world where national borders have become more diffused.
- Use ICTs and access to knowledge networks as tools for communication, innovation, and proactive social service.
- Reflect and use critical thinking processes.
- Be compassionate national and global citizens.
- Practice democratic principles such as freedom of expression and religion, respect for plurality and cultural diversity (sexual, linguistic, and ethnic) as stated in the Costa Rican Constitution.
- Defend and protect Human Rights and be against all forms of discrimination.

As the chart below shows, the concept of New Citizenship is sustained by three main pillars:

Sustainable Development: The concept of "sustainable development" manifests the explicit desire for a new relationship between human beings and all forms of life in general with the environment. It seeks to harmonize social and economic development considering the availability of sustainable resources to each nation, region, country and the planet. It recognizes that resources are finite, and we are part of a single planet, which requires promoting healthy and environmentally-friendly lifestyles.

Digital Citizenship: Digital citizenship implies an understanding of human, cultural, and social issues related to the use of information and communication technologies (ICTs). It supports the implementation of relevant KSAs for understanding the principles that guide: ethics, legality, safety, and accountability in the use of the internet, social networks and technologies available.

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Global Citizenship: The concept of global citizenship is related to the growing interdependence and interconnectedness of people and places thanks to advances made by information and communication technologies, which enable connection and immediate interaction between people around the world. The interrelation among these pillars is shown in Figure 2.

Figure 2. Dimension for Educating for a New Citizenship
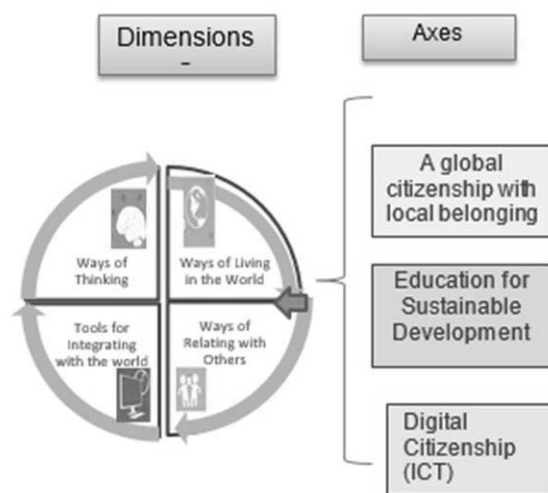
Finally, the findings from the needs assessment (Informe de Diagnostico de los Programas de Estudio de Inglés, 2015)

applied to a sample of stakeholders including English Advisors, other language specialists (e.g., university professors, school teachers) and students revealed a need for:

* Better articulation of learning objectives, contents and assessments across the cycles.
* More coherence among the curricular elements.
* Improved clarity of the learning objectives.
* More detailed specification of pedagogical mediation.
* The incorporation of Information and Communication Technologies in the learning environment.
* Reduction of the number of units in the curriculum.
* More learning resources for teachers and students.
* Reconceptualization of assessment practices in both classroom and national contexts.
* Alignment of assessments with learning, instruction, and the curriculum.
* Establishing explicit criteria (e.g, language content knowledge, pedagogical content knowledge, assessment literacy, and digital literacy) for hiring and retaining English language instructors.
* The English class primarily delivered in the target language.

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∗ Strengthening communication and coordination with universities in relation to teacher formation and teacher training.

To this end, the administration has worked in collaboration with stakeholders to propose a complete reform of the program of study.

III. LEGAL FOUNDATION

The English curriculum is founded on a legal framework that includes the 1949 National Constitution, clauses 76 to 89, which relate to education and culture and states the fundamental values contemplated in the Constitution. The Basic Education Law, Article 2, establishes the aspirations of the Costa Rican government, in terms of civic education, with a humanistic philosophy and the purposes of Costa Rican Education, which are detailed below:

a) To educate citizens who love their country, are aware of their rights and their fundamental freedoms, and have a deep sense of responsibility and respect for human dignity.

b) To contribute to the full development of the human personality.

c) To prepare citizens for a democracy in which individual interests are reconciled with those of the community.

d) To encourage the development of solidarity and human understanding.

e) To preserve and expand our cultural heritage by imparting knowledge about the history of man, great works of literature, and fundamental philosophical concepts.

Similarly, the educational policy for the 21st century highlights the importance of strengthening Costa Rica´s democratic tradition by developing citizens with leadership skills, a critical mind, and a strong sense of cultural identity. Some basic principles of the policy are the following:

1. Learners should be able to reach their full potential and contribute to the development of the country.
2. Learners should be able to interact with people from other cultures respecting their own values and the values of others.
3. Education should contribute to sustainability in production and economy in order to increase productivity and improve the country´s competitiveness.

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This educational policy, *the school as the core of the quality of Costa Rican education*, recognizes and reinforces the need of assuring learners of a quality education by paying attention to their personal characteristics, their needs and aspirations, and their learning styles. It also acknowledges their cultural, ethic, social, economic backgrounds, talents, abilities, and religious beliefs so that learning becomes meaningful and pertinent.

It recognizes three dimensions of learning: learning to know, learning to do, learning to be and to live in a global society as fundamental for a complete education.

Therefore, schools will provide learners with opportunities for harmonious living and active participation in the solution of problems in a collaborative way.

UNESCO, in the document "Education in a Multilingual World," acknowledges that learning other languages provides new ways of interpreting the world and gives access to a new value system encouraging inter-cultural understanding and helping reduce xenophobia. In addition, the National Development Plan "Alberto Cañas Escalante" highlights the importance of increasing economic growth and creating quality jobs as a way to reduce poverty and inequality. Speaking English fluently is a skill that learners undoubtedly must develop to achieve this aspiration. Therefore, the educational policies in the

framework of Education for a New Citizenship are aimed to provide learners with an education for life that encourages creative innovation and multilingualism to enhance human development with equity and sustainability in the context of quality schools.

Education for a New Citizenship envisions schools as places of opportunity for students, in terms of equity, diversity, relevance and quality of education (as mandated in the Law 7600, which provides the legal foundation for the fulfillment of the students with special needs` rights as human beings).

IV. PHILOSOPHICAL FOUNDATIONS

The education reform is nurtured by three philosophical trends stated in the Educational Policy "Towards the 21st Century" -- humanism, rationalism and constructivism -- in accordance with the concept of the integral perspective of the human being.

A) **Rationalism** Rationalism promotes the development of complex, challenging, creative and critical thinking skills, in order to face the multidimensional perspective of problems with the support of cooperative learning and pedagogical scaffolding.

B) Humanism Searches for the full realization of the human being, as a person, endowed with dignity and values for the common will.

C) Constructivism The learner constructs and reconstructs understanding and learnings based on prior knowledge from his/her life and in exchange with others.

Language Learning Considerations

Philosophical Considerations

These curricular considerations see the learner as a social agent at the center of the curriculum who is active, independent, critical, reflective, creative, innovative, inquisitive, and respectful of human rights and socially committed to their community, country, and the world. To achieve this aspiration, the learning environments and experiences promote dialogue and the search for creative responses and solutions to real-life problems.

Psychological Considerations

These take into account the whole development of the person and is associated with affective dispositions that influence language learning such as self-reflection, engagement, effort, perserverence, self-esteem, self-perception, and sensitivity toward others. The pedagogical mediation values individual pathways toward learning. It is substantive, flexible, inclusive, and culturally relevant, respecting the individual differences and learning potential of all students. The learning environment promotes democratic principles of agency.

Neurological Considerations

These are related to the brain's architecture and how maturational processes influence language development. Research evidence (Jacobs & Schumann, 1992) shows that as the human brain matures some functions are assigned or lateralized to the left hemisphere or right hemisphere of the brain. Language functions are controlled mainly by the left hemisphere. The process of lateralization begins at the age of 2 and ends around puberty. During this time, the brain is neurologically assigning functions little by little to one side of the brain or the other. The plasticity of the brain at young ages enables children to acquire fluent control of a first and second language. This is why it is important to start learning foreign languages early in life.

Sociocognitive Considerations

These are related to the brain's architecture (attention, short-, working- and long-term memory) and how it functions to process information (metacognition) related to learning and communication. With respect to the brain's architecture, the new curriculum needs to be sensitive, for example, to the attention span of learners, the capacity of the brain to process information given the limitations of working memory, the complexity and cognitive load of tasks presented to students. In terms of the brain's functionality, the new curriculum needs to take stock of how learners process information (e.g., auditory processing, and simultaneous processing) and retrieve it from long-term memory in order to generate responses in relation to tasks. This involves a range of strategies including (meta) cognitive meta (affective), meta (interactional) strategies (Oxford, 2010; Purpura, 2014) in task completion. These considerations are critical factors in how teachers need to design pedagogical and assessment tasks.

According to research (Brown, 1993) human cognition has its greatest development through the first 16 years of life. This factor is critical in the process of language development and second language acquisition. According to Ausubel (1964),

adults will benefit more from explicit teaching of grammatical forms and deductive thinking than children will. Young learners learn better from inductive teaching and experiential learning as it happens in their natural process of first language acquisition. Of course, this depends as well on contextual factors, resources available and the meaningfulness of the pedagocical mediation. Another important aspect is that learning to be meaningful has to be connected to existing knowledge and experience.

Socio-cultural Considerations

These principles stress the importance of valuing and respecting the uniqueness of each existing culture at local, national, and global levels. It includes the notions of diversity, interdependence, and interconnection among others. It involves analyzing the complexity of times, societies, communities and families, where different dynamics and cultural values coexist. The students in their interactions learn new behaviors, values, and social skills in line with a human rights approach and through democratic participation.

Core Considerations

In the last decades, globalization has restructured the world as a unique space with a new social-cultural and economic order

with complex interrelations and interdependencies. As a result, The United Nations Educational, Scientific, and Cultural Organization (UNESCO), in 1996, presented the Delors report, written by the Education Commission for the 21st Century. This document constitutes a philosophical framework to guide new curricular reforms in Latin America and the Caribbean, as a key tool for promoting social, economic and cultural changes within a global perspective and sustained in three main pillars of learning:

- **Learning to Know:** The learner acquires knowledge on how to live with dignity and contribute to society. It fosters the development of cognitive capacities such as memory, imagination, problem solving and the ability to think in a coherent and critical way.
- **Learning to Do:** This learning implies application of knowledge into practice. Learning to do thus shows a shift from skill to competence. This shift involves the ability to communicate effectively with others and promotes an aptitude toward teamwork and social skills.
- **Learning to Be and to Live in Community:** This pillar of learning implies a curriculum, which aims at the development of the whole person by cultivating

qualities of empathy, imagination, and creativity, and guiding students in acquiring universally shared human values beyond the school. This learning implies the development of such qualities as: knowledge and understanding of self and others; appreciation of the diversity of the human race, and an awareness of the similarities between; and the interdependence of all humans.

V. PEDAGOGICAL CONCEPTUALIZATION

The English curriculum is permeated by the principles and understandings of the following theoretical and pedagogical frameworks.

The Socio-Constructivist Approach

The socio-constructivism approach perceives the learner as a responsible member of a world community and views teachers as social engineers.

The design of the syllabus adopts the socio-constructivist theory of learning, encouraging active learner´s participation, interaction, and its adaptation to the context. Ten principles of social constructivism are summarized as follows (Pérez, 2002):

"Educating for a New Citizenship"

1. Construction and reconstruction of knowledge is a continuing process, progressive, and never-ending.
2. People learn in meaningful ways.
3. Learners learn better in collaborative environments and exchanges.
4. People learn progressively at different stages of life.
5. The learner´s mental and motor activity are both fundamental to creating long-term meaningful learning.
6. Prior experiences facilitate or inhibit the acquisition of new learning.
7. Mind and language development are influenced by the historical and socio-cultural context.
8. The appropritiation of new knowledge implies a break from prior knowledge; therefore, cognitive conflict must be addressed and overcome.
9. Educational content must be treated in three dimensions: concept, procedure and attitude.
10. Application of meaningful learning is fundamental for longlasting learning.

Holism

Holism conceives reality as a set of systems, a mixture of chaos and order where uncertainty is greater than the known reality. There is a network of connections; everything is affected and interdependent.

Consequently, the holistic vision is centered in universal principles of the human condition. All educational agents accept and respect themselves. They are aware of the unity as well as diversity.

The learner moves from a fragmented world vision to an integral one, where everything and everyone are interconnected and interdependent.

Furthermore, under this perception, the learner becomes aware of his/ her capacity to transcend his/her own will, ego, physical, mind and emotional limits in his/her search to connect with a superior spiritual wisdom. This allows the construction of values, concepts and traditions for developing a life with meaning and sense.

Consequently, the holistic vision is centered in universal principles of the human condition. All educational agents accept and respect themselves. They are aware of uniqueness as well as diversity.

The learner moves from a fragmented world vision to an integral one, where everything and everyone are interconnected and interdependent.

Critical Pedagogy

The critical pedagogy emphasizes the political dimension of teaching whereby learners become producers of knowledge, not just consumers. They are subjects of their own learning process.

Moreover, this teaching pedagogy promotes questioning and inquiry of the learner´s own beliefs and social, political, and economic realities by means of facing different life "dilemmas".

This liberating education destroys the division between teacher-student, as the dialogue between them is essential for education. Thus, the role of the teacher is to enhance dialogue, debates, collaborative work and help learners question their realities.

By contrast, the role of the teacher in "banking education" (which is characterized by the filling of students' minds as though they were empty vessels) is that of information-provider and does not focus on empowering the students as agents of their own learning.

In problematizing education, educators and students educate each other; one learns from the other. The educator is prepared and then establishes a more balanced relationship with his students. Learners are now critical of what dialogue with the educator is. (Freire, 2002)

VI. ENGLISH AS AN OBJECT OF STUDY

The purpose of studying English in the Educational System is the development of the learner's communicative competence as well as the knowledge, skills, abilities, values, and competences of a 21st century citizen. This requires the implementation of innovative communicative language teaching methodologies. These methodologies are supported by principles established in the Common European Framework of Reference for languages (CEFR), the Action-Oriented Approach, and the Educating for a New Citizenship Framework.

VII. PEDAGOGICAL APPROACH

The Common European Framework of Reference for Languages in the Costa Rican Context

The CEFR for Languages is used in the English curricular reform as a reference for the following considerations:

- It provides a common basis for the development of language syllabi, curriculum guidelines, textbooks, and assessment.
- It describes what language learners do at diiferent levels of proficiency within particular domains and scenarios.
- It defines 6 reference levels of proficiency, defined by means of appropriate "Can Do" performance descriptors to assess learners´ performance at each stage.
- It provides a common terminology that can be adapted for all languages and educational contexts.

The CEFR defines communication as a social act, where learners are social agents, developing a range of general and specific communicative language competences, moving from learning about the language to learning to communicate in the language in active, spontaneous, and authentic language interaction. Most of the tasks to be accomplished have a meaningful communication objective, for example, solving a problem in a given scenario. The CEFR defines competences as "the sum of knowledge, skills and characteristics that allow a person to perform actions in society." (p.9). They are comprised of general and specific competences as shown in the following charts. General competences consist of knowledge, skills, and abilities to learn and existential competence that are not language- specific but learners use them when performing all kinds of actions including language activities.

Three language-specific competences are called upon by the learner when performing language tasks: linguistic, sociolinguistic and pragmatic. (See the following tables.)

Table 4 General Competences

General Competences			
Declarative Knowledge	**Skills and know-How**	**Existential knowledge**	**Ability to Learn**
Resulting from empirical and and formal knowledge	Ability to carry out metacognitive procedures accompanied by forms and existencial competence	Culture related factors (willingness to engage with other people in social interaction)	Language & Communication Awareness

General Phonetic Awareness & Skills |
| Knowledge of the World

Sociocultural Knowledge

Intercultural Awareness | Practical Skills

Intercultural Skills | Attitudes Motivations Values Beliefs Cognitive Styles Personality Factors Self-image | Study skills

Heuristic Skills |

Table 5 Specific Competences

Specific competences		
Linguistic Competence	**Sociolinguistic Competence**	**Pragmatic Competence**
Lexical Grammatical Semantic Phonological Orthographic	Social Relations Politeness Conventions Expressions of Folk Wisdom Register Differences Dialect & Accent	Discourse Competence Functional Competence

Adapted from Piccardo, Berchoud, Cignatta, Mentz, Pamula, 2011, p. 35

The communicative language competences involve knowledge, skills, and know-how for each of the following three components:

The following table describes the proficiency performance descriptors that have been used as reference in the curriculum for each of the levels A1, A2, B1, and B2 according to the CEFR.

- **Linguistic Component**: Deals with the knowledge of phonology, morphology, lexicon and syntax.

- **Sociolinguistic Component**: Refers to the socio-cultural conditions of language use such as social group repertoires or politeness rules.

- **Pragmatic Component**: Covers, among others, speaker´s and receptor´s attitudes and beliefs, their understanding of the context of an utterance and the functional use of language; for example the use in specific scenarios of how to act in a given social event or how to participate in a job interview.

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Table 6 Common References Levels: Global Scale

Source: Common European Framework of Reference for languages, 2001.

Independent User	B2	• Can understand the main idea of complex text on both concrete and abstract topics, including tecnichal discussion in his/her field of specialization. • Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. • Can produce clear, detailed text on a wide range of subjects and explain a view point on a topical issue giving the advantages and disadvantages of various options.
	B1	• Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. • Can deal with most situations likely to arise while travelling in an area where the language is spoken. • Can produce simple connected text on topics, which are familiar, or of personal interest. • Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	• Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., very basic personal and family information, shopping, local geography, employment). • Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. • Can describe in simple terms aspects of his/her background, immediate environment, and matters in areas of immediate need.
	A1	• Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. • Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. • Can interact in a simple way, provided the other person talks slowly and clearly and is prepared to help.

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The Action-Oriented Approach

This curriculum adopts the Action-Oriented Approach or the Task-based Approach, (Samuda & Bygate, 2008) one of the latest communicative language methodologies which places emphasis on what learners know and do to communicate successfully by completing tasks, using general and specific competences in meaningful context and real-life scenarios. There is a progressive shift from the Communicative Approach to the Action-Oriented Approach. The curriculum maintains an eclectic view, but favors the Action-Oriented Approach among the other pegagogical views.

An Action-Oriented Approach sees students as active agents responsible for their own progress in learning and sees communication as a social activity designed to accomplish specific tasks.

Within this approach to English language learning, students develop communicative competence, gain knowledge of various English cultures, and develop their full potential as national and global citizens.

In order to develop effective English lessons using the Action-Oriented Approach, teachers consider some basic principles:

1. The students are social agents that use the target language to perform specific actions in real life contexts meaningfully.
2. Language performances, in oral or written form, respond to language functions and are carried out in specific scenarios.
3. Enabling and communicative activities are task-based and real-life.
4. Learners use authentic materials as comprehensible input, as much as possible.
5. The ICT become an important tool to create meaningful learning experiences.
6. A great degree of autonomy is placed on the learner; therefore, the teacher works in the development of learners' meta-cognitive, meta-affective, and meta-social strategies.
7. Intercultural awareness plays an important role for getting meaning across and facilitating communication among cultures.
8. Vocabulary, syntax, cohesive forms, and phonology are taught with the purpose of facilitating communication.

Piccardo (2014), a leading expert on the Action-Oriented Approach emphasizes that grammar is taught, but it is only "one component of communicative competence." She acknowledges, "the rules and structures of grammar and vocabulary are *necessary, yet insufficient* condition for communication," and emphasizes that in order to communicate effectively, "one must know not only how a language works, but also what parts of the language to use and when. These vary depending on the situation, the context, the listener, and the communication intention." (p.12)

The Role of Tasks

Tasks can be non-comunicative or communicative language activities that make demands upon the learner´s knowledge, skills, and abilitiies.

They are defined as any purposeful action considered by an individual as necessary in order to achieve a given result in the context of a problem to be solved, an obligation to fulfill, or an objective to be achieved (CEFR,10). Tasks are set in a context that learners would face in everyday life within scenarios and domains. Learners are able to demonstrate what they "can do" in English, as well as what they know about English language structures, vocabulary, functions, psycho-social and socio-cultural aspects.

Some examples are writing a class newspaper, obtaining certain conditions in the negotiation of a contract, playing a game of cards, and ordering a meal in a restaurant. The action-oriented task seeks to break down the walls of the classroom and connect it with the outside world.

In the communicative vision, shaped in the 1980s and 1990s, the task was seen as class work, with an emphasis on content rather than form (Nunan, 2004). This view has been redefined so that a learning task makes it possible to structure learning around moments, actions, and products that are vivid, defined, and concrete. The learner is not speaking or writing for the teacher or pretending to speak or write to another person, but rather speaking or writing in a real life context for a social purpose.

Tasks in the Action-Oriented Approach often involve the creation of a product as the students perform the task. This product may be a brochure for tourists, a blog entry, or a fund raising project for a humanitarian cause. "However, not only the specific outcome, but also the process, which leads to the final result, is important for communication in the language classroom: this involves a step-by-step organisation, learners' activation of strategies and competences, consideration of the

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setting and social forms, as well as materials and support"

Project-Based Learning

Project work is an important element in a task or action-oriented approach because it is a learner-centered, process-oriented, and collaborative task. It offers students the opportunity to take responsibility for their learning, set their own learning objectives, go step-by-step and demonstrate what has been learned by creating an end product. Additionally, projects allow students to be in contact with authentic language and learning experiences that go beyond the classroom setting. Another benefit of project work is that it brings together mixed ability learners in which each individual contributes according to his or her different talents and creativity (Fried-Booth, 2002).

Pedagogic Use of Technologies

Since education is not a static process; likewise, educational technology updates and re-generates to cope with all the changes and demands of a globalized world. The use of technology in English teaching goes back to the 1960's. Since that time, technology and education keeps evolving in parallel. As Dudeney and Hockly state, "…younger learners are growing up with technology, and

(Piccardo et al., 2011, p. 39).

it is a natural and integrated part of their lives" (2008). For that reason, its implementation and maximization in the English class becomes essential in today's learning environment, demanding that *teachers are prepared to suffice the needs* of the students in this context. The internet as one resource of technology is a valuable tool for providing students with real input for listening and reading tasks such as podcasts, radio broadcasts, online television, movies, songs and the like.Internet and mobile phones can also be combined to create real exchanges for listening and speaking activities.

Teacher´s Role

The teacher is a facilitator and helps the learner to become autonomous. S/he takes several roles such as coach, resource person, advisor, organizer, and facilitator for the learner´s successful completion of the task. Table 7 describes in detail the English teacher´s profile required to develop the new curriculum and enhance education for a new citizenship, based on the three learning pillars: learn to know, learn to do and learn to be and live in a community.

	Learn to know What the teacher needs to know Teacher …	Learn to do What the teacher needs to do Teacher …	Learn to be and live in community How the teacher needs to be Teacher …
Types of knowledge Orientations to	**Table 7 Teacher Profile**		
A Global Citizenship with Local Belonging	- is certified with B2/C1 English language proficiency - is knowledgeable about Costa Rican educational policies, curriculum and assessment frameworks and guidelines. - is well informed about local and global issues. - is knowledgeable about updated English language theories and methodologies. - develops action research practices to improve teaching practices.	- supports self and co-learning communities and collaborative environments among colleagues and learners. - favors meaningful and reflective learning. - promotes ownership of cultural belonging and intercultural representations. - implements cognitive, affective and metacognitive strategies in the teaching and learning processes considering learner´s styles preferences. - implements diverse and relevant methodologies and ICT as tools to empower learning and action research. - designs effective lesson planning based on integrated communicative tasks and context to develop knowledge, skills and attitudes for communication using English.	- is aware and sensitive about local and global issues and learners´ affective and socio-cultural needs. - promotes learner's high expectations with inclusive and positive classroom environments. - supports critical and creative thinking processes beyond the class. - promotes qualities for developing the new citizenship principles. - promotes learner´s family participation in the learning process. - reflects on ethical teaching practices and assessment to respond to learners needs.
Education for Sustainable Development	knows about the implications of human actions over the environment.	- participates, together with staff, in school community projects related to education for sustainable development and others. - practices eco-friendly actions. - promotes collective and individual environmental care practices.	is aware of human action over the planet and the role of education as preventive element to mitigate effects.
New Digital Citizenship	is knowledgeable about basic ICT to favor the implementation of didactic units.	- applies new ICT in the teaching and learning process. - supports innovation and creativity. - develops a constructive mediation based on dialogue, collaborative environments, interdisciplinary connections and the use of ICTs .	- is aware of the benefits of ICT as supportive tools. - promotes learner´s autonomy, ethical and social responsible use of ICT.

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Learner´s Role

An Action-Oriented Approach "views users and learners of a language primarily as 'social agents', i.e. members of society who have tasks (not exclusively language-related) to accomplish in a given set of circumstances, in a specific environment and within a particular field of action" (CEFR, p.9). The learner/social agent is not an empty vessel but a whole person with values, beliefs, an identity, and a language or languages. S/he possesses knowledge and experience that can be used to face the challenge of learning a language. This prior knowledge and experience provide points of reference and categories for organizing new learning. The acquisition and refinement of competences is a continuous process, both at school and in the world beyond the school (Piccardo, 2014). The following image illustrates the integration of the elements that make up the pedagogical model as it is presented in the English Curriculum and its ultimate goal -- the learner´s development of English communicative competence and integral growth. Some of these elements are described in more detail in the explanation of the unit template.

Pedagogical Model
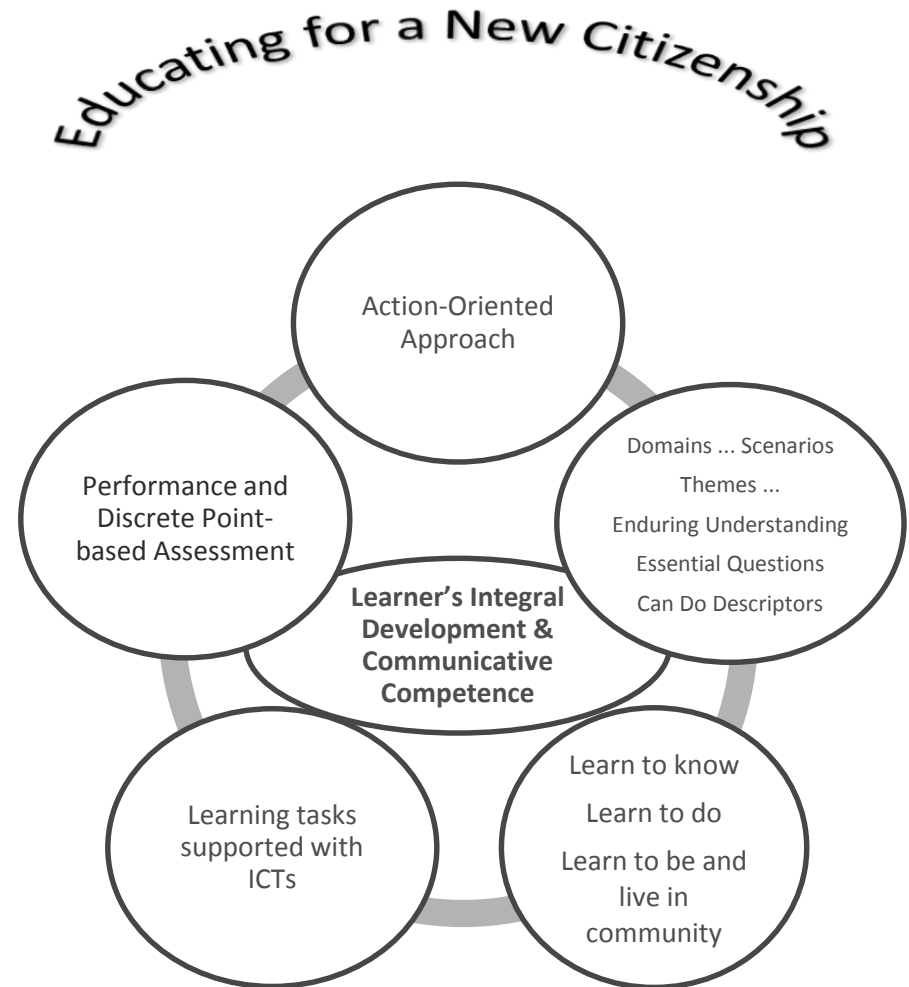
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The Communicative Approach (CA) and the Action-Oriented Approach (AOA) are different, but yet complementary perspectives for the didactic processes in the English class. The following chart is adapted and cited by Chistian Puren (2014) in his article "Enfoque comunicarivo versus perspectiva orientada a la acción social" (2014) compares the different characteristics of both.

Table 8 Comparison of Actions

Communicative Approach (CA) vs. Action-Oriented Approach (AOA)

CA	AOA
Actions…	**Actions…**
focus on the objectives and as means. Actions are limited to receive and reproduce **information** (acts of speech).	are meant to be for further actions, broader social **repetitive acts** (scenarios) for treatment of information.
are part of simpler tasks.	are more complex treatment of tasks or part of integrated mini projects.
are delivered since the beginning of the units.	(the majority of them) are repetitive along a week, months, or years.
are finished completely at the end of the tasks.	are open-ended. They cover more ample periods of time to develop **lifelong skills** or can be retaken later on.
usually last for a shorter time and are limited to a defined text, topic and time of interaction.	have certain period of time, or, at least, are subscribed within a certain timeframe.
are exchanges between a minimum group (such as pair-share/small groups).	are performed collectively.
	integrate both competences: co-linguistic and co-cultural dimensions in the common action.

Table 9 compares the main charateristics of the Communicative Approach and the Action-Oriented Approach.

Table 9 Communicative Approach vs. Action-Oriented Approach
Comparative Chart

	Communicative Approach	Action-Oriented Approach
Learner´s Role	• Responsible for his/her own learning. • Central, active, creative and participative. Individual/collective roles. • Confident, motivated. • Develops full potential and builds on interests.	• An agent/performer with intercultural awareness skills. • Autonomous, works cooperatively, interacts with others, investigates and solves problems using the tools at his/her disposal (general and specific competences). • Develops metacognitive, reflective and critical thinking strategies for successful completion of the task.
Teacher´s Role	• Facilitator, guide. • Participates in process with learners. • Takes more time for individual needs. • Gains skills and takes responsibility from planners, writers, linguists. • Shows expert role.	• Facilitator, coach, resource person, guide, advisor, and observer. • Helps the learner become autonomous and be successful in the completion of the task. • Provides effective feedback in the process of learning. • Shows expert role, but shares this responsibility with the learner.
Learning Resources	• Authentic, real-world significance. • Related to learners' needs, interests and culture. • Flexible. • Motivating and interesting.	• Oral or written authentic texts: business cards, bus tickets, newspaper articles, book excerpts, wikis, bus schedules, city maps, bulletin boards, voice messages, and announcements. • Appropriate to the learner´s needs and competence level. • Intercultural perspective
Aims of communicative activities/tasks	• Communicative activities and tasks serve communication. • The goal is communication.	• Communicative activities become actions that the learner/social agent performs in order to build up general competences and communicative language competences. • The goal is successful action and accomplishment of tasks in a particular scenario and domain aligned to the learner's life experience and personality.
Learning Environment	• Real-world context. • Beyond classroom, into community. Relevant, stimulating, interesting.	• Real-world contexts (personal, public, educational and vocational domain) collaborative, stimulating, mediated by ICTs.
Assessment	• Communicative competence. • Process-oriented. • Continuous. • Profiling skills. • Learning process. • Self and peer assessment.	• Assessment is based on what the social agent is able to do in real-life situations or scenarios and the process he/she requires to develop the competences. Authentic asessment is favored. • The acquisition and refinement of general and communicative competences is a continuous process, both at school and in the world beyond the school.

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Mediation of Learning

A shift from communicative to action-oriented language teaching requires the design and implementation of concrete, meaningful and relevant real-life situations for students to demonstrate their English language abilities through tasks. This envisions the English classroom as a social, collaborative, action-oriented linguistic environment. (Perrot, 2010).

Tasks are a key feature in the mediation of learning. Task accomplishment by an individual involves the strategic activation of specific linguistic competences (linguistic, pragmatic and socio-linguistic) along with a range of socio-cognitive comptences in order to carry out a set of purposeful actions in a particular domain (interpersonal, transactional, academic and profesional) with a clearly defined goal and a specific outcome. Tasks can be extremely varied in nature and may involve language activities, to a greater or lesser extent, for example: *creative* (painting, story writing), *skills based* (repairing or assembling something), *problem solving* (jigsaw, crossword), *routine transactions* (interpreting a role in a play, taking part in a discussion, giving a presentation, planning a course of action, reading and replying to an e-mail message, etc.) A task may be quite simple or extremely complex (e.g., studying a number of related diagrams and instructions and assembling an unfamiliar and intricate apparatus). A particular task may involve a greater or lesser number of steps or embedded sub-tasks and consequently the boundaries of any one task may be difficult to define (CEFR, p. 157).

Most of the tasks performed involve some sort of text, and all texts have the purpose of performing (and enabling us to perform) tasks. Examples of texts in everyday life include bus schedules, city maps, bulletin boards, voice messages, and announcements over a personal announcement system. Planning a task provides an opportunity to think about these different types of texts and their linguistic and cultural characteristics. (Piccardo, p.30 2014) Tasks, as with any activity in real life, require reading or speaking as a means of achieving a specific goal other than (or in addition to) a language goal.

The CEFR emphasizes the social nature of actions. Tasks sometimes require different levels of co-operation with others (other users or learners). In performing even the most solitary task, a user/learner must consult materials produced by other individuals, and this task will generally have an impact beyond the user/learner performing it.

General Mediation Principles from Preschool to First and Second Cycles

- English language teaching first places priority on oral comprehension while simultaneously exposing students to oral production and concepts of print. Reading and writing will be introduced progressively.
- Lessons can follow a task-based sequence that will focus on linguistic and nonlinguistic items such as: phonemic awareness, language forms, vocabulary, oral or written comprehension and oral or written production, development of cognitive or socio-affective strategies, etc.
- The teacher will prepare tasks for students to develop their communicative competence. One of these tasks takes the form of a mini-project at the end of each unit. For example, writing a class book based on a story with each student producing one page of the book with drawings and sentence frames. Students` products can begin with a simple drawing and a label written by the teacher. Over time, the student can orally dictate and then later write one word to fill-in the sentence frame.
- During the Second Cycle, students are exposed to more complex tasks that gradually demand them to produce longer chunks of language in oral and written form within sentence frames until they begin to write more words and sentences on their own. They can also engage in the writing process, revising, editing, and finally producing polished texts on their own.
- Teachers can select three or four goals per week from the units. They can combine oral or written comprehension goals with oral and written production ones, depending on the stage of the lesson, so that an integrated skills approach is developed.
- Teachers can take one lesson per week for phonemic awareness development when it is possible.
- Teachers start each theme and class with a warm-up activity, which is part of the preteaching phase. After that, he/she introduces the sentence frames, vocabulary, sounds or sociocultural aspects of the unit, which are the focus of the lesson. Then, teacher shares the learning goals and essential question with the students for that day or week.
- The enduring understanding and essential question are central to articulate the three learnings: learn to know, learn to do and learn to be and live in community. The mini-project is an opportunity for students to integrate these three learnings and linguistic skills in a single task.

- The enduring understanding is shared by the teacher at the beginning of each unit to connect students with the core ideas that have lasting value beyond the classroom.

- Teachers facilitate pre-task activities for activation of students' prior knowledge to carry out a specific task, placing emphasis on the forms, sounds and vocabulary words needed by repeating, rephrasing, writing on the board or drawing.

- Pre-task activities in listening, reading, speaking and writing are developed to help students recall, internalize and pronounce useful words and phrases demanded by the task that they will perform. In first grade, tasks can be very simple to let children adjust linguistically, socially, and cognitively to the target language, but they can become more complex progressively and include pre-task activities, task planning, reporting, and assessment.

- During the pre-task phase, the teacher introduces the task goal and outcome. Teacher activates students' background knowledge to perform the task. The language and sentence frames needed are reviewed or introduced as well as phonological elements.

- As much as possible, teachers can have students do hands-on activities with the teacher once again emphasizing the key vocabulary.

- Explaining, clarifying and modeling the language as much as possible before and during the time when learners practice it in meaningful ways is recommended.

- As communicative competence develops, controlled scaffolded activities in listening, reading, speaking and writing are developed to help students recall, internalize and pronounce useful words and phrases demanded by the task that they will perform.

- Assigning learners meaningful tasks that resemble real language use where reading and writing or listening and speaking are integrated is recommended.

- Presenting and explaining learning objectives and expected outcomes of the task and assuring that learners understand task instructions is important

- It is advisable to provide learners with enough time for task preparation and clarification.

- The students will move from dependency on the teacher when solving a task to more autonomous work.

- It is important to support, monitor, and encourage the students while solving a task.

- Learners will have at their disposal useful words, phrases and idioms that they need to perform the task. It could be an audio recording with the instructions and the pronunciation of the words and phrases needed.
- The students solve the task together using all resources they have. They rehearse their presentation or revise their written report. Then, they present their spoken reports or display their written reports.
- Provide rubrics for assessing students' task performance and move progressively to self-assessment and peer assessment.
- Provide feedback and further practice on areas that need more work, listening, and writing, speaking, reading, vocabulary work, phonemic awareness, and the like.
- At the end of each unit, the students elaborate a mini-project to demonstrate achievement of unit goals within a domain, scenario and theme.
- As proficiency develops, provide learners with more complex tasks, which involve the use of words, phrases and later sentences on a more elaborate level.
- Teach English in English and make learners be socially and cognitively engaged.

General Mediation Principles for Third Cycle and Diversified Education
- English teaching places priority on the fine-tuning of learners communicative competence involving oral comprehension and oral and written communication so that they become independent users of English and can reach level B1 or A2+ based on the descriptors of the CEFR.
- Teachers can select three or four goals per week from the units. They can combine oral or written comprehension with oral and written production, depending on the pedagogical purpose of the lesson.
- Teachers start each theme of a unit's scenario and lesson with a warm-up activity. Then, they share the learning goals, and essential question with the students for that day or week.
- The enduring understanding is shared by the teacher at the beginning of each unit to connect students with the core ideas that have lasting value beyond the classroom.
- Lessons follow this learning cycle: warm-up, pre-teaching, practice, production and consolidation using the task-cycle as a model.
- The goal and expected outcome of the task is presented and explained to students for the productive

stage. In order to reach this stage the teacher follows a set of integrated sequence procedures as presented below to develop the different linguistic competences:

a. **Oral Comprehension:** *Planning* (pre-listening, motivating, contextualizing, explaining task goal); *listening for the first time* (general understanding); *pair/group feedback; listening for the second time* (more detailed understanding); and self/co assessment.

b. **Written Comprehension:** *Planning* (pre-reading, explaining task goal, use typographical clues, list difficulties/strategies to cope them); *while-reading reading for the first time*; *pair/group feedback,* reading for the second time, *post–reading* (for reacting to the content or focusing on features /language forms and self /co assessment).

c. **Oral Production:** *Spoken interaction* (planning, organizing, rehearsing, and interacting) and *spoken production* (planning, organizing, rehearsing, and producing).

d. **Written Production**: Pre-writing, drafting, revising, editing and publishing.

- Teacher makes sure that all learners understand task instructions.

- Teachers should ensure learners know how to use strategies through teacher scaffolding and modeling, peer collaboration and individual practice.

- Learners have at their disposition useful words, phrases and idioms that they need to perform the task. It could be an audio recording with the instructions and the pronunciation of the words and phrases needed.

- The task could involve the integration of listening and speaking or reading and writing and are given to students individually, in pairs, or teams.

- The students complete the task together using all resources they have. They rehearse their presentation, revise their written report, present their spoken reports or publish their written reports.

- Teacher monitors the learners' performance and encourages them when necessary.

- Preparation time, clarification and wait time is given to the learners to prepare and answer questions when asked.

- The students consciously assess their language performances (using rubrics, checklist and other technically designed instruments that are provided and explained to them in advance). Teachers assess performance, provide feedback in the form of

assistance, bring back useful words and phrases to students 'attention, and provide additional pedagogical resources to students who need more practice.

- At the end of each unit the learners develop and present integrated mini-projects to demonstrate mastery of the unit goals.
- The enduring understanding and essential question are central to articulate the three learnings: learn to know, learn to do and learn to be and live in community. The integrated mini-project is an opportunity for students to integrate these three learnings in a single task.
- Teach and plan English lessons in English to engage learners socially and cognitively.

Language Use and Learning

The CEFR describes language use and learning as actions performed by individuals to develop a range of competences, both general and communicative, that are used in various contexts by engaging in language activities involving language processes to produce and receive oral and written texts in relation to themes in specific domains. It (CEFR) promotes four language skills, where speaking is subdivided in two areas: spoken interaction and spoken production.

- o Listening
- o Reading
- o Spoken interaction
- o Spoken production
- o Writing

In this context, it is important to define some key concepts that describe language use and learning as they are presented in the CEFR.

Communicative language competences are those which empower a person to act using specifically linguistic means.

Context refers to the constellation of events and situational factors (physical and others), both internal and external to a person, in which acts of communication are embedded.

Language activities involve the exercise of one's communicative language competence in a specific domain in processing (receptively and/or productively) one or more texts in order to carry out a task.

Language processes refer to the chain of events, neurological and physiological, involved in the production and reception of speech and writing.

Text is any sequence or discourse (spoken and/or written) related to a specific domain and, which in the course of

carrying out a task, becomes the occasion of a language activity, whether as a support or as a goal, as product or process.

Themes are subject matter or disciplinary topics, which are the subject of discourse, conversation, reflection, or composition as the focus of attention in particular communicative acts.

Domains are defined in this curriculum as the contexts or situations of target language use that provide authenticity to language tasks where learners will be likely to function linguistically, (Purpura, 2014). For the general purposes of language learning and teaching, it is useful to distinguish at least the following domains.
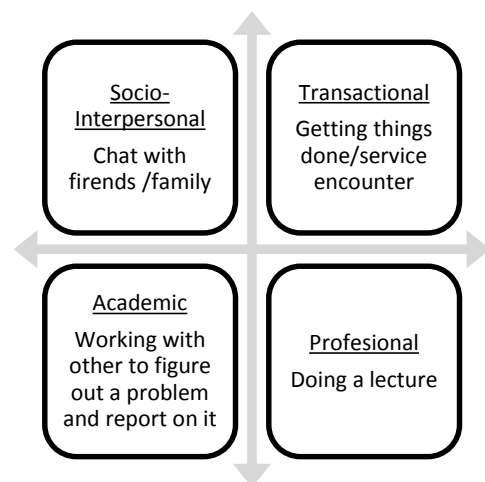
In order to accomplish language activities, the language learner needs to activate those strategies that look most appropriate for carrying out the tasks to be accomplished in the pertinent domain and activated by meaning in different scenarios

A scenario is a holistic setting within authentic situations, or domains. It integrates tasks, activities, texts and language data that encourage the combination of different aspects of competence in realistic language use. Purpura (2014) states that an assessment scenario is a goal–driven, coherent activity that involve the completion of a range of tasks in order to meet the scenario goals. It serves as a tool a tool for defining, teaching, and/or assessing the competences needed to perform real world tasks.

The syllabi scenarios have been established to start with the students' personal lives within the socio-interpersonal domain and then move gradually towards the local and outside world.

Template Elements

The following image shows the official template for the new syllabi of Preschool; First, Second, Third Cycles; and Diversified.

Level:		Unit:	

Scenario:	Themes:
Enduring understanding	
Essential Question:	

Linguistic Competencies		Goals
		Learner can …
Oral and Written Comprehension	Listening	L.1.
	Reading	R.1.
Oral and Written Production	Spoken Interaction	SI.1
	Spoken Production	SP.1
	Writing	W.1.

Learn to know	Learn to do	Learn to be and Live in Community	Suggested Mediation Strategies	Assessment Strategies
Grammar & Sentence Frames	Functions	Psycho-social	Pre-teaching	
			Oral and Written Comprehension	
Phonemic Awareness/ Phonology	Discourse Markers	Sociocultural	Oral and Written Production	
Vocabulary			Integrated Mini Project	

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Template Elements	
Level	Grade level of the unit
Unit	1 of 6
Scenario	A real-life situation providing authenticity of situations, tasks, activities, texts
Themes	The focus of attention for communicative acts
Enduring Understanding	Big ideas that give importance and meaning to a set of curriculum expectations and have a lasting value for learners, beyond the classroom.
Essential Question	A question, which fosters understanding and critical thinking for students to transfer their learnings to new context.
Linguistic Competence	The knowledge, skills and abilities which are called upon when performing language acts
Goals	Can-do performance descriptors
Oral and Written Comprehension	What a learner can understand or is able to do when listening and/or reading
Oral and Written Production	What a learner can produce in an oral and/or written way
Learn to know	Linguistic competence: lexical, phonological, and syntactical knowledge
Grammar & Sentence Frame	The grammatical components that will be the focus of the unit (with examples)
Phonemic Awareness/ Phonology	Learners ability to hear, identify, and manipulate sounds in spoken words or sentences to progressively decode and interpret texts
Vocabulary	Words learners need to know to communicate effectively within a domain, scenario, and theme
Learn to do	Pragmatic competence: the functional use of linguistic resources – functions and discourse markers
Function	The use of spoken discourse and/or written texts (acts of speech)
Discourse Marker	Linking words or phrase that connect one piece of discourse with another one (e.g., and, because)
Learn to be and Live in Community	Socio-linguistic competence: rules of politeness and norms governing social groups
Psycho-social	Attitudes, motivations, values, beliefs, cognitive styles, and personality factors
Sociocultural	Politeness conventions, expressions of folk wisdoms, register differences, dialects and accents
Suggested Mediation Strategies	Organized, purposeful and scaffolded learning experiences
Assessment Strategies	Required evidence of student´s learning

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Strategies for Teaching the Linguistic Competences

Listening

Listening is one important language skill and has to be developed in the early stages of language learning. Learners must be prepared to listen, understand, and answer in an appropriate way, which is essential for effective communication. Before each listening activity, teachers give language support by introducing key words to familiarize students with the listening text. Background knowledge on the topic can be used to provide contextualization and potentially better comprehension. Teachers must provide students with opportunities to listen to a variety of texts. At the initial stages, conversations, short messages, free discussions, interviews, and/or role-plays are recommended. Then, in later stages, students are exposed to films, TV shows, reports, interviews, documentaries, current affairs, talk shows, radio news, broadcasts, narratives, lectures, and presentations on academic topics including digital literacy for using information technologies.

Active Listening Attitudes in English

It is important that teachers help students to develop and show an appropriate disposition for dealing with ambiguity when listening and interacting. This will help students to experience meaningful and engaging interaction in any social setting. In order to achieve this, the teacher should combine verbal and nonverbal listening techniques.

Nonverbal Cues

- Use body language to show you are listening.
- Make eye contact with the person with whom you are in dialogue.

Verbal

- Make affirmations.
- Ask relevant questions or summarize what the person with whom you are in dialogue has been saying.

The approach to this skill in this syllabus implies strategies from discrete listening to global listening. Discrete listening means listening for detail whereas global listening refers to listening for the main idea. Both of them involve different types of listening performances, and they will be shown by level in a rising progression from Preschool to the Diversified Education Cycle.

Preschool

Listening is the first skill developed in the process of language acquisition (Sharpe, 2001). Listeners play two roles, active and passive or a combination of both. Passive listening is basically listening and repeating, and active listening involves comprehension and nonverbal or verbal reaction to the message heard. Young learners can participate in different types of listening tasks like: listening to songs, chants, rhymes, stories, movies and cartoons. Any listening task needs to have a clear objective. Pedagogy involves three basic stages: pre-listening, during-listening and post-listening.

Primary school

At this level, teachers continue to reinforce listening comprehension with different listening techniques such as reactive, intensive, and responsive. Reactive listening is merely listening and repeating like a tape recorder. Some performances are repeating songs, chants, and short stories. Intensive listening requires recognizing sounds, stress patterns, intonation patterns to understand meaning. Some performances are identifying specific language sounds or sentence structure in a set of words or phrases. Responsive listening is listening and responding to what is heard. Examples of performances include responding to commands, getting the gist of a text, identifying main ideas and points, clarification or questions.

Secondary school

There are a variety of listening techniques for developing listening skills and getting listening performances from students. They are: intensive, responsive, selective, extensive and interactive listening. Selective listening consists of scanning information from oral long messages. Some examples are listening to radio broadcasts, stories, conversations, and TV advertisements. Tasks include identifying specific details such as names, dates, descriptions. Extensive listening is getting the main idea of a message by using prior knowledge. It includes listening to lectures, documentaries, and movie clips. Some tasks are summarizing and note-taking to reconstruct an oral message. Interactive

performance is the integration of all the above types of listening. Some tasks are participating in group discussions, debates, and real life interactions. The process of recognizing sounds at this level is almost automatic. However, teachers need to reteach the recognition of sounds if students show difficulty with some of them.

All Levels

There is a common core for developing listening skills in all the levels, such as:

a. **Listen for the gist**. Learners listen for the main idea in a text in order to gain a macro perspective. By using visual cues, learners can convey meaning from different texts.

b. **Listen for details**. Students listen and look out for specific pieces of information such as key sounds, words or phrases. The use of what, when, where, why and how questions will guide students.

c. **Listen selectively**. Learners will listen purposefully and specifically to parts of a text according to the purpose of the listening and the task. Teachers will guide students in organizing information using organizational strategies (e.g., classifying, comparing) for better mental retention.

d. **Listen to make predictions**. Learners will anticipate the intended message. They will listen more purposefully and attentively when they make predictions by using the context of the spoken discourse.

The CEFR descriptors will be used to assess students´ listening abilities and provide follow-up to their progress.

Reading

Reading is the interaction between the reader and the text to construct implied or literal meaning. This skill intends to expose students to different types of texts and genres such as fiction, non-fiction, autobiographies, fables and fairytales, academic and non-academic texts by experiencing different reading techniques and developing different reading strategies. As it was defined in the listening section, there are several types of reading techniques that can be used in teaching reading. They include perceptive, selective, interactive, and extensive reading. These techniques can also be used to assess students' performances in reading. Examples of perceptive reading performances include reading aloud, multiple choice, and picture-cued items. Selective reading performances are gap filling, matching tasks, and

editing. Interactive reading examples of performances are: cloze reading, scanning, and ordering tasks. Finally, extensive reading includes skimming, summarizing, note-taking, outlining, and digital literacy skills.

Preschool

At this level, students start recognizing sounds of language and recognizing letters and words. They start dealing with written forms and performing very basic tasks such as:

- storytelling in reactive reading
- matching pictures with graphic symbols,
- finding labeled classroom objects

There are many factors involved in learning to read for example:

- awareness of the concepts of print,
- ability to hear and manipulate the sounds of the language through the development of phonemic awareness,
- ability to apply knowledge of letter-sound correspondence to identify words, for example, decoding through phonics.

Primary school

At this level, students will continue developing sound and word identification skills to progressively decode phrases, sentences and short readings.

Phonemic awareness development: Phonemic awareness refers the ability of children to hear, identify, think about, and manipulate sounds (phonemes) in spoken language (Armbruster & Osborn, 2001). Research has shown that the development of phonemic awareness in children since kindergarten is a good predictor for a child's success when learning to read (Smith S. B., Simmons, D. C., & Kame'enui, 1998). There are specific strategies that are presented in a sequential order from the simplest to the more complex to develop phonemic awareness in children. These include phoneme isolation, phoneme identity, rhyming, phoneme categorization, sentence segmentation, phoneme blending, phoneme segmentation, phoneme deletion, phoneme addition, phoneme substitution. (See definitions in glossary).

Secondary school

At this level, learners will continue to develop and refine their reading comprehension strategies such as anticipation,

scanning, skimming, predicting, reading between the lines, making inferences, summarizing, and evaluating. These include decoding words and phrases in long and short texts, applying critical thinking skills, using content and cultural information to interpret texts and respond critically.

All Levels

There is a common method for developing reading skills at all the levels. These are:

a. Activating schemata for the interpretation of texts
b. Identifying general ideas
c. Finding specific information
d. Finding links and connections between events

Speaking

Speaking is divided into two areas: spoken interaction and spoken production; both of them describe specific language users' roles. In the first one, the language user functions as a speaker and as a listener. There is participation of one or more interlocutors. Different socio-cognitive and collaborative strategies are constantly employed during interaction. Some examples of interactive activities include:

- *transactions,*
- *casual conversation,*
- *informal discussion,*
- *formal discussion,*
- *debates and interviews.*

The second one describes the production of an oral text received by an audience of one or more listeners. Some examples of activities can be:

- public address (information, instructions, etc.),
- addressing audiences (*speeches at public meetings, university lectures, sermons, entertainment, sports commentaries, sales presentations,* etc.).

They may involve reading a

- *written text aloud;*
- *speaking from notes,*
- *acting out a rehearsed role;*
- *speaking spontaneously and singing.*

Preschool

Children are expected to produce very simple pieces of discourse as a result of exposure to rich listening stimuli. Oral performances include repeating sounds and words, naming objects, responding to discourse routines, getting meaning across, repetition of songs, short stories, chants, nursery

rhymes, short descriptions, and/or short personal exchanges.

Primary school

Children are expected to receive a lot of aural stimuli in the first years to progressively produce more complex sentences or pieces of discourse in the interpersonal and transactional domains as they move to different grade levels. Oral performances include personal exchanges, dialogues, role-plays, information-gap activities, and problem solving activities, interviews, guessing games, show and tell, short descriptions, debates, oral presentations and speeches.

Secondary school

Learners will keep developing their oral English proficiency as they progress through high school. Oral performances include participating in personal exchanges, role-plays, interviews, talk shows, debates, oral presentations and impromptu speeches.

All levels

The teaching of speaking at all levels aims at the practice and production of speech that is fluent and phrasal, not limited to isolated words. The learner has to be taught survival language and fillers to negotiate and get meaning across in and out of the classroom (for example, "excuse me", "What did you say?"

"How do you say…?" "Well…", "you know…", "I mean"). Learners have to perform real life tasks that can be used in real exchanges out of the classroom setting. Therefore, more of the speaking tasks must have an interactive and spontaneous outcome. Learners should be taught words, phrases, idioms and colloquial language. Phonemic awareness along with phonological awareness will be developed progressively so that learners get the stress, rhythm and intonation of natural English speech. (Brown, 2001). Finally, the quality and quantity of learners´ exposure to English as well as their use of English is fundamental. As the saying goes, "practice makes perfect".

Writing

Writing is the skill that emphasizes through graphic symbols the formal expression of thought. Students need to know how to write different types of texts. When asking learners to write, it is important to consider their age, interests, and proficiency level. It is important to get students to write a wide variety of texts. Writing as a process includes the following steps:

- Brainstorming
- Organization of information through graphic organizers and outlines

- Drafting and revision
- Editing and final copy

To get students to become proficient writers, provide first a model to follow. Dictation is one example. It could be a word, a phrase, or a sentence. This is known as copying. After copying, learners will do writing exercises to refine grammar and mechanics. Then they move into guided-writing where they follow a given pattern for expressing personal thoughts and ideas. Next, learners are ready to do free-writing. At this stage, learners have already acquired the necessary skills to write their own sentences, paragraphs, stories, biographies or essays.

Preschool

A form of pre-writing is introduced progressively in the form of sound recognition through phonemic awareness first. Later on, depending on children´s progress and interest, sound, and grapheme recognition will be introduced. Priority is given to sounds and graphemes that are meaningful and common in the child´s context like their personal names. Pictographic expressions through drawings are highly recommended as part of the pre-writing process. Games and word puzzles are also recommended.

Primary school

As with preschoolers, prewriting is introduced first through phonemic awareness development. Then, as the child progresses, relationships between sound, graphemes and word families are established. Teacher´s modeling of written language is vital at grapheme and word level through visual materials, diagrams, and pictures. Then, they will continue with phrases and sentences using written dialogues, chants, rhymes, conversations, stories, and word puzzles until they are ready to copy words, phrases, and sentences. Later on, they will move to guided-writing and finally to free-writing appropriate for the age and proficiency level of the learner.

Secondary school

Writing is closely connected to reading. By being exposed to different types of texts, learners get insights about how to write. It is expected that at this level, learners are completely literate in their native language and have started developing the writing process in Spanish at school. Therefore, it is easier for them to transfer some of their literacy skills into the target language and even refine their writing skills in English. Some basic principles to take into account are the following. Writing has four basic stages; pre-writing, drafting, revising, and editing. To make writing attractive to learners, it is important to

provide authentic writing tasks like responding to an e-mail or digital message to a friend.

All levels

A balance must be kept between the perspective of teaching writing as a process and as a product. Initiate first with phonemic awareness development. Spend a lot of time in pre-writing work and provide a lot of modeling, drilling, writing exercises and then guided writing activities. Make sure that the writing activities emerge naturally from previous reading, listening or oral work. Praise learners for their writing products. Display the writing productions of students and keep them in a writing portfolio. Create rubrics for self-assessment, peer assessment and teacher´s assessment of students´ writing.

The CEFR descriptors will be used to assess students´ writing abilities and provide follow-up to their progress.

Language Learning Strategies

In language learning and teaching, several mechanisms influence the learner's performance and language knowledge. These mechanisms used by the learners are called strategic competence, which defined Purpura (2016) during a conference as "a set of informational strategies in working long-term memory associated with the information processing system of the brain" which are used by learners to regulate their thoughts actions, interpersonal relationships and affect during learning or using a language.

Furthermore, Oxford (2003) defines learning strategies as "specifications, behaviors, steps or techniques -- such as seeking out conversation patterns or giving oneself encouragement to tackle a difficult language task – used by students to enhance their own learning".

Teaching learning strategies is a must in the learning process, in order to enable learners to become intentionally controlled, more independent and autonomous. Learning strategies cannot be seen apart from learning styles preferences (within a continuum) and the combination of methodology and materials as well.

Oxford, since 1990, has identified six major groups of L2 learning strategies, which are described in the following chart. According to Purpura (1999), learners move flexibly between strategic and automatic processing while performing tasks. They acquire a language gradually until they use it spontaneously or in a nonconscious way. In the syllabus templates, the strategies mentioned below are suggested as part of the mediation process.

Direct Strategies		
Strategy	**Function**	**Examples**
Memory	Enable learners to store and retrieve new information of new language.	grouping, imagery and rhyming, creating mental images, sounds, semantic mapping, reviewing, employing action, using TPR
Cognitive	Enable learners to understand and produce new language.	reasoning, analyzing, resourcing, grouping, note-taking, elaboration of prior knowledge, summarizing, deduction/ induction, imagery, auditory representation, making inferences, highlighting, creating structure for input and output
Compensation	Allow learners to use the language despite knowledge gaps.	coining new words, guessing, overcoming limitations in production
Indirect Strategies		
Strategy	**Function**	**Examples**
Metacognitive	Allow learners to evaluate their own language learning pattern, and coordinate the learning process.	**Centering your learning:** (Pre-teaching): paying attention, reviewing and linking prior knowledge, delaying speech production to focus on listening. **Planning and arranging:** finding out about language learning, organizing, and setting goals and objectives, identifying the purpose of a language task, planning for a language task and seeking practice opportunities. **Evaluating by means of:** • **Self-monitoring:** checking one´s comprehension during listening or reading. • **Self-evaluating**: checking one´s oral or written production while is taking place.
Meta-Affective	Help learners gain control and regulate personal emotions, attitudes and values.	Self-talk, Think positively, Reducing anxiety by improving one´s sense of competence, self-encouragement
Meta-Social	Allow learners to interact with others.	Cooperate, work with classmates, coach each other, questioning, and empathizing, questioning for clarification

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Assessment

Evaluation and assessment are different. Brindley (Brindley, 1989) defines evaluation as "broader in scope, and concerned with the overall program" (qtd.In Coombe, Folse & Hubley, p15). On the other hand, assessment refers to all the strategies used to collect information on a learner's knowledge, skills, and abilities, usually at the classroom level. Assessment practices go beyond what has traditionally been performed in the English classroom, which has been focused mainly on measuring the mastery of language contents, in detriment of language skills and communicative competence.

Assessment is a purposeful, continuous, contextualized, authentic, reflective, investigative, systematic and multiphase process, which responds to these four fundamental questions: Why assessing learning? What to assess? How to assess it? Which are the pedagogical implications?

The answer to the first question deals with understanding that each learner is different, has particular needs, strengths and weaknesses. The purpose of assessment is to serve each learner's learning and growth. To prevent student's failure and allow timely intervention, assessment allows teachers to detect learning gaps, so that learners can receive the support needed to be successful. The "what" of assessment involves having clarity about the knowledge, skills, abilities, and attitudes (learn to know, learn to do, learn to be and live in community) that learners have to develop as established in the curriculum goals or "can do performance descriptors". This implies that assessment will mainly be performance-based. Learners are required to demonstrate through integrated-skills tasks within a domain, scenario and theme, specified knowledge, skills and abilities using the target language. Asessment can also be a discrete point, which means the use of selected response tasks to isolate and measure discrete units of grammatical knowledge, which emcompasses grammatical, semantic and pragmatic knowledge -- form, meaning and use (Purpura, 2014, p 9). Assessment will also be authentic which means that the assessment task will simulate real-life situations within domains and scenarios beyond the classroom setting, and the socio-cognitve, socio-affective, socio-cultural and linguistic demands upon the learner will be similar to the one of a speaker in a target language setting.

Classroom assessment mirrors the learning goals, content of instruction and instructional practices, therefore, curriculum, teaching, and assessment must be coherent for learning goals to be achieved and learners' communicative competence to be developed. This is true for large-scale testing as well. Classroom assessment should also enable learners to

demonstrate their learning in multilple ways, from multiple angles, thus serving as learning experiences themselves. Classroom assessment should also promote students' reflection and the use of an array of learning strategies and resources (Teachers of English to Speakers of Other Languages, p. 8).

Planning lessons carefully, therefore, is of paramount importance. The "how" of assessment is related to the techniques and instruments teachers design to collect accurate data on students'performances. The teaching and learning approach that is promoted in the curriculum is mainly Action-Oriented or performance-based. This means that tasks are designed as prompts to elicit linguistic performances using various socio-cognitive, socio-cultural, and affective resources from learners. Task design, task performance, and assessment become a fundamental unit of instructed learning; tools such as analytic and/or holistic scales, rubrics, progress indicators and checklists play an important role for obtaining valid and realiable qualitative and quantitative data about students´ learning and performance.

General Principles for Assessing Language Competences

Performance-based assessment is based on three cornerstones: diagnostic, formative and summative assessment. Each of them play an important role in the English classroom.

Diagnostic assessment is intended to improve information to stakeholders to improve the learner's experience and their level of achievement. It looks backwards rather than forwards. It assesses what the learner already knows and/or the nature of difficulties that the learner might have, which, if undiagnosed, might limit their engagement in new learning. It identifies the starting line to develop the competence. It also identifies students' needs and areas of intervention.

Formative assessment is used to monitor student learning. It helps to identify students' strengths and weaknesses and target areas that need work and to recognize where students are struggling and address problems immediately. It can be used by instructors to improve their teaching and improve students' learning. It also evaluates students in the process of "forming" their competences and skills with the goal of helping them to continue that growth process. In short, it focuses on the process to develop competence by using information from the analysis of weaknesses and strengths in portfolios, assignments, or different products.

Summative assessment is centered in the strategies implemented to develop competence. It evaluates student

learning at the end of an instructional unit by comparing it against a standard or benchmark. The information provided by this type of assessment can be used formatively to guide their efforts and activities in subsequent courses.

When assessing by competences, it is necessary to focus on:

1. Selecting the goal(s) or can do statements and linguistic skills.
2. Determining the type of task the learner has to perform in real-life within the theme and scenario of the unit, e.g., introducing someone, greeting someone, giving personal information.
3. Selecting a task that will allow the learner to demonstrate what they can do.
4. Selecting the indicators and performance levels (criteria) that will be used to assess the performance of the learner during the task.
5. Informing in advance and discussing with students the criteria that will be used to assess the task so they know what is expected and can assess their own performance as well.

To cope with the approaches used in the design of this syllabus, the assessing techniques should reflect the dynamic classroom procedures and should promote critical thinking among the students in any learning task they perform such as: information-gap, opinion-gap, problem-solving, games and critical cultural incidents which help the learners appreciate their own culture and the culture of the target language.

The components of assessment and their weight are in line with the Learning Assessment Regulations.

VIII. STUDENT EXIT PROFILE: FIRST, SECOND, THIRD CYCLES AND DIVERSIFIED EDUCATION

The profiles are structured around elements specific to the CEFR and an extension of the CEFR descriptors adapted to the vision of the curriculum in the Costa Rican educational context. The CEFR describes areas of language learning around general competences such as: declarative knowledge, sociocultural knowledge and intercultural awareness that grows over the length of time as learner's progress simultaneously in the process of language learning. It also specifies communicative competences that enable learners to interact in the target language. The first of these competences is **linguistic (learn to know)** and is comprised of vocabulary (lexis), grammar (syntax), meaning (semantics), and sound (phonology), and sound-symbol relationships (orthography).

The second is **pragmatic (learn to do)** competence and describes how learners function with language in order to meet their needs such as describing, explaining, and summarizing. These language functions occur within varying styles (discourse, genres) of communication such as narration versus expository texts (oral or written). These competences are summarized in the exit profiles for each level of proficiency.

Finally, **sociolinguistic (learn to be and live in community)** competence allows learners to interact in socially appropriate ways regarding aspects such as conventions for politeness, social markers for respect, and varying registers depending on the domain in which communication occurs such as, interpersonal, transactional, academic or professional domains. For cycles I and II the domains center on the interpersonal (family, self) and transactional (leisure, cultural, public services) domains.

Furthermore, skills related to listening, speaking, reading and writing are summarized for each level. These skills are developed through lesson activities whereby learners are required to receive language inputs (**listening and reading**), interpret the input through mediation activities and reformulate language to produce outputs (**speaking and writing**).

The amount of time it takes for learners to develop proficiency in the areas and contexts mentioned above varies greatly. The speed of learning depends on factors such as: age, motivation for learning, background knowledge, amount of prior study, and the extent of exposure to the language outside the classroom, and the amount of time spent in individual study. However, considering items such as (but not limited to) the type of program design, and the amount of classroom hours devoted to foreign language teaching each year, the following proficiency levels are described within an A1 and then a B1 category as classified under the CEFR.

These levels are detailed by cycle as follows:

New Citizenship Learner Exit Profile for Second Cycle			
Types of knowledge / Orientations to	**Learn to know** What the learner needs to know **Learner …**	**Learn to do** What the learner needs to do **Learner…**	**Learn to be and live in community** How the learner needs to be **Learner…**
A Global Citizenship with Local Belonging.	▪ extracts explicit information from visual and simple texts. ▪ uses oral and written codes for communicating simples and familiar ideas. ▪ organizes data in sequential order regarding time and space. ▪ searches for comprehending meaningful knowledge from graphs, question and data. ▪ chooses ideas and examples to provide an answer.	▪ recognizes different styles when working in groups according to skills and motivations. ▪ practices assertive communications skills. ▪ is aware of his/her own abilities and limitations. ▪ applies knowledge and procedures in context. ▪ understands gradually different ways of solving problems gradually. ▪ identifies successful and limited aspects of his own learning. ▪ administers time effectively. ▪ Understands the purpose of given instructions and meaningful information of tasks.	▪ recognizes his/her own rights and responsibilities and the ones of others gradually. ▪ Understands diversity in his/her family, school, society, and context. ▪ practices healthy habits for his and others for wellbeing. ▪ participates in peaceful conflict solving. ▪ discovers new relations among people and living creatures. ▪ shows self-confidence to overcome learning barriers. ▪ appreciates values and ethical civic principles. ▪ participates in local and national cultural events.
Education for Sustainable Development	▪ expresses different ways of facing environmental risks affecting life.	▪ values the implication of efforts over the achievement of goals.	▪ understands different beliefs, attitudes, actions over sustainable development.
New Digital Citizenship	▪ knows main characteristics of digital means for accessing information. ▪ organizes diverse and basic information.	▪ produces and enriches tasks e.g., words and phrases to communicate ideas using digital icons and codes.	▪ understands social benefits, harmful and ethical implications of ICT for learning and interpersonal relations.

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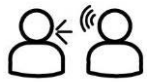
Scope and Sequence Second Cycle					
Level	**Unit 1**	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 5**	**Unit 6**

Level	**Unit 1**	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 5**	**Unit 6**
Fourth Grade	**Scenario: Weather Wise** **Themes:** • Weather and Seasons • Sunshine and Rainbows – my Feelings • What to Wear? • "Walking in the Rain"- Indoor and Outdoor Activities	**Scenario: Natural Treasures** **Themes:** • Places and People at the Park • Wildlife at the Park • A trip to a National Park • Protecting our National Parks	**Scenario: Farm to Table** **Themes:** • At the Farm • Let´s Go to the Farmers´ Market • Let´s Make a Meal • May I Have your Order?	**Scenario: Take Care** **Themes:** • Not Feeling Well! • Doctor, Doctor! • Pharmacy: Injections, Pills, and Creams… Oh, my! • I went to the Doctor Yesterday	**Scenario: What a Disaster!** **Themes:** • Was That an Earthquake? • It Was Raining Cats and Dogs • Calling 911 • Getting Ready for a Natural Disaster	**Scenario: OH! The Places you will Go.** **Themes:** • Where to Go • Different People, Different Places • Planning Vacations • Oh, the Things that you will Do
Fifth Grade	**Scenario: Go Green** **Themes:** • Our Environment: Making the Connection • Actions that Harm the Environment • Protecting my Planet • Solving Environmental Problems	**Scenario: Pura Vida in Many Ways** **Themes:** • What´s Going on in Town? • What Makes your Province Unique? • Costa Rica: "No Artificial Ingredientes" • In & Out Costa Rica	**Scenario: Connecting Electronically** **Themes:** • Using Electronic Devices • At the Electronic Devices Store • What is Better a Tablet or a Computer? • Operating and Taking Care of Electronic Devices	**Scenario: Healthy Choices, Better Life** **Themes:** • Uhm! I'm Hungry • What did you Cook? • Let´s Stay in Shape • Healthy Lifestyles	**Scenario: Tell me a story** **Themes:** • Once upon a Time • What a Wonderful Story! • Acting it Out • Let´s Write a Story	**Scenario: Let's play** **Themes:** • What do you do for Fun? • Sharing Hobbies and Pastimes • Do you have plans for the Weekend? • How Was your Weekend?
Sixth Grade	**Scenario: Costa Rican Heroes** **Themes:** • National Heroes and Famous People • Super Heroes World Famous People • My Hero is the Best • I Can Be a Hero	**Scenario: Staying Safe in a Digital World** **Themes:** • The Latest School Gadgets on the Market • Let´s Make a Project using Technology • Technology's Unwritten Rules • Tips for Using Technology Safely and Responsibly	**Scenario: Environmentally Speaking (trash talking)** **Themes:** • What Is Litter? • Why Is Litter Bad? • Where Does Litter Go? • What Can I Do about Litter?	**Scenario: Rainforest Rescue** **Themes:** • The Rainforest: a Treasure • Are We Saying "Goodbye" to the Rainforest? • Ways to Rescue it • My Role in the Rainforest Rescue	**Scenario: Let's party** **Themes:** • Party Time • Sending Invitations • Throwing a Party • How Was the Party?	**Scenario: Focus on the Future** **Themes:** • Immediate Future • Having the End in Mind • Values and Beliefs • Future Me

Level
A2.1 Grade 4
Integral Development and Communicative Competence
At this stage, the learner can...

Learn to know	use short memorized phrases about predictable situations within interpersonal and transactional domains and language level such as daily routines, wants, and needs. S/he shows frequent breakdowns in communication and misunderstandings occur in new situations where they need to search for words in their limited vocabulary in order to communicate their message.
Learn to do	use level-appropriate linguistic and topical resources in order to listen, read, speak and write in response to level and age-appropriate tasks, integrating language and topical knowledge, skills and abilities (KSA) within domains, scenarios, and themes. S/he may use linking words such *first, then, after that* and *finally* to connect groups of words. S/he expands language functions to include sequencing instructions, comparing and contrasting ideas and characteristics of certain items.
Learn to be and live in community	use personal and social dispositions (e.g., coping, engagement, attitudes, cooperation, turn taking, empathy, and other universal values) when interacting and producing in the target language and taking time to search for words using oral and body language for transferable learning (enduring understanding). S/he uses various resources in order to connect personally with the information, beyond the curriculum.

Listening	Reading	Speaking (spoken interaction & production)	Writing
CEFR STANDARDS • Can understand sentences and basic information relevant to personal needs and family activities.	**CEFR STANDARDS** • Can develop the ability to decode words using letter-sound knowledge. • Can read and comprehend texts with repetitive, predictable patterns. **INTEGRATION OF LANGUAGE SKILLS**	**CEFR STANDARDS** • Can communicate about simple, routine tasks requiring a direct exchange of information on familiar or everyday topics. • Can produce words, short phrases and simple sentences with linguistic support such as framed sentences with lists of familiar words to choose from.	**CEFR STANDARDS** • Can begin to independently write single words and phrases in English; can express short messages supported by drawings, using inventive spelling within highly supported structures such as patterned sentences.

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INTEGRATION OF LANGUAGE SKILLS		• Can describe past events and experiences.	**INTEGRATION OF LANGUAGE SKILLS**
• Can transfer oral inputs to complete a graphic organizer, chart or text. (Listen to write, listen to read)	• Can read and spell words.(Read to write, read to speak)	**INTEGRATION OF LANGUAGE SKILLS**	• Can rewrite a short story supported with pictures after oral or written inputs. (Listen to write, read to write)
• Can identify main ideas and specific details from oral inputs to participate in an information exchange. (Listen to speak)	• Can read and act out a story.(Read to speak)	• Can describe routines, events, people, places and things from a sequence of pictures after aural stimuli using formulaic expressions and short sentences. (Listen to speak)	• Can describe things, people and places from oral or written inputs. (Listen to write, read to write)
	• Can complete a graphic organizer or answer questions in oral or written from to show comprehension.)Read to speak, read to write)	• Can tell a short story in past tense from written or aural stimuli.(Listen to speak, write to speak)	
		• Can ask for and give information during a direct exchange of information. (Listen to speak)	

Level: 4°   **Unit: 1**

Scenario: **Weather Wise**	**Themes:** 1. Weather and Seasons 2. Sunshine and Rainbows – my Feelings 3. What to Wear? 4. "Walking in the Rain"- Indoor and Outdoor Activities
Enduring understanding: Depending on the weather, we can decide what we would like to wear, the kind of activities we would like to perform, and the way we feel.	
Essential Question: How does weather affect the way we live?	

Linguistic Competencies		**Goals** **Learner can …**
Oral and Written Comprehension	Listening	**L.1.** understand isolated, familiar words and phrases when listening to clear, slow, and basic texts. **L.2.** understand phrases and high frequency vocabulary that is familiar.
	Reading	**R.1.** understand much of what is written in short, simple texts on subjects with which they are familiar and/or in which they are interested. **R.2.** follow a set of clear-cut instructions, especially if there are pictures or diagrams to illustrate the most important steps. **R.3.** understand most of what occurs in a well-structured short story and can identify the story's main characters. **R.PA.4**. decode English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness
Oral and Written Production	Spoken Interaction	**SI.1.** provide basic information about familiar things and ideas. **SI.2.** provide one-word answers to basic questions. **SI.3.** ask for clarification of unknown words and expressions

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		SP.5. talk about a familiar topic in a short presentation, prepared in advance.
	Spoken Production	**W.1.** label charts, diagrams, and maps. **W.2.** apply conventions of standard English.
	Writing	

Learn to know	Learn to do	Learn to be and live in community	Suggested Mediation Strategies	Assessment Strategies
Grammar & Sentence Frame <u>Simple past -ed, past tense</u> <u>regular and irregular verbs</u> – It _____ (rained) yesterday. – Yesterday, it _____ (was) rainy. – Last week, it _____ (was) sunny, so I _____ (played soccer outside). <u>Simple present</u> <u>using (S-V-C) pattern.</u> – My sister ___ (likes) ____	**Functions** • Describing things (weather conditions, seasons) • Expressing past events and activities according to weather, feelings and clothing • Describing activities and clothing during varying weather conditions and seasons • Expressing likes	**Psycho-social** – Showing respect for others' preferences. – Developing skills to work cooperatively. – Using technology to communicate ideas effectively **Sociocultural** – Identifying cultural and regional differences in terms of weather	**Pre-teaching** – **Using** songs, poems, brain gym, icebreakers, charades, and games as warm-up strategies. – **Activating** prior knowledge. – **Introducing** key vocabulary, sentence frames, grammar, sounds, and socio-cultural aspects with visual aids, technology or graphic organizers. – **Modeling** and repetition. – **Clarifying** vocabulary and expression. – **Participating** in choral repetition and gestures. **Oral and written comprehension** **Identification of familiar language** – **Brainstorming** familiar phrases for describing weather conditions and seasons using graphic organizers. – **Planning: Stating** the task goal,	Using technically elaborated instruments for self-assessment and with the guidance of the teacher, the learner: **L.1.** Recognizes isolated, familiar words and phrases when listening to clear, slow, and basic texts.

(winter). – I feel ____ (happy) when it ____ (rains). – It is sunny and dry in _____ (January). <u>Verb tenses (past tense / present progressive and past progressive / past tense)</u> – Yesterday, _____ _____ (was) a sunny day. He _____ (was wearing) blue jeans and a t-shirt. – Yesterday, it was raining, so we _____ (wore) boots. – Yesterday, it was snowing, I went skiing. <u>Wh /information questions in present tense</u> – What´s the weather like in Costa Rica/ England? – What´s your favorite season?	and dislikes **<u>Discourse Markers</u>** Linkers: Sequential - past tense First, then, after that, finally – <u>First,</u> the weather in Costa Rica is beautiful. – <u>Then,</u> the people are nice. – <u>After that,</u> the food is delicious. – <u>Finally,</u> the places I visited were wonderful.	and behavior at local, national and global level. – Using different ways of sharing personal experiences and concerns. **<u>Social Language Samples and idioms/phrases</u>** <u>Expressions</u> – Let´s get dressed – Put on your_____ – Quick, get ready! <u>Idioms</u> – It´s raining cats and dogs. (It´s raining heavily.) – I am on cloud nine. (A person is extremely happy.) – Dressed to kill. (Dressed in fancy, stylish clothing.)	language and strategies involved**.** **Identifying** key words and familiar phrases related to weather by listening to weather reports, short stories, personal experiences, real-life conversations or songs during first listening. – **Arranging** or **circling** pictures during second listening. **Recognition of phrases and high frequency words for describing activities and clothing in each season** – **Activating** prior knowledge with audio and visual resources. – **Planning: Stating** the task goal, language and strategies involved**.** **Listening** to and **circling** or **coloring** high frequency words from real-life descriptions, stories, songs and conversations related to the themes, during first listening. – **Selecting** or **transferring** high frequency phrases from word/phrase banks into graphic organizers or charts, after a second listening to a slow and clear real- life conversation, story or personal experience. Participating in **self/co- assessment** at the end of task. **Interpretation of written stimuli** – **Brainstorming** key words, phases for comparing weather conditions by watching a short video or observing pictures or visuals.	**L.2.** Recognizes familiar phrases and high frequency vocabulary in graphic organizers or word banks. **R.1.** Recognizes much of what is written in short, simple texts.

– What do you wear in the summer? Information questions with present continuous – What are you wearing today? Information questions with past tense – How was the weather yesterday? – What were you wearing yesterday? – Why did you wear a jacket yesterday? Comparative and superlative forms. (i.e., quantity/size/shape/ color) with adjectives and nouns. – Today is _____ (colder) than yesterday. – This shirt is_____ (larger) than that one. – This is _____ (the hottest) day of the			– **Planning: Stating** the task goal, language and strategies involved**.** – I**dentifying** the correlation between spoken and printed word by participating in choral reading. – **Identifying** key words and sentences in a short descriptive text and their distinguishing features (e.g. capitalization, ending punctuation, etc.) – **Transferring** information from written stimuli into a chart/ graphic organizer or arranging a set of pictures from a story. – **Participating** in a hands-on project (e.g., for a simple craft project) following written instructions. – I**dentifying** the main ideas of a text by answering literal questions (what, who, when, where) and/or **matching**, **drawing** or **completing** sentence frames or graphic organizers. Participating in **co-assessment** at the end of task. **Decodification of graphemes and sounds** – **Activating** prior knowledge using different techniques. – **Segmenting** sentences into words (e.g., cutting up sentence strips) – **Blending** spoken simple onsets and rhymes to form real words (e.g. onset /c/ and rhyme /at/). – **Spelling** words in pairs or groups for teacher or peers to write or vice-versa. – **Participating** in games for decoding words and peer assessment.	**R.2.** Follows a set of clear-cut instructions. **R.3.** Recognizes most of what occurs in a well-structured short story and main characters. **R.PA.4**. Reads words by decoding English graphemes and phonemes. Using different types of technically designed instruments such as checklists, rubrics, the teacher collects
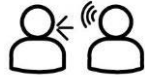
			Oral and Written Production	information about how the learner:
Phonemic Awareness Segmenting sentences into words (e.g., cutting up sentence strips) – I /feel/ happy. – I/ am/ wearing/ a/ jacket. – I /like/ winter. Blending spoken simple onsets and rimes to form real words **(onset /c/ and rime / æt/) /- ɜr/.** Examples: – **Hot, got,not, pot** – **hat, cat, at, bat.** – **hotter, colder, happier** **Vocabulary** 1. Weather and Seasons Weather conditions: – Sunny, Rainy – Cloudy, Windy – snowy,...			**Talking about weather conditions, seasons, feelings, clothing and indoor and outdoor activities** – **Brainstorming** learned key vocabulary phrases and sentence frames. – **Planning: Stating** the task goal, language and strategies involved**.** – **Participating in a** role-playing, information exchange or simulation. (e.g., weather conditions, clothing, indoor and outdoor activities). – **Using** key words and learned phrases (e.g. who, what, where, when) to answer questions in a planned oral dialogue, information exchange, interview, survey or written sentence frames. – **Using** question frames (e.g. what does _____ mean? What is another word for _____?) to get meaning across in a conversation or interview. – **Rehearsing** and **acting out** an oral exchange. – Participating in **co-assessment** at the end of task. **Describing personal experiences** – **Using** internalized language by means of **planning**, **rehearsing** and **acting out** a short story, dramatization or simulation related to theme. – **Planning, rehearsing** and **describing** personal fun activities to do in your town and around the world according to weather conditions. Participating in **self-**	**SI.1.** Provides basic information about familiar things and ideas during diferent types of exchanges. **SI.2.** Provides one word answers to basic questions during a dialogue, exchange, interview or survey. **SI.3.** Asks for clarification of unknown words and expressions during dialogues and conversations. **SP.5.** Talks about a familiar topic in a short presentation.

Seasons of the year: − Summer − Winter − Autumn, fall Months of the year: Countries: − England, Mexico − United States, 2. <u>Sunshine and Rainbows – My Feelings</u> Feelings: − Happy − Excited − sad Verbs forms: − Feel, Wear, − Play, Go, visit 3. <u>What to Wear?</u> Objects: − Umbrella − Sunglasses − Sandals, boots Clothes: − Raincoat, Sweater − T-shirt, Pants			**assessment** at the end of task. **Expressing ideas through writing** − **Brainstorming** key words and phrases. − **Planning: Stating** the task goal, language and strategies involved**.** − **Classifying** them into a graphic organizer or chart. − **Completing** sentences and then a paragraph about personal or local events using a word/phrase bank. − **Using** capitalization for the pronoun "I," sentence beginnings and proper nouns correctly. (e.g., names, days, months). − **Evaluating** the accomplishment of the task individually and in groups. **Integrated Mini- Project** − **Planning collaboratively** a lap-book which includes the themes studied (weather, activities, moods, and clothing) by looking for templates on Internet or examples provided by the teacher or learners or **planning and deciding** on how to create a fashion show. − **Brainstorming** ideas. − **Planning** the project collaboratively. **Rehearsing** and **reporting.** − **Evaluating** the accomplishment of the task individually and in groups.	**W1.**Labels charts, diagrams, and maps. **W.2.** Applies conventions of standard English when writing sentences and paragraphs. **IMP**.Using different types of technically designed instruments to assess the overall accomplishment of unit goals, the teacher collects information about how learners **apply** language competences in oral and written comprehension and oral and written production for **describing** weather conditions, clothing

− Shorts, Dress − Skirt 4."Walking in the Rain"- Indoor and Outdoor Activities Outdoor Activities − Fishing, Running − kayaking − playing soccer − Skateboarding Indoor Activities: − playing cards − playing board − games playing video games				and feelings using key vocabulary and sentence frames.

Level: 4°   **Unit: 2**

Scenario: **Natural Treasures**	**Themes:** 1. Places and People at the Park 2. Wildlife at the Park 3. A Trip to a National Park 4. Protecting our National Parks
Enduring understanding: National parks provide homes and food to animals and jobs, education and entertainment for people.	
Essential Question: Why do national parks matter to us?	

Linguistic Competencies		**Goals** **Learner can …**
Oral and Written Comprehension	 Listening	**L.1**. understand short and clear, explanations when delivered slowly (e.g The description of a national park). **L.2**. understand the main points in short, simple stories and reports when there is some previous understanding of the topic and if they are read slowly, clearly and possibly repeated and accompanied with drawings and/or diagrams.
	 Reading	**R.1**. understand much of what is written in short, simple texts on subjects with which they are familiar and/or in which they are interested. **R.2**. comprehend readings and enjoy texts. **R.3**. follow a set of clear-cut instructions, especially if there are pictures or diagrams to illustrate the most important steps. **R.PA.4**. distinguish short vowel sounds in medial positions of words. **R.PA.5**. decode English graphemes and phonemes using knowledge of phonemic awareness.

Oral and Written Production	Spoken Interaction	**SI.1**. ask straightforward questions in familiar situations and understand the responses. **SI.2**. exchange information about everyday matters using simple vocabulary (e.g., favorite sports, names of pets, holiday plans).
	Spoken Production	**SP.1**. express common feelings.
	Writing	**W.1**. engage in the writing process: pre-drafting, drafting. **W.2**. use simple sentences and expressions to describe such things as their surroundings, their daily activities, and the people around them.

Learn to know	Learn to do	Learn to be and live in community	Suggested Mediation Strategies	Assessment Strategies
Grammar & Sentence Frame <u>Simple present</u> using (S-V-C) pattern – A monkey has a long tail. – The beach is beautiful. – The mountain is steep. <u>Simple present tense</u> – Monkeys eat bananas. – They climb trees.	**Functions** • Describing people, places, and things • Asking for and giving information about places and things • Describing past experiences • Making	**Psycho-social** – Taking personal and social responsibility to care for nature. – Taking pride in natural treasures in our country. – Working cooperatively with others. **Sociocultural**	**Pre-teaching** – **Using** brain gym and icebreakers such as games, bingo, memory games, word search, unscramble sentences/words, hot seat, charades, broken phone as warm-up strategies. – **Activating** prior knowledge. – **Introducing** key vocabulary, sentence frames, grammar, sounds, and socio-cultural aspects with visual aids, technology or graphic organizers. – **Modeling** and repetition. – **Clarifying** vocabulary and expressions. – **Participating** in choral repetition and gestures.	Using different types of technically designed instruments such as

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− Birds eat fruit. There is/are with conjunctions and/or. − In Manuel Antonio, there are monkeys, sloths and birds. − There are mountains and streams. − In Santa Rosa National Park you can visit the historical musean or the walk on the trails. Modal - should − People should follow the rules of the park. − Visitors' shouldn´t throw garbage on the paths. − We shouldn´t feed animals there. Simple past tense regular and irregular − I went to Rincón de la Vieja in July. − I hiked to a waterfall. − I swam in the hot spring.	suggestions **Discourse Markers** Linkers: Sequential - past tense First, then, after that, finally	− Using the right choice of greetings & address forms (e.g. "High fives" and "fist bumps") − Following conventions for turn taking − Using the right choice of interjections (e.g. Oh! Wow! Beautiful!) **Social language Samples and idioms/phrases** − Proverbs/idioms: − "A breath of fresh air…" (something new or different makes the experience more exciting) − "When it rains, it pours." (When something good or bad occurs, it usually occurs more than once.) − "Have the time of my life" (to enjoy	**Oral and written comprehension** **Identification of familiar language** − **Brainstorming** key words and phrases for describing national parks and people using graphic organizers/videos/photos/illustrated books. − **Identifying** key words related to the theme after a first read aloud or listening to real-life conversations/ videos. − **Identifying** 2 step instructions after second listening by **matching** or **filling** in a graphic organizer or chart. **Identificationof main points** − **Planning**: **Stating** goal of task, language and strategies involved. **Making** a list of things and people heard in conversations, descriptions or read alouds during first listening. − **Arranging** pictures or objects, **making** a facts chart or **acting out** the information after second listening. − Using **self/ co-assessment** at the end of the task using a variety of instruments. **Identification of specific information** − **Planning**: **Stating** goal of task, language and strategies involved **Finding** the answer to specific information questions in present and past tense (what-where-when-how) after first listening to a story, video/ description. − **Identifying** key vocabulary words and	checklists, rubrics, the teacher collects information about how the learner: **L.1**. Recognizes short and clear, explanations when delivered slowly. **L.2**. Recognizes the main points in short, simple stories and reports. **L.3**. Recognizes the most important points in a straightforward talk or presentation.

Wh /information questions – What is Tortuguero like? – What can you do at Rincón de la Vieja National Park? – How can we preserve/protect our parks? Wh- questions in past tense – Which National Park did you visit last weekend? – What did you do at Tortuguero? – What did you see? Yes/No questions in simple past – Did you swim there? Did you see any animals? – Did you like it? **Phonemic Awareness** – Short vowels: – **/ æ /sad,fat,am,** – **/e /dress,went,**		an experience very much)	phrases for completing a graphic organizer and or sentence frame during second listening. – Participating in **co-assessment** at the end of task. **Interpretation of short texts** – Brainstorming of ideas using videos, films, pictures, graphic organizers for activating schema before reading. – **Participating** in read-aloud, shared reading, and independent reading of familiar texts. – **Planning**: **Stating** goal of task, language and strategies involved. – **Identifying** signal words that indicate sequential/ chronological order (i.e., first, next, finally) by pointing to or circling the words while reading. – **Describing** with pictures or a chart the main ideas of the story. – **Sequencing** a story and **participating** in a hands-on project (e.g., for a simple collage project) by following written instructions in a brochure, map or advertisement. – Participating in **co-assessment** at the end of task. **Identification and decoding of sounds** – **Activating** prior knowledge. – **Identifying** short vowels in medial position of words by circling them when heard. – **Writing** the letter of the sound heard to complete a word in proper order.	**R.1**. Recognizes much of what is written in short, simple texts on subjects with which they are familiar and/or in which they are interested. **R.2**. Comprehends a reading by analyzing it and enjoy texts. **R.3**. Follows a set of clear-cut instructions. **R.PA.4**. Distinguishes short vowel sounds in medial positions of words.

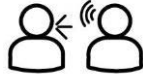|				
,red – **/ɪ /skirt,thin,fish** – **/ a /hot, pot,lot** – **/ ʌ / sun, fun,** Identifying short vowel sounds **(-at, -in, -ot) in orally stated single-syllable words. (e.g., hen, hat, mad, hot.)** **Vocabulary** 1.Places and people at the park National park – Land marks – Wildlife, forest – Warning signs – Restrooms – Picnic áreas Descriptive adjectives – Clean – Peaceful People at the park – park ranger – tour guide 2.Wildlife at the park – Turtles – Sloths, Monkeys – Snakes, Squirrel			– **Participating** in chanting and choral reading. – **Blending** sounds represented by single-lettered consonants and vowel graphemes in choral/ individual reading, chanting or spelling words. **Oral and Written Production** **Exchanges of information using questions and responses** – **Brainstorming** learned key vocabulary phrases and sentence frames. – **Participating** in mixed question and answer exercises and/or information-gap activities (e.g., asking for the location of an item, asking for directions, asking for the time). – **Planning**: **Stating** goal of task, language and strategies involved. – **Using** questions and answers in a dialogue, information exchange, interview, survey or written sentence frame (e.g. who, what, where, when). – **Rehearsing** short dialogues and performing them. **Participating** in self-assessment. **Giving suggestions and describing past experiences** – **Introducing and brainstorming** key vocabulary and sentence frames. – **Planning**: **Stating** goal of task, language and strategies involved in order to tell a past experience and make	**R.PA.5**. Reads words decoding English graphemes and phonemes using knowledge of phonemic awareness. Using technically elaborated instruments such as checklists and rubricsfor self and co-assessment and with the guidance of the teacher, the learner: **SI.1**. Asks straightforward questions in familiar situations and understands the responses in an info-gap activity. **SI.2**. Exchanges information about everyday matters using simple vocabulary during dialogues and convesations.

− Parrots, Scarlet macaws, crabs − Crocodiles, − raccoon 3.A Trip to a National Park <u>Activities in past tense:</u> − Saw, Went − Ate, swam − Took, walked − Watched, visited − Listened, learned <u>4. Protecting our National Parks</u> − Do not litter. − Do not feed the animals. − Do not pollute water. − Do not kill animals or destroy plants and trees. − Protect the wildlife. − Preserve nature.			suggestions. − **Rehearsing and performing** short information exchanges to tell a past experience and make suggestions when visiting a national park. **Participating** in co-assessment at the end of task. **Expression of feelings in an oral description** − **Brainstroming** key words and phrases to describe a national park. − **Using** social language (e.g., "I am cold"; "I am proud", "I am happy") in the group elaboration of the short oral description. − **Rehearsing and performing** the national park description orally using visual support. − **Participating** in **co-assessment** at the end of task. **Expression of ideas through writing** − **Brainstorming** ideas and **organizing** them in a graphic organizer or mind map. − **Planning**: **Stating** goal of task, language and strategies involved. − **Writing** captions under pictures using a sentence/patterned text frame using correct punctuation and capitalization. − **Revising** sentences with peers and teacher. − **Brainstorming** ideas and **organizing** them in a graphic organizer or mind map.	**SP.1.** Expresses common feelings during an oral presentation. **W.1**. Engages in the writing process: pre-drafting, drafting when writing sentences. **W.2**. Uses simple sentences and expressions to describe people and things.

			– **Writing** a short text/paragraph within a patterned sentence structure given by the teacher. – **Revising** in pairs the punctuation marks, capitalization, spelling and structure of sentence frames in the text. – **Reporting** the text in a classroom book or mural. **Integrated Mini-Project** – **Planning** and **creating collaboratively** a collage, video or other visual representation of a favorite natural wonder and what we should do to preserve it using sentence frames and unit vocabulary. – **Rehearsing and reporting** it in an oral and written way to the class. – **Planning and creating collaboratively** a flip-book showing cause and effect of caring for or destroying our natural wonders using sentence frames and unit vocabulary. – **Rehearsing and reporting** it in an oral and written way to the class. – Participating in **co-assessment** at the end of task.	**IMP**.Using different types of technically designed instruments to assess the overall accomplishment of unit goals, the teacher collects information about how learners **apply** language competences in oral and written comprehension and oral and written production for **describing** natural wonders and **asking** for and **giving** information using key vocabulary and sentence frames.

Level: 4°   **Unit: 3**

Scenario: **Farm to Table**	Themes: 1. At the Farm 2. Let´s Go to the Farmers' Market 3. Let´s Make a Meal 4. May I Have your Order?
Enduring understanding: Fertile land and farming are necessary to have fresh food on the table and provide us with the ingredients for a good meal.	
Essential Question: What does it take to have fresh food on our table?	

Linguistic Competencies		Goals **Learner can …**
Oral and Written Comprehension	Listening	**L.1.** understand the main points in simple, clear, and short audio announcements and messages. **L.2.** understand the most important points in a straightforward talk or presentation, accompanied with drawings and/or diagrams, provided there was some previous familiarity with the topic.
	Reading	**R.1.** understand much of what is written in short, simple texts on subjects with which they are familiar and/or in which they are interested. **R.2.** locate important information in simple text (e.g., greetings on the bulletin board, or times and dates on a class notice). **R.PA.3.** decode English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness.
Oral and Written Production	Spoken Interaction	**SI.1.** ask others about what they like to eat or drink. **SI.2** exchange information about everyday matters using simple vocabulary (e.g., favorite food, recipe).

Spoken Production	**SP.1.** talk briefly about familiar topics, such as food growing and harvesting. **SP.2.** describe basic aspects of their day-to-day life, such as favorite foods and daily activities. **SP.3.** present with a group, a topic sentence and two to three details.	
Writing	**W.1.** use simple sentences and expressions to describe such things as their surroundings, their daily activities, and the people around them. **W.2.** compose short sentences and notes for describing activities at the farm and food preferences.	

Learn to know	Learn to do	Learn to be and live in community	Suggested Mediation Strategies	Assessment Strategies
Grammar & Sentence Frame <u>Present simple</u> <u>Personal pronouns</u> (i.e., I, you, he, she, it) and <u>adverbs of frequency</u> (every day/week/Saturday, always, sometimes)to complete a given sentence. − **I** get up early **every morning**. − **He/she** milks the cow **every day.** − **They** feed the pigs and chickens	**Functions** • Describing farm actitivtes, habits and routines • Describing things and places • Giving and following directions • Expressing preferecences for ordering food **Discourse Markers** Linkers: Sequential -	**Psycho-social** − Develops cooperation practices to solve problems − Shows willingness to work cooperatively − Takes social responsibility for cultivating own food − Values the work of farmers − Communicates needs and desires effectively	**Pre-teaching** − **Using** brain gym, songs, memory games, broken phone, charades, and crossword puzzles as warm-up strategies. − **Activating** prior knowledge. − **Introducing** key vocabulary, sentence frames, grammar, sounds, and socio-cultural aspects with visual aids, technology or graphic organizers. − **Modeling** and repetition. − **Clarifying** vocabulary and idiomatic expressions. − **Participating** in choral repetition and gestures. **Oral and Written Comprehension**	Using different types

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every morning. Present continuous with adjectives modifying nouns (quantity, size, shape, color) – My mother is watering the ornamental plants. – They are plantingnew lemon trees. Present simple in sentences with adjectives modifying nouns (quantity, size, shape, color) – I want three big oranges. – I need three big carrots. – I want three cheeseburgers and a small size order of French fries. Articles with Count and noncount nouns – An apple/ apples – A horse/ horses	past tense First, then, after that, finally	**Sociocultural** – Cultural differences in terms of habits and routines between urban and rural settings – Polite forms to greet, say good-bye and address people in different settings/ farm/ friends/farmer's market, restaurant – Ways of expressing gratitude **Social Language Samples and idioms/phrases** – The early bird catches the worm. (If you get up to work early, you will succeed.) – Green thumbs	**Identificationof main points** – **Brainstorming** key words and phrases using graphic organizers/videos/photos/illustrated books. – **Planning: Stating** the task goal, language and strategies involved**.** – **Making** a list of things and people heard in a conversation/ description/ video or read aloud during first listening. – **Identifying** main points by circling or selecting pictures and descriptive words during second listening. – **Completing** a graphic organizer or **acting out** the information after the audio stimuli. **Identification of specific information** – **Activating** prior knowledge using visuals. – **Identifying** key vocabulary words and phrases during first listening to stories or videos by circling them. – **Finding** the answer to specific information questions in present simple or present continuous (what-where-when-how) after second listening. – **Participating** in **co-assessment** using technically designed instruments. **Interpretation of short texts** – **Brainstorming** of ideas using	of technically designed instruments such as checklists, rubrics, the teacher collects information about how the learner: **L.1.** Recognizes the main points in simple, clear, and short audio announcements and messages. **L.2.** Recognizes the most important points in a straightforward talk or presentation. **R.1.**Recognizes

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– Milk / some milk – Salt / some salt Count and noncount nouns with some, much and many – I need some sugar. – How much sugar do you need? – I need to buy many bags of coffee. Sequence adverbs with imperatives – First, boil some water. – Second, add the spaghetti. Wh-questions with present simple – What do you usually buy at the farmer's market? – What do you usually order at the restaurant? – How do you prepare that recipe? Wh-questions with present continuous – What are they		(Good at gardening) My dad was born with green thumbs. He´s great with plants. – To be starving(to be very hungry)	videos, films, pictures, graphic organizers for activating schema before reading. – **Planning: Stating** the task goal, language and strategies involved**.** – **Identifying** the one-to-one correlation between spoken and printed word by participating in choral and shared reading. – **Identifying** main points by ordering a story or conversation or matching pictures with short descriptions. **Identification of discourse markers and specific details** – **Clarifying** the use of discourse markers in sequencing a text. – **Identifying** signal words that indicate sequential/ chronological order (i.e., first, next, finally) by pointing to or circling the words in a text. – **Finding** the answer to specific information questions in present simple or present continuous (what-where-when-how) after reading a short story, description, recipe or set of instructions. – **Participating** in **co-assessment** using technically designed instruments. **Decoding graphemes** – **Identifying** specific sounds (A, H, L, J) in short texts after choral reading. – **Identifying** contraction forms in	much of what is written in short, simple texts. **R.2.** Locates important information in simple text. **R.PA.3.** Reads words and

doing? – Where are you going? **Phonemic Awareness** <u>Decoding English graphemes that sound different in Spanish:</u> – A (s**a**lt, **a**pple, w**a**iter) – H (**h**ouse, cas**h**ier) – I (m**i**lk, p**i**neapple) – J (**j**ar, **j**uice) <u>Reading contractions</u> – Doesn't, don't, didn't, aren't <u>Consonant blends</u> /pl/:planting, plowing – /st/:staying,stirring – /tr / transport, trailer Practicing minimal pair sounds**: s / z** **sip / zip** **sue / zoo** **place / plays** **rice / rise** **ice / eyes**			short texts. – **Participating** in reading aloud with the teacher focusing on contractions (e.g., doesn't, didn't aren't, it's...) and the sounds of the graphemes (A, H, L, J) – **Participating** in regular reading of spelled two-syllable words including consonant blends. (pl, st, and tr). – **Participating** in readind aloud. – **Participating** in **self-assessment** using technically designed instruments. **Oral and Written Production** **Asking for information** – **Brainstorming** learned key vocabulary phrases and sentence frames. – **Planning** an information exchange at the restaurant / at homeusing information questions. – **Rehearsing short** conversations and then **performing** them. – **Participating** in **self-assessment** using technically designed instruments. **Participation in conversations** – **Brainstorming** learned key vocabulary phrases and sentence frames related to farming/favorite recipe. – **Planning** an information exchange at school/ home or at the farmer's	sentences blending English graphemes and phonemes. Using different types of technically designed instruments such as checklists, rubrics, the teacher collects information about how the learner: **SI.1.** Asks others about what they like to eat or drink. **SI.2** Exchanges information about everyday matters using simple vocabulary (e.g., favorite food, recipe).

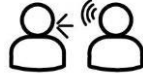|				
Vocabulary 1. At the farm Preparing the fields: – seeds, tools, dirt, fertilizer, pesticides Growing the crops: – weeding, cutting, pruning, digging, weather, watering Farm activities – Planting/growing – Gardening – Cow milking – Harvesting, Feeding Transporting: – baskets, boxes, carts, trucks, warehouses Processing: – jars, packing, storing, factories 2. Let´s go to the farmers' market Selling: – stores, markets,			market. – **Rehearsing** and **performing** the conversation. – **Participating** in **self-assessment** using technically designed instruments. **Talking about familiar topics** – **Reviewing**learned key vocabulary phrases and sentence frames related to farming/buying food at the fresh market/ describing favorite recipe. – **Planning: Stating** the task goal, language and strategies involved**.** – **Organizing** an oral presentation about theme and language functions. – R**ehearsing** and **acting out** the simulation. **Describing habits and routines** – **Reviewing** learned key vocabulary phrases and sentence frames related to farming and personal routines. – **Planning** an oral presentation related to farming and personal routines, **rehearsing** and **acting** out the event using pictures and notes as support. – **Participating** in **self-assessment** using technically designed instruments. **Description of places and people** – **Reviewing** learned key vocabulary	**SI.3** Exchanges information about everyday matters using simple vocabulary (e.g., favorite food, recipe). **SP.1.** Talks briefly about familiar topics. **SP.2.** Describes basic aspects of their day-to-day life. **SP.3.** Presents with

Costa Rican crops – bananas, oranges, pineapples, mangoes, vegetables, corn, – palm oil, chocolate, ornamental plants Meats – Pork, poultry, beef, seafood 3. Let´s make a meal Verbs – Preheat, grease – Steam, boil, slice – Peel, chop, stir, – Add, serve 4. May I have your order? – Waiter, Waitress – Cashier, Order – Menu, Breakfast – Lunch, Dinner – Main dish, Bill – Side dish			phrases and sentence frames related to farming activities and people's routines at the farm. – **Planning** an oral presentation, **rehearsing** and **acting** out a situation using notes and visual material as support. – **Brainstorming** ideas and **organizing** them in a graphic organizer or mind map. **Expressing ideas through writing** – **Brainstorming** key words, pharses and ideas related to themes. – **Writing** a short text/paragraph within a patterned sentence structure given by the teacher. – **Revising** the punctuation marks, capitalization, spelling and structure of sentence frames in the text. – **Reporting** the text in a classroom book or mural. – **Participating** in **co-assessment** using technically designed instruments. **Integrated Mini- Project** – **Planning and creating collaboratively** a farmer's market at school where students buy and sell products. **Rehearsing and acting it out** for whole class. – **Planning and creating** a simulation of personal habits and routines at	a group, a topic sentence and two to three details. **W.1.** Uses simple sentences and expressions to describe things. **W.2.** Composes short sentencesandnotes for describing activities at the farm and food preferences. **IMP**.Using different types of technically designed instruments to assess the overall accomplishment of unit goals, the teacher collects

			the farm. **Rehearsing**and acting out for the whole class. – **Planning and creating** a simulation of ordering food at the restaurant**, Rehearsing and acting out** for whole class. **Participating** in **co-assessment** using technically designed instruments.	information about how learners **apply** emergent language competences in oral and written comprehension and oral and written production for asking for and giving personal information about weather themes.

Level: 4°   **Unit: 4**

Scenario: **Take Care**	**Themes:** 1. Not Feeling Well! 2. Doctor, Doctor! 3. Pharmacy: Injections, Pills, and Creams… Oh, My! 4. I Went to the Doctor Yesterday
Enduring understanding: When we are sick, we should visit a specialist to describe our symptoms in order to receive the right treatment.	
Essential Question: What can we do when we do not feel well?	

Linguistic Competencies		**Goals** **Learner can …**
Oral and Written Comprehension	Listening	**L1.** understand short, clear, and simple instructions and explanations when delivered slowly (e.g., getting a prescription and some medical advice) **L2.** understand the most important points in a straightforward talk or presentation, accompanied with drawings and/or diagrams, provided there is some previous familiarity with the topic.
	Reading	**R1.** comprehend reading, analyze and enjoy texts. **R2.** understand much of what is written in short, simple texts on subjects with which they are familiar and/or in which they are interested. **R.PA.3.** decode English graphemes and phonemes that sound different in Spanish using knowledge of phonemic awareness.
	Spoken Interaction	**SI.1.** state single directions, advice / commands using words and phrases. **SI.2.** provides and accepts advice.

Oral and Written Production		
	Spoken Production	**SP.1.** present with a group, a topic sentence and two to three details **SP.2.** describe common diseases, symptoms and treatments.
	Writing	**W1.** prepare simple reminders or notes for personal use (e.g., diary, journal, homework book). **W2.** copy dates and facts from short, simple text.

Learn to know	Learn to do	Learn to be and live in community	Suggested Mediation Strategies	Assessment Strategies
Grammar & Sentence Frame Simple future tense (will) – She will exercise more. – She will drink eight glasses of water every day. – She will sleep 8 hours. Review Sequence – First, _____ then, _____ and finally _____. Present progressive tense – I am having a terrible headache.	**Functions** – Describing common diseases, symptoms and treatments – Describing actions that you can do to stay healthy – Giving advice – Retelling/relating past events **Discourse Markers** Linkers: Sequential -	**Psycho-social** – Taking responsibility for being healthy – Another showing interest in person's well being – Using all tools at hand including technology for promoting healthy lifestyles **Sociocultural** – Using greetings & address forms (ex. Hello, Dr.	**Pre-teaching** – **Using** songs, poems, brain gym, icebreakers, charades, and games, as warm-up strategies. – **Activating** prior knowledge. – **Introducing** key vocabulary, sentence frames, grammar, sounds, and socio-cultural aspects with visual aids, technology or graphic organizers. – **Modeling** and repetition. – **Clarifying** vocabulary and expressions. – **Participating** in choral repetition and gestures. **Oral and Written Comprehension** **Identification of instructions and explanations** – **Brainstorming** key words and phrases related with themes using conversations,	Using technically elaborated instruments for self-assessment and with the guidance of the teacher, the learner:

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			videos/photos/illustrated books.	
− I am not feeling well. − My back is hurting me. Personal pronoun 'it' − It is terrible. − It is a disease. − It is at 4:00 pm. Subject + to be + verb/adj/or noun − She is a doctor. − He is/ not sick. − He is healthy Subject + have/has + noun − I have fever, stomachache, and headache. − I have a toothache and earache. − I have an emergency. Simple Past − I broke my arm. − I fainted and fell down. − I got the flu. Past Progressive − Yesterday, it was raining and I got	past tense First, then, after that, finally	Lopez, handshake) − Using and choice of interjections (e.g. Ouch! Yum!) − Using of please and thank you appropriately **Social Language Samples and idioms/phrases** − Catch a cold − To throw up (vomit) − I am in pain. Proverbs/idioms: − An apple a day keeps the doctor away. − I feel rough. − I am alive and kicking. (to continue to be well, healthy or successful)	− **Identifying** key phrases related to the theme after a read aloud or first listening to a real-life conversation/ video. − **Identifying** key phrases related to the theme by performing 2 step instructions, arranging pictures or filling in a graphic organizer or chart during second listening. − **Participating** in self-assessment. **Identification of main points** − **Planning: Stating** the goal of task, language focus and strategies involved**.** − **Making** a list of key words heard in a conversation/description/ read aloud during first listening. − **Arranging** pictures or objects, **completing** a facts chart and **acting out** the information after the audio stimuli during second listening. − **Participating** in **co-assessment** using technically designed instruments. **Interpretation of short texts** − **Brainstorming** of ideas using videos, films, pictures, graphic organizers for activating schema before reading. − **Planning: Stating** the goal of task, language focus and strategies involved**.** − **Participating** in read-aloud, shared	**L1.** Recognizes short, clear, and simple instructions and explanations. **L2.** Recognizes the most important points in a straightforward talk or presentation. **R1.** Recognizes and enjoys different types of texts.

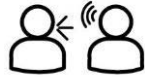|				
wet. − I was walking when I fell down. Information Questions − May I help you? Yes, I need an appointment − What time do you need it? At 3 pm. − What are the symptoms? **Phonemic Awareness** − **V : (vomit, vaccine, fever)** − **Sh :(rash, shot, she)** − **U :(flu, school, cure)** − **Z :(sneeze, nose, examine)** **Vocabulary** 1. Not feeling well! Diseases: − the flu, a cold, dengue fever Symptoms: − fever, cough, headache,			reading, and independent reading of familiar texts and **circling** key words and phrases. − **Identifying** main points by ordering a story or conversation or matching pictures with short descriptions. − **Retelling** a story or event using key words, and sentence frames in past and pictures. − **Participating** in **co-assessment** using technically designed instruments. **Identification and decoding of sounds and graphemes** − **Activating** prior knowledge and clarifying new concepts. − **Identifying** specific sounds (V, SH, U, Z) in short texts after choral reading. − **Participating** in reading aloud with the teacher focusing in sounds (V, SH,U,Z) **Oral and Written Production** **Giving directions/commands and advice** − **Brainstorming** learned key vocabulary phrases and sentence frames. − **Planning** an information exchange, dialogue or simulation related to themes, **rehearsing it** and **performing** it in pairs or groups.	**R2.** Recognizes much of what is written in short simple texts by identifying main points. **R.PA.3.** Reads words by decoding English graphemes and phonemes. Using different types of technically designed instruments such as checklists, rubrics, the teacher collects information about how the learner: **SI.1.** States single directions, advice /

vomiting <u>Treatments:</u> – pills, natural medicine, vaccination, <u>2. Doctor, doctor!</u> – Tips/Recmmendations – To visit the doctor, to take medicines, to drink, to buy medicines, to listen to recommendations … you should. <u>Action verbs</u> – To have, to get, to feel, to rest. <u>3. Pharmacy:</u> <u>injections, pills, and creams… Oh, my!</u> – Pharmacist, pain prescription, cold reliever, tablets, ointment, creams, vitamins, injections. *Imperative form of Verbs* Take it with food or milk.			**Giving and accepting advice** – **Planning, rehearsing** and **performing** dialogues and simulations for giving advice, – **Participating** in **co-assessment** using technically designed instruments. **Presenting information orally** – **Selecting** learned key vocabulary phrases and sentence frames related to theme. – **Planning** an oral presentation, **rehearsing** it and **reporting it** using notes and visuals as support. – **Selecting** learned key vocabulary phrases and related to common diseases, symptoms and treatments. – **Planning** an oral presentation, **rehearsing** it and **reporting it** using notes and visuals as support. – **Participating** in **co-assessment** using technically designed instruments **Expression of ideas through writing** – **Brainstorming** ideas and **classifying** samples of notes and reminders from a set given by teacher or from the Internet. – **Planning: Stating** the goal of task, language focus and strategies involved**.** – **Writing** simple notes and reminders following a given pattern.	commands. **SI.2.** Provides and accepts advice. **SP.1.** Presents with a group, topic sentence and two to three details related to being healthy. **SP.2.** Describes common diseases, symptoms and treatments. **W.1.** Prepares simple reminders or notes for personal use.

Take one tablet every eight hours. <u>4. I went to the doctor yesterday</u> − took my temperature − Listened to my heart − Examined my eyes and throat			− **Revising** sentence word order, punctuation and capitalization. − **Reporting** the text in a classroom book or mural. − **Participating** in **co-assessment** using technically designed instruments. **Completion of texts** − **Reviewing** key words and sentence frames**.** − **Completing** a cloze exercise or a simple short text using learned key words and phrases. **Integrated Mini- Project** − **Planning and creating** collaboratively a brochure or lap book: about common diseases, symptoms, and ways to stay healthy and **reporting** it in oral and written form. − **Participating** in **co-assessment** using technically designed instruments	**W.2.** Copies dates and facts from short, simple text. **IMP**.Using different types of technically designed instruments to assess the overall accomplishment of unit goals, the teacher collects information about how learners **apply** emergent language competences in oral and written comprehension and oral and written production for describing common diseases and actions done when a person is sick.

Level: 4°   **Unit: 5**

Scenario: **What a Disaster!**	Themes: 1. Was that an Earthquake? 2. It was Raining Cats and Dogs 3. Calling 911 4. Getting Ready for a Natural Disaster
Enduring understanding: Natural disasters sometimes occur. Most of the time we are safe but we can be safer if we make a plan and follow it if one occurs.	
Essential Question: What can we do if a disaster happens?	

Linguistic Competencies		**Goals** **Learner can …**
Oral and Written Comprehension	Listening	**L.1.** recognize basic phrases that denote position (under, over, beside) and can understand simple instructions including directions (e.g., on the second floor, near the window, after the next person). **L.2.** understand others' expression of feelings (e.g., whether they are indicating they are happy/scared, relaxed, and well/ill).
	Reading	**R.1.** recognize short text messages as well as short greetings (e.g., "make a plan", "build an emergency kit"). **R.2.** read with fluency and accuracy **R.PA.3** produce English sounds /ed/ /-ing/ /s / /θ/ with verbal modeling and visual cues.
Oral and Written Production	Spoken Interaction	**SI.1.** ask others simple questions concerning their homes (village/town) or personal information (e.g., what is your name? Where do you live?). **SI.2.** ask how to express something in another language. **SI.3.** express common feelings

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		SP.1. talk about a familiar topic in a short presentation, prepared in advance.
	Spoken Production	SP.2. state single step directions/ commands using words and phrases.
	Writing	W.1. compose short sentences expressing wants and needs.
		W.2. compose short messages like instructions, signs and warnings.

Learn to know	Learn to do	Learn to be and live in community	Suggested Mediation Strategies	Assessment Strategies
Grammar & Sentence Frame Simple present – I am afraid/scared of /earthquakes/ tornados and volcanic eruptions. – We have an emergency plan at home/school. – We have canned food, bottled water, a first aid kit and a flashlight. <u>Wh- questions</u> – Which natural	**Functions** – Describing natural disasters and feelings – Describing past events – Asking for help – Giving and following safety procedures **Discourse Markers** Linkers: Sequential - past tense	**Psycho-social** – Taking personal and social responsibility for preventing and reacting in an emergency situation – Showing willingness to follow instructions – Working cooperatively with others **Sociocultural** – Showing interest	**Pre-teaching** – **Using** songs, poems, brain gym, ice- breakers, charades, and games as warm-up strategies. – **Activating** prior knowledge. – **Introducing** key vocabulary, sentence frames, grammar, sounds, and socio-cultural aspects with visual aids, technology or graphic organizers. – **Modeling** and repetition. – **Clarifying** vocabulary and expression. – **Participating** in choral repetition and gestures. **Oral and Written Comprehension** **Identification of key phrases related to instructions and location** – **Brainstorming** key words and	Using different types of technically designed instruments such as checklists, rubrics, the teacher collects information about how the learner: **L.1.** Recognizes

| disaster worries you the most?
− Which disasters are common in your local area?
− What are some ways to prepare for natural disasters?

Wh-question in simple past

− What happened during the flood/earthquake?
− What did you do?

Simple past

− Last night, there was an earthquake.
− We woke up.
− Yesterday, it rained heavily and my house was flooded.

Modals: should/ can

− You should stay calm.
− You should not run. | First, then, after that, finally
− | in a person's well being

− Sharing experiences and concerns

− Use of conventions for turn-taking

Social Language Samples and idioms/phrases

− Creating a storm in a teacup

− The calm before the storm.

− It is better to be safe than sorry. | phrases related with themes using dialogues, conversations, stories videos/pictures/illustrated books.
− **Identifying** key phrases related to the theme by answering questions or arranging instructions after a read-aloud or first listening to a real-life conversation/ video, etc.
− **Identifying** key phrases related to the theme by matching pictures, completing a graphic organizer, filling a chart, text, drawing or acting upon the information during second listening.

Identification of key phrases related to expression of feelings
− **Brainstorming** key words and phrases related to feelings using dialogues, stories videos/pictures/illustrated books.
− **Selecting** pictures or phrases to match feelings and events and **acting** out the feelings indicated after listening to a dialogue or video.

Interpretation of short texts and identification of types of texts
− **Brainstorming** of ideas using videos, films, pictures, graphic organizers for activating schema before reading.
− **Planning: Stating** the goal of task, language focus and strategies involved**.**
− **Identifying** the characteristics of | basic phrases that denote position and can understand simple instructions including directions.

L.2. Recognizes others' expression of feelings.

R.1. Recognizes short text messages as well as short greetings. |

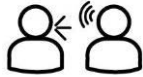|				
− You can listen to the news. Imperative form of verbs − Stay calm − Call the 911 **Phonemic Awareness** Identifying base words (walk, clean, dress) that have been modified by inflectional endings (e.g., -ing; -ed) through an oral or written cloze. − Plan- planning/ planned − Communicate /communicating/c ommunicated − Listen- listening/listened Practicing: **s / θ** **sum / thumb** **sank / thank** **sink / think** **saw / thaw** **sin-thin** **Vocabulary**			short texts like announcements, warnings, descriptions, and dialogues. − **Matching** short texts or diagrams with words/concepts. − **Participating** in choral, shared and individual reading following a model given by the teacher. − **Participating** in **co-assessment** using technically designed instruments. **Participating in choral reading** − **Activating** prior knowledge and clarification related to target sounds. − **Participating** in choral and individual reading of stories, dialogues or conversations after the teacher or after listening to a recorded text to rehearse the sounds/-ed/ /-ing/ − **Reading** aloud words, sentences and short passages from familiar patterned texts (e.g. stories, dialogues, chants with fluency. (i.e., accuracy, intonation, and attention to target sounds) **Identification and decoding of sounds** − **Activating** prior knowledge and clarification related to target sounds. − I**dentifying** target sounds /s/ /θ/ in short texts with verbal modeling and visual cues. − **Participating** in choral and individual repetition of words by	**R.2.** Reads with fluency and accuracy. **R.PA.3** Produces and reads English sounds /-ed/ /-ing/ / s/ / θ/

<u>1. Was that an earthquake?</u>
 	
Emergencies and natural disasters
   – Car accident
   – Earthquake
   – Volcanic eruption
   – Hurricane
   – Drought
 	
<u>Earthquakes</u>
– Ground moving
– Floor rippling
– Circular motion
– Objects falling
 	
<u>Feelings:</u>
– Scared
– Calm/relaxed
 	
<u>2. It was raining cats and dogs</u>
 	
<u>Floods</u>
– rain
– thunder storm
 	
<u>Effects of Floods</u>
– Water entered into the houses/cars
– Furniture and appliances
			singing songs, chants, dialogues or stories with the teacher and partners modeling.
			– **Practicing** minimal pair sounds: **/s / /θ/**
			  sin / thin
			  sum / thumb
			  sank / thank
			  sink / think
			  saw / thaw
			
			<u>Oral and Written Production</u>
			
			Asking for simple questions
			– **Brainstorming** learned key vocabulary phrases and sentence frames to ask simple questions in present and past tense.
			– **Planning** an information exchange, dialogue or simulation related to themes, **rehearsing** it and **performing** it in pairs or groups**.**
			
			Asking for information
			– **Brainstorming** learned key vocabulary phrases and sentence frames for reporting an emergency.
			– **Planning: Stating** the goal of task, language focus and strategies involved**.**
			– **Participating** within a small or whole group activity (e.g., "How do you say 'Desastre' in English?").
			– **Planning**role-plays or simulations to ask for help calling 911**.**
			– **Using** social language (e.g., "I am
				Using different types of technically designed instruments such as checklists, rubrics, the teacher collects information about how the learner:
				
				SI.1. Asks others simple questions concerning personal opinions or their interests.
				
				SI.2. Asks how to express something in another language.
				
				SI.3. Expresses common feelings during an event.

damaged − Classes cancelled. <u>3. Calling 911</u> <u>Useful phrases</u> − 911, May I help you? − I have an emergency. − There was an earthquake in Nicoya. − I am calling 911 to report it. <u>Personal information</u> − Name, Age − Place, Time − People injured <u>Getting ready for a natural disaster</u> People: − Rescue Team − Survivors <u>Emergency Kit items for 3 days:</u> − water − battery powered radio − non-perishable food − blankets			cold"; "I am hungry", "I am thirsty") to express common feelings while **performing** it. − **Rehearsing** and **performing** the simulations. − **Participating** in **co-assessment** using technically designed instruments. **Presenting information orally** − **Selecting** learned key vocabulary phrases and sentence frames related to theme and language functions. − **Planning** an oral presentation related to theme and language function, **rehearsing** it and **reporting it** using notes and visuals as support. − **Participating** in **self-assessment** using technically designed instruments. **Giving instructions** − **Identifying** key vocabulary, phrases and sentence frames for giving instructions or directions. − **Planning:** Stating the goal of task, language focus and strategies involved**.** − **Organizing collaboratively** an oral presentation about how to prepare for a natural disaster, **rehearsing** it and **reporting it** using notes and visuals as support. − **Participating** in **co-assessment**	**SP.1.** Talks about a familiar topic in a short presentation. **SP.2.** States single step directions/ commands using words and phrases in conversations, dialogues or oral presentations.

− First Aid box
 	
Have an evacuation plan
− Watch the weather.
− Pay attention to warnings.
− Follow instructions.
− Pick a meeting place.
 	
Build an emergency kit.
− Bring pets inside
− Listen to weather reports and updates for advice and instructions.
− Only return home once you are told it is safe.
			using technically designed instruments.
			Expression of ideas through writing and composing short sentences
			  − **Brainstorming** ideas for writing short sentences in order to write a note for a newspaper or organization about personal needsfollowing a pattern given by teacher or from the Internet.
			  − **Planning: Stating** the goal of task, language focus and strategies involved**.**
			  − **Writing** short sentences within a patterned sentence structure.
			  − **Revising** sentence word order, punctuation and capitalization individually and with a partner.
			Composing short texts
			  − **Writing** a short sign, warning or message about what to do or not do in case of a disaster following a model.
			  − **Revising** sentence word order, punctuation and capitalization individually and with a partner.
			  − **Making** a display for the class.
			
			Integrated Mini- Project
			  − **Planning** and **creating collaboratively** a collage with photographs of natural disasters, emergency kit items, and how to be prepared.
			  − **Preparing** a report, **rehearsing** it and **presenting**it to class.
				W.1. Composes short sentences expressing needs and preferences.
				
				W.2. Composes short messages like instructions, signs and warnings.
				
				IMP.Using different types of technically designed instruments to assess the overall accomplishment of unit goals, the teacher collects information about how learners **apply** emergent language competences in oral and written comprehension and oral and written production for describing natural disasters and actions done and feelings expressed in an emergency situation.

Level: 4°   **Unit: 6**

Scenario: **Oh, the Places You Will Go**	**Themes:** 1. Where to Go 2. Different People, Different Places 3. Planning a Vacation 4. Oh, The Things that You will Do	
Enduring understanding: A good vacation requires proper planning. Different people like to do different things on their vacations.		
Essential Question: What makes a good vacation?		
Linguistic Competencies		**Goals** **Learner can …**
Oral and Written Comprehension	Listening	**L.1.** understand the main points in short, simple stories and reports when there is some previous understanding of the topic and if they are read slowly, clearly and possibly repeated. **L.2.** understand phrases and high frequency vocabulary related to areas of personal interest (e.g. On vacation, we will swim in the sea and eat fish).
	Reading	**R.1.** comprehend readings, analyze and enjoy texts. **R.2.** understand most of what occurs in a well-structured short story and can identify the story's main characters. **R.PA.3.** indentify the sounds /ɜː / ɔː//æ // ʌ/
Oral and Written Production	Spoken Interaction	**SI.1**. ask others about their likes and dislikes (e.g. discuss favorite foods of Costa Rican vacation destinations). **SI.2**. ask straightforward questions in familiar situations and understand the responses.
	Spoken Production	**SP.1.** describe basic aspects of an event.

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		W.1. write, with the help of illustrations, an explanation of where they will go how to get there, and what they will do. W.2. apply conventions of standard English.

Learn to know	Learn to do	Learn to be and live in community	Suggested Mediation Strategies	Assessment Strategies
Grammar & Sentence Frame Describing places – My _____ (hotel) has _____ (a swimming pool). – ___ (Guanacaste) is ___ (hot) and ___ (dry). Prepositions of places – At, in, on…) – The hotel restaurant is____ (on) the second floor. – We are leaving___ (on) December the 24ᵗʰ. – She is____ (in) her room now. Possessive adjectives – ___ (My mother) likes to go to the	**Functions** – Describing places and people – Describing daily activities – Expressing preferences (likes and dislikes) – Making suggestions **Discourse Markers** Linkers: Sequential - past tense First, then, after that, finally –	**Psycho-social** – Showing creativity for selecting a vacation place. – Communicating ideas and desires politely. – Using technology to get information and share information **Sociocultural** – Using "please" and "thank you" appropriately in rehearsing and preparing for vacation – Using formal and Informal registers when greeting	**Pre-teaching** – **Using** brain gym, songs, memory games, broken phone, charades, and crossword puzzles as warm-up strategies. – **Activating** prior knowledge. – **Introducing** key vocabulary, sentence frames, grammar, sounds, and socio-cultural aspects with visual aids, technology or graphic organizers. – **Modeling** and repetition. – **Clarifying** vocabulary and idiomatic expressions. – **Participating** in choral repetition and gestures. **Oral and Written Comprehension** **Identificationof main points** – **Making** a list of places and people heard in a conversation/description/ video or read-aloud during first listening. – **Identifying** main points by circling or matching pictures with descriptive words or sentences during second	Using technically elaborated instruments for self-assessment and with the guidance of the teacher, the learner. L.1. Recognizes the main points in short, simple stories and reports.

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beach, but ____ (my father) likes to go to the mountains. Simple future – I will bring my ____ (sunglasses). – We will go to the (beach) _____, – We will swim in the (river) _____. Present Progressive: – I´m going to_____ Simple future and first conditional – If we ____ (go) to Cahuita, we _____ (will surf). – If I ____ (go) to the beach, I _____ (will play soccer on the sand). Simple present tense with a conjunction – I like____ (camping), but I prefer _____ (staying at a hotel).		and saying good-bye **Social Language Samples and idioms/phrases** – "I can't wait … " – "What do you want to do?" "This is the best yet." **Idioms** Have a safe trip	listening. – **Completing** a graphic organizer or **acting out** the information after the audio stimuli. – **Participating** in self/co-assessment using technically designed instruments. **Recognition of phrases and high frequency words for describing places and people** – **Activating** prior knowledge with audio and visual resources. – **Planning: Stating** the goal of task, language focus and strategies involved. – **Listening** to and **circling** or **coloring** high frequency words from real-life descriptions, stories, songs and conversations related to the themes during first listening. – **Selecting** or **transferring** high frequency phrases from word/phrase banks into a graphic organizer, chart after second listening with slow and clear pronunciation. – **Participating** in self-assessment using technically designed instruments. **Interpretation of short texts** **Getting the gist of a text related to theme and language functions** – **Brainstorming** of ideas using videos, films, pictures, graphic organizers for activating schema	**L.2.** Recognizes phrases and high frequency vocabulary related to areas of personal interest by circling them in songs, conversations among others. **R.1.** Recognizes and enjoys texts.

– On vacation I like to_____ (sleep late/wake up early) and eat a_____ (big breakfast/lunch/dinner). Wh- questions – Where will you go on vacation this summer? – When are you going? – What will you bring to _____? Yes/no questions present simple – Do you have a double/single room for tonight? – Do you accept credit cards? – Does the hotel have a swimming pool? Verb +ING – I like going to the beach Want= would like – I would like to go to the beach.			before reading. – **Planning: Stating** the goal of task, language focus and strategies involved. – **Participating** in read-alouds, shared readings, and independent readings of familiar texts and **circling** key words and phrases. – **Arranging** pictures or **making** a facts chart and **acting out** the information after reading it. – **Identifying** main points by **ordering** a story/conversation **matching** pictures with short descriptions and **completing** a graphic organizer. – **Participating** in co-assessment using technically designed instruments. **Identifying and contrasting sounds** – **Activating** prior knowledge and clarifying related to target sounds. – **Identifying** and contrasting specific vowel sounds in words and short texts after choral reading. – **Participating** in reading aloud and chanting with the teacher focusing on contrasting the sounds: /ɜː // ɔː/ /æ/ / ʌ/ – **Decoding** and **spelling** words combining consonants and vowels **Oral and Written Production**	**R.2.** Recognizes most of what occurs in a well-structured short story by ordering the events in a story coherently. **R.PA.3.** identifies English sounds /ɜː // ɔː/ æ/ / ʌ/ and decodes words. Using different types of technically designed instruments such as checklists, rubrics,

Phonemic Awareness Practicing minimal pair sounds: − work / walk − bird / bored − fur / for − shirt / short − sir / saw Practicing minimal pair sounds: æ / − cat / cut − ankle / uncle − ran / run − drank / drunk − match / much Practicing vowel consonant combinations to form several words: − /m/, /s/, /a/, − /t/, /n/,/e/ **Vocabulary** 1. Where to go Places − Beach, River, Beach hotel,			**Exchanges of information using questions and responses** − **Brainstorming** learned key vocabulary phrases and sentence frames related to questions and answers. − **Participating** in mixed question and answer drills and information-gap activities(e.g. asking for others' preferences) − **Planning** information exchanges. − **Rehearsing**them and then performing them. − **Planning: Stating** the goal of task, language focus and strategies involved. − **Organizing collaboratively** dialogues, information exchanges interviews or surveys**using** questions and answers (e.g., what do you like to do on vacation? Where do you recommend people to go for beaches/typical food/mountains/hiking?) − **Rehearsing them** and **performing** them. **Participating** in co-assessment using technically designed instruments. **Talking about familiar topics** − **Reviewing** learned key vocabulary phrases and sentence frames related to vacation planning. − **Planning, rehearsing** and **presenting** a description of vacation activities related to language	the teacher collects information about how the learner: **S.I.1.** Asks others about their likes and dislikes. **SI.2**. Asks straightforward questions in familiar situations and understand the responses during dialogues and converstations. **SP.1.** Describes basic aspects of an event in an oral presentation.

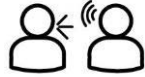|				
waterfall Typical foods: – Rice and beans – Coffee, Tamales, – Seafood, Expressing preferences – I like/ don't like/ she likes/she doesn't like.. – I would like… 2. Different people, different places Places to go – Going to visit my grandparents – Going to the beach – Going to a beach hotel – Going to the river Descriptive words – Happy, Excited – Hot, Cold People to meet – Uncle-aunt – Grandparents Transportation – Bus, car… 3. Planning vacations Making a hotel			functions. (e.g., we go to the mountains. We wake up early, take a shower and eat breakfast. We swim in the river.) – **Participating** in co-assessment using technically designed instruments. **Description of places and activities** – **Brainstorming** ideas and **organizing** them in a graphic organizer or mind map. – **Writing** a short text/paragraph within a patterned sentence structure given by the teacher. – **Using** verb tenses (present, present progressive future) in a variety of writing applications with instructional support. – **Revising** the punctuation marks, capitalization, spelling and structure of sentence frames in the text. – **Presenting** the text in a classroom book or mural. **Integrated Mini-Project** – **Planning, creating** a mini-book including vacation destinations, plans and vacation activities, including photos. **Preparing** a presentation; **rehearsing it** and **presenting it to class.** – **Participating** in co-assessment using technically designed instruments.	**W.1.** Writes a short text related to personal vacation plan. **W.2.** Applies conventions of standard English. **IMP.** Using different types of technically designed instruments to assess the overall accomplishment of unit goals, the teacher collects information about how learners **apply** language

<u>reservation</u>
- Book a room
- I need a single or double room
- How much is it?
- I need some personal information

<u>Packing:</u>
- T-shirt, shorts
- Suitcase,
- backpack

<u>Daily routines:</u>
- sleep (late)
- wake up (early)
- eat breakfast/ lunch/ dinner

<u>4.Oh, the things that you will do</u>

<u>Vacation activities:</u>
- Hiking, Walking
- Dancing, Eating
- Swimming
- Do karaoke
- Horse back riding

<u>Expressing future</u>
- I will go hiking/swimming
- If I go… I will….

competences in oral and written comprehension and oral and written production for **describing** vacation plans and destinations and **asking** for and **giving** information using key vocabulary and sentence frames.

Level A2.1 Grades 5-6				
Integral Development and Communicative Competence				
At this stage, the learner can...				
Learn to know	use simple basic sentence patterns and words which are level-appropriate to communicate about themselves and other people, what they do, places, and possessions.			
Learn to do	use level-appropriate linguistic and topical resources in order to listen, read, speak and write in response to level and age-appropriate tasks, integrating language and topical knowledge, skills and abilities (KSA) within domains, scenarios and themes. S/he may use linking words such *first, next, then* and *finally* to connect groups of words. S/he expands language functions to include comparing and contrasting ideas and characteristics of certain items, expands learned phrases by using more language functions for such things as categorizing items, asking informational questions, predicting, explaining cause and effect.			
Learn to be and live in community	use personal and social dispositions (e.g., coping, engagement, attitudes, cooperation, turn taking, empathy, and other universal values) when interacting and producing in the target language and taking time to search for words using oral and body language for transferable learning (enduring understanding). Use various resources in order to connect personally with the information, beyond the curriculum. S/he participates in social situations by expressing opinions and attitudes in a simple way using common social courtesies.			
Listening	**Reading**	**Speaking (spoken interaction & production)**	**Writing**	
CEFR STANDARDS • Can understand the main idea in an informal conversation, a presentation of a familiar topic, or simple instructions. **INTEGRATION OF**	**CEFR STANDARDS** • Can read and comprehend texts with repetitive, predictable patterns about everyday events. • Can use their knowledge for how letters, words and sounds work in the new language to understand words and sentences. • Can use knowledge of their	**CEFR STANDARDS** • Can describe their background, immediate environment, interests or activities in simple language. • Can use some simple structures accurately, but continue to exhibit systematically basic errors in verb tenses, use of prepositions, articles, pronunciation.	**CEFR STANDARDS** • Can apply knowledge of sound/symbol relationships to spell high frequency words in sentences and short phrases. • Can write simple sentences to describe things like objects or familiar places in a text format.	

LANGUAGE SKILLS	first language to predict the meaning of words and texts in the target language...	INTEGRATION OF LANGUAGE SKILLS	INTEGRATION OF LANGUAGE SKILLS
• Can complete a diagram or arrange a set of sentences to show comprehension. (Listen to write) • Can respond to questions in an oral exchange. (Listen to speak)	**INTEGRATION OF LANGUAGE SKILLS** • Can make oral descriptions/ answer questions from written texts to show comprehension. (Read to speak) • Can read texts aloud and spell new words. (Read to speak and write) • Can complete texts from oral stimuli. (Listen to read) • Can show comprehension of main ideas and details in a short text by filing a graphic organizer (Read to write)	• Can describe people, places and things in present and past tense from written inputs. (Read to speak) • Can participate in information exchanges to show comprehension of oral inputs. (Listen to speak)	• Can sequence a simple paragraph from oral or written input. (Listen/ read to write) • Can write simple descriptions in present and past tense to make oral expositions. (Write to speak)

Level: 5°   **Unit: 1**

Scenario: **Go Green**	**Themes:** 1. Our Environment: Making the Connection 2. Actions that Harm the Environment 3. Protecting my Planet 4. Solving Environmental Problems
Enduring understanding: Our actions can have a positive or negative chain effect on the environment around us. If we are responsible, we can make the environment better. If we are wasteful, the environment suffers and so do we all.	
Essential Question: How do our actions affect the environment around us?	

Linguistic Competencies		**Goals** **Learner can …**
Oral and Written Comprehension	Listening	**L1.** understand isolated, familiar words and phrases when listening to clear, slow, and basic text being read aloud. **L2.** understand phrases and high frequency vocabulary related to areas of personal interest.
	Reading	**R1.** understand much of what is written in short, simple texts on subjects with which they are familiar and/or in which they are interested. **R2**. follow a set of clear-cut instructions, especially if there are pictures or diagrams to illustrate the most important steps. **R.PA. 3.** decode English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness.
Oral and Written Production	Spoken Interaction	**SI.1.** indicate strengths and weaknesses related to the theme and language function. **SI.2.** ask for clarification of unknown words and expressions

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	Spoken Production	**SP.1.** talk about a familiar theme in a short presentation, prepared in advance
	Writing	**W.1.** label charts, diagrams, and maps. **W.2.** apply conventions of standard English

Learn to know	Learn to do	Learn to be and live in community	Suggested Mediation Strategies	Assessment Strategies
Grammar & Sentence Frame Present Simple − A dry forest has ____. − In the cloud forest there are __. − Some examples of fauna are __ Modal Can − I can ___ (save) money for _____ (recycling). − I can ____ (plant) trees to enhance reforestation. − We can use _____ (boxes) instead of using ___ (plastic) bags.	**Functions** − Describing nature at local, national and global level − Describing environmental problems at local, national and global level − Asking for and giving information − Giving advice for protecting the environment − Describing ways to solve environmental	**Psycho-social** − Respecting the environment − Cooperating among classmates − Developing creativity, collaboration critical thinking and communication skills **Sociocultural** − Taking care of Mother Earth − Conserving the	**Pre-teaching** − **Using** brain gym, songs, memory games, broken phone, charades, and crossword puzzles, as warm-up strategies. − **Activating** prior knowledge. − **Introducing** key vocabulary, sentence frames, grammar, sounds, and socio-cultural aspects with visual aids, technology or graphic organizers. − **Modeling** and repetition. − **Clarifying** vocabulary and idiomatic expressions. − **Participating** in choral repetition and gestures. **Oral and Written Comprehension** **Identification of familiar language**	Using technically elaborated instruments for self and co-assessment and with the guidance of the teacher, the learner:

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Modal "have to" − I have to protect my environment. − We have to separate garbage. First Conditional − If I/we (throw) pesticides into rivers (fish) will die. Modal Should − We should/shouldn´t ____ − I should/n´t _____. Information questions with "to be" and "can" 1. What type of animals and plants can you find in the rainforest? 2. How can we preserve our forests and animals? 3. Why the conservation of the environment is so important? **Phonemic Awareness**	problems **Discourse Markers** Linkers: Sequential - past tense First, then, after that, finally	protected areas in our country **Social Language Samples and idioms/phrases** Answer the call of nature(If you answer the call of nature, you need to go to the toilet) Down to earth (If you are down to earth, you are practical and sensible) To built castles in the air (Plans that are unlikely to happen)	− **Brainstorming** familiar phrases for describing nature using a KWL chart among others. − **Planning: Stating** the goal of task, language focus and strategies involved**.** − **Identifying** key words familiar phrases related to the environment by first listening to a video, radio program, description, personal experience, real-life conversation or song. − **Arranging** or **circling** pictures after second listening. **Recognition of phrases and high frequency words for describing places and things** − **Activating** prior knowledge with audio and visual resources. − **Listening** to and **circling** or **coloring** high frequency words from real-life descriptions, stories, songs and conversations related to the theme. − **Selecting** or **transferring** high frequency phrases from word/phrase banks into a graphic organizer or chart after listening to a slow and clear real-life conversation, video or description. − **Participating** in self-assessment using technically designed instruments. **Interpretation of short texts** − **Brainstorming** key words, phases related to environmental problems caused by people while watching short video clips, solving a crossword puzzle,	**L.1**. Recognizes isolated, familiar words and phrases when listening to clear, slow, and basic text with slow clear pronunciation. **L.2**. Recognizes phrases and high frequency vocabulary related to theme by selecting them from texts/ word/phrase banks.

<u>Long Vowel sounds:</u> **/ay/ /ey / /i/ /u/ (e.g., kite, buy, made, cake, save, tree, use, do, etc.)** <u>Segmenting multi-syllabic words into syllables.</u> – (/but/ter/fly/, gar/bage/) **<u>Vocabulary</u>** (Including but not limited to) 1.<u>Our environment: Making the Connection</u> <u>Environmental terms</u> Climate, plants, animals, forest,energy,habitat <u>Information questions</u> – What type of animals and plants can you find in the rainforest? – Why the conservation of			viewing pictures or completing the KWL chart. – **Identifying** letters, words, sentences, and their distinguishing features (e.g. capitalization, ending punctuation, etc.) during first reading. – **Planning: Stating** the goal of task, language focus and strategies involved**.** – **Identifying** main points by **answering questions** and/or **matching** pictures with short descriptions and/or **completing** a graphic organizer during second reading. – **Transferring** information from written stimuli for completing a diagram or arranging set pictures from a description. – **Participating** in a hands-on project (e.g., for a simple craft project) following written instructions. – **Participating** in co-assessment using technically designed instruments. **Decoding graphemes and sounds** – **Activating** prior knowledge and clarifying concepts related to word parts and syllabification. – **Segmenting** sentences into words (e.g., cutting up sentence strips) – **Blending** spoken simple onsets and rhymes to form real words (e.g. onset /c/ and rhyme /at/). – **Segmenting** words into syllables(/but/ter/fly/, gar/ba/ge/) – **Spelling** words in pairs or groups of for	**R.1**. Recognizes much of what is written in short, simple texts which they are familiar with and interested. **R.2.** Follows a set of clear-cut instructions, especially if there are pictures or diagrams to illustrate the most important steps. **PA.1.** Reads words and sentences by decoding English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness.

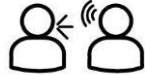|				
the environment is so important? 2. Actions that Harm my Environment -What human actions do harm/damage the planet? Actions against the environment − cut down forest − use of chemicals and pesticides − throw garbage in rivers − pollute water and the air − kill the animals − destroy mother nature − If I/we (throw) pesticides into rivers (fish) will die. 3. Protecting my Planet 1. How can I save the planet? Actions to help the environment -Recycle,reuse, reduce,plant tres, go			teachers to write or vice-versa. **Oral and Written Production** **Exchanges of information using questions and responses** − **Brainstorming** learned key vocabulary phrases and sentence frames related to formulating questions and answers. − **Planning: Stating** the goal of task, language focus and strategies involved**.** − **Participating** in mixed question and answer drills and information-gap activities(e.g., asking for others' opinions) − **Planning collaboratively** dialogues, interviews or surveys **using** questions and answers (*How can you protect the environment? I am good at x…; I can...I should improve on x… If I do not throw garbage in the streets, they will be clean*). − **Using** question frames (e.g. what does ____ mean? What is another word for ____?) to get meaning across during the conversation, survey or interview − **Rehearsing** and **performing** the conversation. − **Participating** in co-assessment using technically designed instruments. **Talking about familiar themes** − **Brainstorming** learned key vocabulary phrases and sentence frames. − **Planning** collaboratively **rehearsing**	Using different types of technically designed instruments such as checklists, rubrics, the teacher collects information about how the learner: **SI.1.** Indicates strengths and weaknesses of personal or human actions on the environment. **SI.2.** Asks for clarification of unknown words and expressions **SP.1.** Talks about a familiar theme in a short presentation,

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organic,walk/cycle, save water, use clean power,avoid buying plastic bags,classify garbage			and **performing** a short presentation describing an environmental issue and how to solve it. − **Participating** in co-assessment using technically designed instruments.	prepared in advance
4. Solving Environmental Problems Problems Littering,energy misuse, water misuse Actions Planting,reusing, recycling Expressions − We___ (classify) garbage. − We ___ (plant)trees − We should not waste ____ (water and energy).			**Expressing ideas through writing** − **Planning: Stating** the goal of task, language focus and strategies involved**.** − **Brainstorming** key words and phrases. − **Classifying** them into a graphic organizer or chart. − **Completing** sentences and then a paragraph related to themes using a word/phrase bank. − **Using** capitalization for the pronoun "I," sentence beginnings and proper nouns correctly. (i.e., names, days, months) when completing a text. − **Revising** the texts for punctuation and capitalization. − **Evaluating** the accomplishment of the task. **Integrated Mini-Project** − **Planning and creating collaboratively** a school campaign using technology to protect the environment including advertisements and activities , − **Preparing** a presentation, **rehearsing it** and **reporting it to class.** − **Evaluating** the accomplishment of the task individually and in groups.	**W.1.** Labels charts, diagrams, and maps. **W.2.1.** Applies conventions of standard English when writing short texts. **IMP**. Using different types of technically designed instruments to assess the overall accomplishment of unit goals, the teacher collects information about how learners **apply** language

				competences in oral and written comprehension and oral and written production for describing environmental issues, ways to protect the planet and asking for and giving personal information.

Level: 5°   **Unit: 2**

Scenario: **Pura Vida in Many Ways**	**Themes:** 1. What´s Going on in Town? 2. What Makes your Province Unique? 3. Costa Rica: "No Artificial Ingredients" 4. In & Out Costa Rica
Enduring understanding: Our occupations, traditions, music, the way we celebrate, the kind of food we eat, and the way we dress make us unique between provinces in Costa Rica.	
Essential Question: How does the place where we live define us?	

Linguistic Competencies		**Goals** **Learner can …**
Oral and Written Comprehension	Listening	**L1.** understand short, clear, and simple instructions and explanations when delivered slowly (e.g., how to create a mask or handcraft). **L2.** understand the main points in short, simple stories and reports when there is some previous understanding of the topic and if they are read slowly, clearly and possibly repeated. **L3.** understand the most important points in a straightforward talk or presentation, accompanied with drawings and/or diagrams, provided there was some previous familiarity with the topic.
	Reading	**R1.** understand much of what is written in short, simple texts on subjects with which they are familiar and/or in which they are interested. **R2.** comprehend reading, analyze and enjoy texts. **R3.** follow a set of clear-cut instructions, especially if there are pictures or diagrams to illustrate the most important steps. **P.A.1.** distinguish phoneme for inflectional endings (-ing, -ed and –s).

Oral and Written Production	Spoken Interaction	**SI.1.** ask straightforward questions in familiar situations and understand the responses. **SI2.** exchange information about everyday matters using simple vocabulary (e.g., favorite sports, names of pets, holiday plans).
	Spoken Production	**SP1.** express short advices and recommendations.
	Writing	**W1.** engage in the writing process: pre-drafting, drafting. **W2.** use simple sentences and expressions to describe such things as their surroundings, their daily activities, and the people around them.

Learn to know	Learn to do	Learn to be and live in community	Suggested Mediation Strategies	Assessment Strategies
Grammar & Sentence Frame Simple Preset Tense − Popular celebrations/ activities in my community are _____. − In my community we __ (do, eat, wear)… − In my __	**Functions** − Describing my community by traditional: music, occupations, foods, celebrations, dress code − Describing my province traditions, music, occupations, foods,	**Psycho-social** − Respecting other customs and traditions − Celebrating the differences between cultures **Sociocultural** − Holidays and celebrations − Loving diversity	**Pre-teaching** − **Using** brain gym, songs, memory games, broken phone, charades, and crossword puzzles, as warm-up strategies. − **Activating** prior knowledge. − **Introducing** key vocabulary, sentence frames, grammar, sounds, and socio-cultural aspects with visual aids, technology or graphic organizers. − **Modeling** and repetition. − **Clarifying** vocabulary and idiomatic expressions. − **Participating** in choral repetition and gestures.	Using technically elaborated

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			Oral and Written Comprehension	instruments for self and co-assessment and with the guidance of the teacher, the learner:
(province) people ___ (celebrate, dance, eat, dress). **Present Perfect** – <u>I have been to the United States three times.</u> – <u>I have lived abroad.</u> – <u>Have you been abroad?</u> **Adverbs of frequency** – We usually _____. – In our country we sometimes _____: – In my town we __, but in the ___ (city) they ___. **Adjectives** – size: long celebration, small parade. – shape: round, square	celebrations, dress code and people among other aspects – Describing Costa Rica – Describing travel experiences in or out Costa Rica **Discourse Markers** First, second, third…	in Costa Rica and countries around the world – Appreciating the customs from other cultures **<u>Social Language Samples and idioms/phrases</u>** – <u>Cat nap</u> (short sleep) I am going to have a cat nap while you are cooking dinner. – <u>Don´t count your chicken before they hatch</u> (don´t make plans ahead of time)	**Identification of familiar language** – **Brainstorming** key words and phrases for describing celebrations and entertainment using graphic organizers/videos/photos/illustrated books. – **Planning: Stating** the goal of task, language focus and strategies involved**.** – **Making** a list of things and people heard in conversations, descriptions or read-alouds during first listening. – **Identifying** key words related to the theme by listening to real-life conversations, video descriptions during second listening, by performing 2 step instructions, and by **matching** or **filling** in a graphic organizer or chart. **Identificationof main points** – Identifying main points by completing graphic organizers or answering general questions after the aural stimulus. – **Arranging** pictures or objects, **making** a facts chart or **acting out** the information after the audio stimuli. **Identification of specific information** – **Finding** the answer to specific information questions (What, where, when, how) in present and present perfect after listening to a story, video/ description. – **Identifying** key vocabulary words and	**L1.** Recognizes short, clear, and simple instructions and explanations when delivered slowly (e.g., how to dance a particular rhythm or elaborate a craft or typical dish). **L2.** Recognizes the main points in short, simple stories and reports when there is some previous understanding of the topic and if they are read slowly, clearly and possibly repeated. **L3.** Recognizes the most important points in a straightforward talk or presentation, accompanied with drawings and/or diagrams, provided

− colors: white hat, red skirt Superlative forms The most beautiful beach of my province is_____. The best food to eat is _____. The highest mountain is _____. Interrogatives − What are the most popular activities/celebrations in your community/country? In Costa Rica we _____. − What do people do to celebrate ___? We cook/ dress… **Phonemic Awareness** − Identifying inflectional			phrases by completing a graphic organizer and/or sentence frame. − **Participating** in self-assessment using technically designed instruments. **Interpretation of short texts** − **Brainstorming** of ideas using videos, films, pictures, or graphic organizers for activating schema before reading. − **Planning: Stating** the goal of task, language focus and strategies involved**.** − **Participating** in read-aloud, shared reading, and independent reading of familiar texts and/or texts in which they are interested. − **Identifying** signal words that indicate sequential/ chronological order (i.e., first, next, finally) by pointing to or circling the words. − **Describing** with pictures or a graphic organizer the main ideas of a description. − **Sequencing** stories **Participating** in a hands-on project (e.g., a simple collage project) by following written instructions in a brochure, invitation or advertisement. − **Participating** in co- assessment using technically designed instruments. **Identifying sounds** − **Activating** prior knowledge using varied techniques. − **Identifying** phonemes for inflectional endings (-ing, -ed and –s) in a written	there was some previous familiarity with the topic. **R1.** Recognizes much of what is written in short, simple texts on subjects with which they are familiar and/or in which they are interested. **R2.** Recognizes and enjoys texts. **R3.** Follows a set of clear-cut instructions, especially if there are pictures or diagrams to illustrate the most important steps **PA.1.** Distinguishes phonemes for inflectional endings (-ing, -ed and –s).

endings (e.g., -s, -ed, -ing, etc.) and their functions (i.e., tense, plurality, comparison and parts of speech). − Writing the letters heard in a word in proper order. **Vocabulary** (Including but not limited to) 1**.** What´s going on in town? Expressions and phrases − I am new in town. − I would like to go around. What do you recommend me? − What do people to for fun? We go to… − What time is it? Music − Folk, salsa,			word by pronouncing it after it is heard. − **Writing** the letters heard in a word in proper order. − **Producing** sounds represented by the single-lettered consonant and vowel graphemes in choral/ individual reading or chanting. **Oral and Written Production** **Information Exchanges** − **Brainstorming** learned key vocabulary phrases and sentence frames. − **Planning: Stating** the goal of task, language focus and strategies involved**.** − **Participating** within a small group or pair workin rehearsing mixed question and answer drills and information-gap activities (e.g., asking the location of an item, asking for directions, asking for the time). − **Using** questions and answers in dialogues, information exchanges, interviews, surveys or written sentence frames (e.g. who, what, where, when). − **Rehearsing** short dialogues and then **performing** them. − **Participating** in short information exchanges to ask for and give information, to describe past experiences and express feelings. − **Using** social language (e.g., "I highly recommend you… The most spectacular national park is…") in personal exchanges. − **Rehearsing** short dialogues and then	Using different types of technically designed instruments such as checklists, rubrics, the teacher collects information about how the learner: **SI.1.**Asks straightforward questions in familiar situations and understands the responses. **SI.2.** Exchanges information about everyday matters using simple vocabulary (e.g., favorite sports, holidays, music, food). **SP.1.** Expresses short advices and

cumbia,
Activities
  – Parades, horse shows, pilgrimage, dances
Occupations
  – Housewife, cowboy, farmer,
 	
2. What makes your province unique?
 	
Expressions and phrases
 	
– What the most important celebrations in town?
– How do you celebrate it?
Holidays & Celebrations
– Saint Patron´s Day, community fair, civic parties, holidays
 	
Typical cuisine
 	
– Rice with chicken, picadillos, soups, grilled beef
			performing them.
			– **Participating** in self and co-assessment using technically designed instruments.
			
			Exressing ideas through writing
			– **Planning: Stating** the goal of task, language focus and strategies involved**.**
			– **Brainstorming**key words, phrases andideas and **organizing** them in a graphic organizer or mind map.
			– **Drawing** pictures that represent the main idea, details or the text and **writing** captions under them using a sentence/patterned text frame.
			– **Writing** a short text/paragraph collaboratively within a patterned sentence structure given by the teacher.
			– **Revising** the punctuation marks, capitalization, spelling and structure of sentence frames in the text.
			– **Reporting** the text in a classroom book or mural.
			– **Participating** in self and co-assessment using technically designed instruments.
			
			Integrated Mini- Project
			– **Planning** and **creating collaboratively** a collage and /or a foldable about main attractions and celebrations in my community, province, and country.
			– **Rehearsing** the presentation and **reporting it** in oral and written form to the class.
			– **Participating** in self and co-assessment
				recommendations
				
				W1. Engages in the writing process: pre-drafting, drafting.
				
				W2. Uses simple sentences and expressions to describe such things as their surroundings, their holidays, important event and the people around them.
				
				IMP.Using different types of technically designed instruments to assess the overall accomplishment of unit goals, the teacher collects

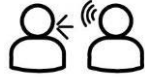|				
Typical dressing − School uniform, t-shirt and jeans, a hat, boots **4**.Costa Rica: "No artificial ingredients**"** <u>Expressions and phrases</u> − Where are you from? − What is Costa Rica like? − What are the best places to visit? − Which are the most important celebrations? <u>Places to go</u> − Beaches, volcanos, rainforests, wildlife islands. <u>People to meet</u> − Indigenous communities (brbris, cabecares, malekus, Ngobes)			using technically designed instruments.	information about how learners **apply** language competences in oral and written comprehension and oral and written production for **describing** main attractions and celebrations and **asking** for and **giving** information using key vocabulary and sentence frames.

– Afro-descendent – Costa Rica is Multicultural and plurilingual <u>4.In & Out Costa Rica</u> <u>Expressions and phrases</u> – Where are you from? – I´m from Costa Rica. – Have you been abroad? Yes, I have been to Mexico. – Have your father been abroad? Yes, he has been to the United States. – How long are you staying in Mexico? For three weeks. – Which places have you visited? – I have been to .. <u>Countries and Nationalities</u> – Mexico Mexican				

– Canada Canadian – Nicaragua Nicaraguan – Panama Panamanian – England English				

Level: 5°   **Unit: 3**

Scenario: **Connecting Electronically**	**Themes:** 1. Using Electronic Devices 2. At the Electronic Devices Store 3. What is Better a Tablet or a Computer? 4. Operating and Taking Care of Electronic Devices
Enduring understanding: Electronic devices are instruments used for a variety of purposes and the ways in which people use them can have positive and negative effects.	
Essential Question: How can electronic devices help and hurt us?	

Linguistic Competencies		**Goals** **Learner can …**
Oral and Written Comprehension	Listening	**L.1.** understand the main points in simple, clear, and short audio announcements and messages. **L.2.** understand the most important points in a straightforward talk or presentation, accompanied with drawings and/or diagrams, provided there was some previous familiarity with the topic.
	Reading	**R.1.** understand much of what is written in short, simple texts on subjects with which they are familiar and/or in which they are interested. **R.2.** Locate important information in simple texts (e. greetings, times, dates, discourse markers in a video or radio advertisement or dialogue) **R.PA.3.** Decodes English graphemes and phonemes in different environments.
Oral and Written Production	Spoken Interaction	**S.I .1.** participate in a short telephone conversation prepared for in advance. **S.I .2.** express common greetings, leave-takings and personal interests in relation to technology in short dialogues and conversations.
		S.P. 1. talk briefly about familiar topics, such as technology.

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	Spoken Production	
		W.1. compose short texts expressing uses and ways to take care of personal technological devices.
	Writing	**W.2.** compose short dialogues, advertisements related to technological devices and its uses.

Learn to know	Learn to do	Learn to be and live in community	Suggested Mediation Strategies	Assessment Strategies
Grammar & Sentence Frame There is/are − There is/are _____. Simple Preset Tense − I have a/an _____. − I have a/a_, but I prefer __. − An advantage of internet is _____. Comparative and superlative − This Mac MP3 is more expensive than that Sony MP3. − The most	**Functions** − Identifying electronic devices − Describing the uses of electronic devices in life − Describing advantages and disadvantages of electronics devices related to price and usefulness. − Describing the proper use of electronic devices in my life	**Psycho-social** − Creating awareness of the negative effects of electronic devices. − Comparing the ways people socialize with or without electronic devices. − Developing creativity, collaboration critical thinking and communication skills. **Sociocultural** − Using memes	**Pre-teaching** − **Using** games, brain gym, songs, ice-breakers, picture story as warm-up strategies. − **Activating** prior knowledge using brainstorming. − **Introducing** key vocabulary, sentence frames, grammar, sounds, and socio-cultural aspects with visual aids, technology or graphic organizers. − **Modeling** and repetition − **Clarifying** vocabulary, grammar, sentence frames and idioms using pictures, realia or technology. − **Participating** in choral repetition and language practice. **Oral and Written Comprehension** **Identification of main points** − **Planning: Stating** the goal of task, language focus and strategies involved**. Making** a list of things and people heard in an audio or visual announcement,	Using technically elaborated instruments for self and co-assessment and with the guidance of the teacher, the learner: **L.1.**Recognizes the main points in simple, clear, and short audio announcements and

expensive computer brand in the market is Apple. <u>Countable and uncountable</u> – How much is a MacBook? – How many TVs are there in your home? <u>Wh/questions</u> – Which is more expensive this tablet or the cell? – Where can I get the best price in the market? <u>Adverbial phrases with because</u> – I like to use ___ because ___ <u>Modals can/could/should'</u> – You should buy a _____(computer)instead of a tablet.	– Giving suggestions **Discourse Markers** <u>Sequence adverbs-past tense</u> First, next, then, finally	and emotions appropriately – Using of formal and informal language appropriately: Example: formal, e.g. *Sir, Madam, Miss, Dr, Professor* (+ surname) informal, e.g. first name only, such as *John! Susan!* **<u>Social Language Samples and idioms/phrases</u>** Chatspeak: – OMG! (Oh my God) – lol! (laugh out loud) – XOXO! (hugs and kisses)	dialogue/description/ or read-aloud during first listening. – **Identifying** main points by circling or selecting pictures and descriptive words during second listening. – **Completing** a graphic organizer or **acting out** the information after the audio stimuli. **Identification of specific information** – **Planning: Stating** the goal of task, language focus and strategies involved**.** – **Identifying** key vocabulary words and phrases from a dialogue at an electronic devices store by taking notes and then completing. – **Finding** the answer to specific information questions in present simple (what-where-when-how) after listening to a conversation or video clip. – **Ordering** pictures and sentences after listening to audio stimuli. – **Participating** in self-assessment using technically designed instruments. **Interpretation of short texts** – **Planning: Stating** the goal of task, language focus and strategies involved**.** – **Brainstorming** of ideas using videos, films, pictures, or graphic organizers for activating schema before reading. – **Identifying** the one-to-one correlation between spoken and printed word by participating in choral and shared reading with the teacher. – **Identifying** main points by **ordering** a	messages. **L.2.**Recognizes the most important points in a straightforward talk or presentation by taking notes and completing a dialogue. **R.1.** Recognizes much of what is written in short, simple texts on subjects with which they are familiar and/or in which they

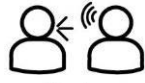|				
– You could ___ get an iPod. **Phonemic Awareness** – Producing sounds represented by the single-lettered consonant and vowel graphemes. (too, my, me, by) – Reading words with common prefixes, suffixes and roots including the endings -tion, -sion. – Reading contractions. (e.g., haven't, aren't, it's, etc.) **Vocabulary** **1. Using Electronic Devices** Electronic devices – Lap tops – smart phones – MP3			dialogue, set of instructions or **matching pictures** with short descriptions. **Identification of main points and discourse markers** – **Brainstorming** key words and phrases related to theme to activate learners' background knowledge. – **Identifying** main points and discourse markers by **circling** them, **completing** conversations or **filling** charts and sequencing a text. – **Acting out** the conversation read using key words and sentence frames. – **Participating** in self-assessment using technically designed instruments. **Decoding graphemes and phonemes** – **Activating** prior knowledge and clarifying of new concepts. – **Identifying** contraction forms in short texts (e.g., haven't, aren't, it's, etc.). – **Participating** in reading aloud with the teacher focusing on contractions e.g., e.g., haven't, aren't, it's, etc.) – **Identifying** and pronouncing words represented by the single-lettered consonant and vowel (e.g. too, my, me, by) – **Participating** in regular reading of common prefixes, suffixes and roots including the endings -tion, -sion. **Oral and Written Production** **Asking for information**	are interested. **R.2**. Locates important information in simple texts (e.g., greetings, times, dates, discourse markers, in a video or radio advertisement or dialogue) **R.PA.3.** Reads contractions and word endings -tion, --sion in different sentences and texts. Using different types of technically designed instruments such as checklists, rubrics, the teacher collects

− Wii Actions/Activities − Listen to music − Send an e-mail − watch videos − chatting − texting − playing games **2. At the Electronic Devices Store** **Expressions** − How can I help you? − I have a/an____, but I need a/ an ____. − I want a/an_____ − How much is a MacBook? It's____ − Which is more expensive this tablet or the cell? − Where can I get the best price in the market? − You should buy a _____(computer) instead of a tablet.			− **Planning: Stating** the goal of task, language focus and strategies involved**.** − **Brainstorming** learned key vocabulary phrases and sentence frames. − **Organizing collaboratively** telephoneinformation exchanges at the electronic devices store/ at the electronics repair store/ school/home using different types of greetings, leave takings and exchanging personal information and interests. − **Rehearsing** and **performing** the conversations. **Participating** in co-assessment using technically designed instruments. **Talking about familiar topics** − **Planning: Stating** the goal of task, language focus and strategies involved**.** − **Reviewing** learned key vocabulary phrases and sentence frames related to **using** technological devices, and taking care of them or buying them according to themes and language functions. − **Organizing collaboratively, rehearsing** and **reporting** an event using the related topic and language functions. − **Participating** in self and co-assessment using technically designed instruments. **Expression of ideas through writing** − **Planning: Stating** the goal of task, language focus and strategies involved**.** − **Brainstorming** ideas and **organizing** them in a graphic organizer or mind map.	information about how the learner: **S.I. 1.** Participates in a short telephone conversation prepared in advance. **S.I.2.** Expresses common greetings, leave-takings and personal interests in relation to technology in short dialogues and conversations. **S.P. 1.** Talks briefly about familiar topics, such as technology. **W.1.** Composes short texts expressing uses and

3. What is better a tablet or a computer? <u>Electronic devices</u> − Cell phones − Tablets − Desk-top computer − smart boards − smart watches − robots <u>Adjectives</u> − Expensive − Cheap − Good − Bad − New − Old-fashioned **4.Operating and taking care of electronic devices** <u>Basic parts of a smartphone</u> − Power supply − SIM Card − Battery			− **Writing** a short text/paragraph within a patterned sentence structure given by the teacher. − **Revising** the punctuation marks, capitalization, spelling and structure of sentence frames in the text. − **Reporting** the text in a classroom book or mural. **Composing short dialogues** − **Brainstorming** ideas and **organizing** them in a graphic organizer or mind map. − **Writing** a dialogue, advertisement or brochure following asimple a model. − **Revising** the punctuation marks, capitalization, spelling and structure of sentence frames in the text. − **Reporting** the products to the class. − **Participating** in self and co-assessment using technically designed instruments. **Integrated Mini-Project** − **Planning and creating** collaboratively a school fair advertising the latest electronic devices used in school. Learners buy and sell their electronic products. − **Rehearsing and describing their stand in oral form.** − **Participating** in self and co-assessment using technically designed instruments.	ways to take care of personal technological devices. **W.2.** Composes short dialogues, advertisements related to technological devices and its uses. **IMP**. Using different types of technically designed instruments to assess the overall accomplishment of unit goals, the teacher collects information about how learners **apply** language competences in oral

− Key pad − Screen Action Verbs How does the phone work? − Turn on/turn off − Charge the battery. − Click on − To receive a call. Taking care of electronic devices − Make sure the device is of good quality. − Charge your phone, but not too often. − Don´t let your device get hot. − Do not let your device get wet. − Make sure Bluetooth is turned off when not in use. − Keep your device clean.				and written comprehension and oral and written production for describing technological devices their uses.

Level: 5°   **Unit: 4**

Scenario:	Themes:
Healthy Choices, Better Life	1. Uhm! I'm Hungry 2. What did You Cook? 3. Let´s Stay in Shape 4. Healthy Lifestyles

Enduring understanding: Almost every day, we do things like count, measure, estimate, and calculate to get things done. We use numbers in sports and shopping. These actions help us be more confident in our decisions and they help us communicate our needs.

Essential Question: How do we quantify our world every day to lead better lives?

Linguistic Competencies		Goals
		Learner can …
Oral and Written Comprehension	Listening	**L.1.** understand the most important points in a straightforward talk or presentation, accompanied with drawings and/or diagrams, provided there is some previous familiarity with the topic. **L.2.** understand short, clear, and simple instructions and explanations when delivered slowly (e.g., first, you add... then, you mix...).
	Reading	**R1.** comprehend reading, analyze and enjoy texts. **R2.** understand much of what is written in short, simple texts on subjects with which they are familiar and/or in which they are interested. **PA1.** demonstrate knowledge of phonemic awareness.
Oral Production	Spoken Interaction	**SI.1.** state single step directions/ commands using words and phrases. **SI.2.** present a dialogue with a group, it has main ideas and two to three details. **SI.3.** make and accept advice.

		R.PA.1. describe their favorite recipe, how to prepare it, and possible length of time and nutritious value.
Written Production	Writing	W1. prepare simple reminders or notes for personal use (e.g., diary, journal, homework book). W2. copy dates and facts from short, simple text.

Learn to know	Learn to do	Learn to be and live in community	Suggested Mediation Strategies	Assessment Strategies
Grammar & Sentence Frame − Modal should Simple Present and Frequency Adverbs − I usually eat/drink _____. − I exercise once/twice a week. Present simple and preferences − I like to eat vegetables, but I don't like meat.	**Functions** − Describing food likes/dislikes − Describing habits and routines − Describing similarities and differences − Describing procedures for quantifying items − Describing healthy lifestyles **Discourse Markers** Sequence adverbs-	**Psycho-social** − Respecting other people's customs and habits − Leading a healthy life **Sociocultural** − Sharing different lifestyles − Promoting healthy food and healthy habits **Social Language Samples and idioms/phrases**	**Pre-teaching** − **Using** games, brain gym, songs, icebreakers, picture story as warm-up strategies. − **Activating** prior knowledge using brainstorming. − **Introducing** key vocabulary, sentence frames, grammar, sounds, and socio-cultural aspects with visual aids, technology or graphic organizers. − **Modeling** and repetition − **Clarifying** vocabulary, grammar, sentence frames and idioms using pictures realia or technology. − **Participating** in choral repetition and language practice. **Oral and Written Comprehension**	Using technically elaborated instruments for self and co-assessment and with the guidance of the teacher, the learner:

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– She likes spinach, but she does not like carrots. Past simple – They cooked … – I mixed… – I prepared... Future with will – I am overweight so I will go on a diet. – I will eat healthy food.. Future with going to – I am going to eat healthier. – I am going to do more exercise. Prepositional phrases – The food is on the table. – The ingredients are on the counter.	past tense First, next, then, finally	– Butter someone up (be extra nice with someone) – Cheesy (silly) – Cool as a cucumber (very relaxed) – Full of beans (lively, active and healthy) – In bad shape (poor physical condition)	**Identificationof main points** – **Planning: Stating** the goal of task, language focus and strategies involved**.** – **Making** a list of key words and people heard in a dialogue/ story/ read-aloud during first listening. – **Arranging** pictures or sentences, **completing** a facts chart and **acting out** the information after the audio stimuli during second listening. **Identification of instructions and explanations** – **Brainstorming** key words and phrases related with theme using conversations, videos/photos/illustrated books. – **Identifying** key phrases related to the theme after a read aloud or listening to a real-life conversation/ video by **performing** two-step instructions, **arranging** pictures or **taking notes** within a graphic organizer. – **Participating** in self-assessment using technically designed instruments. **Interpretation of short texts** – **Planning: Stating** the goal of task, language focus and strategies involved**.** – **Brainstorming** of ideas using videos, films, pictures, and graphic organizers for activating schema before reading. – **Participating** in read-alouds, shared reading, and independent reading of familiar texts and **circling** key words or phrases.	**L.1.** Recognizes the most important points in a straightforward talk or presentation, accompanied with drawings and/or diagrams, provided there is some previous familiarity with the topic. **L.2.** Recognizes short, clear, and simple instructions and explanations when delivered slowly (e.g., first, you add... then, you mix...). **R1.** Recognizes readings, analyzes and enjoys texts.

− Place the pot on the stove. <u>Comparative and superlative adjectives.</u> − Vegetables are more delicious than fried food. − Running is better than walking. − Running is the best exercise. <u>WH questions</u> − What's your favorite food? − How often do you do exercise? − How do you prepare it? <u>Modal should</u> − We should not eat junk food frequently. **Phonemic Awareness** − Reading regularly spelled two-syllable and			**Interpretation of short texts** − **Brainstorming** of key words, phrases and ideas using videos, films, pictures, and graphic organizers for activating schema before reading. − **Identifying** signal words that indicate sequential/ chronological order (i.e., first, next, finally) by pointing to or circling the words. − **Describing** with pictures or in a chart the main ideas of the story. − **Retelling** a story or event using key words and sentence frames in simple past tense supported with pictures. − **Participating** in co-assessment using technically designed instruments. **Identification and decoding of sounds** **Decoding graphemes and sounds** − **Activating** prior knowledge and clarifying of new concepts. − **Identifying** specific consonant sound combinations (bl, st, and tr) in short texts after choral reading. − **Participating** in reading aloud with the teacher focusing on diagraphs (bl, st, and tr) − **Indentifying** the sounds /-t/ and /d/ in final position. − **Participating** in choral reading and exaggerating the final sounds /-t/ and /-d/ at the end of words. **Oral and Written Production**	**R2.** Recognizes much of what is written in short, simple texts on subjects with which they are familiar and/or in which they are interested. **PA.1.** Shows knowledge of phonemic awareness by reading consonant blends (bl, st, and tr) **PA.2.** Shows knowledge of phonemic awareness by pronouncing the sound /-t//-d/ at the end of words. Using different types of technically designed instruments such as checklists, rubrics,

compound words including consonant blends. (bl, st, and tr) – Practicing minimal pair sounds: /-t / -heart/ plate/ bet/ bought/ /-d/ hard, played, bed, bored **Vocabulary** 1. Uhm! I'm Hungry Questions and expressions: – What's your favorite meal/ food? – What do you usually eat for lunch? – I am hungry. – I want/ I like…			**Giving directions/ commands and advice** – **Planning: Stating** the goal of task, language focus and strategies involved. **Brainstorming** learned key vocabulary phrases and sentence frames. – **Organizing** information exchanges, dialogues or simulations related to how to prepare a recipe or how to stay healthy, **rehearsing it** and **performing it in pairs or groups.** – **Participating** in co-assessment using technically designed instruments. **Giving and accepting advice** – **Planning, collaboratively rehearsing** and **performing** dialogues and simulations related to giving advice to stay in good health. – **Participating** in co-assessment using technically designed instruments. **Presenting information orally** – **Planning: Stating** the goal of task, language focus and strategies involved. – **Selecting** learned key vocabulary phrases and sentence frames related to theme. – **Planning collaboreatively** an oral presentation, **rehearsing** it and **reporting it** using notes and visuals as support. – **Participating** in self and co-assessment using technically designed instruments. **Expression of ideas through writing** – **Planning: Stating** the goal of task,	the teacher collects information about how the learner: **SI.1.** States single step directions/ commands using words and phrases. **SI.2.** Presents a dialogue with a group, it has main ideas and two to three details. **SI.3.** Makes and accepts suggestions. **SP.1.** Describes their favorite recipe, how to prepare it, and possible length of time and nutritious value.

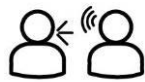|				

Food & Drinks
   – Vegetables: Broccoli, cabbage, tomatoes.
   – Fruits: pineapple, strawberry,
Meals:
   – rice with chicken, spaghetti,
Meats:
   – beef, lamb, chicken,
 	
2.Recipes and more
 	
Expressions and phrases
 	
– What a delicious meal!
– How do you prepare it?
 	
Quantities and amounts
   – a little, a lot, a kilo, a bottle, a bar, a tin/can
Sequence words
   – First, second, then, finally
			language focus and strategies involved.
			– **Brainstorming** ideas and **classifying** samples of notes and reminders from a set given by teacher or from the Internet.
			– **Writing collaboratively** simple notes and reminders following a given pattern.
			– **Revising** sentence word order, punctuation and capitalization.
			– **Reporting** the text in a classroom book or mural.
			– **Participating** in self and co-assessment using technically designed instruments.
			Completion of texts
			– **Reviewing** key words and sentence frames**. Completing** a cloze exercise or a simple short text using learned key words and phrases.
			– **Revising** sentence word order, punctuation and capitalization.
			
			Integrated Mini-Project
			
			– **Planning and creating** collaboratively a cooking show for the class, using kitchen materials, utensils, and food if available.
			– **Rehearsing** and **describing** the recipe to the class in oral form **or…**
			– **Planning and creating** collaboratively a school health fair and asking and giving advice to the audience.
			– **Rehearsing** and **describing** the information to the class in oral form.
			– **Participating** in self and co-assessment
				W1. Prepares simple reminders or notes for personal use (e.g., diary, journal, homework book).
				
				W2. Copies dates and facts from short, simple text.
				
				IMP.Using different types of technically designed instruments to assess the overall accomplishment of unit goals, the teacher collects information about how learners **apply** language competences in oral and written comprehension and oral and written production for describing food preferences, recipes and advice for

Verbs – Boil, grill, bake… <u>3.Let´s keep in shape</u> <u>Expressions and phrases</u> – What are you doing to keep in good shape? – Where are you going after school? I'm going to ride my bike. – What are you eating for dinner? – Let's practice sports. <u>Activities</u> – Going to the gym – Playing soccer with my friends – Eating healthy food. – Running in the park. – Swimming in the river/swimming pool. – Practicing a sport <u>4.Healthy Lifestyles</u>			using technically designed instruments.	keeping healthy.

- How can we keep healthy? - Let´s make a health campaign at school. - Taking care of the body - I have to… I should... - Take a bath/ shower - Brush teeth - Use dental floss - Drink a lot water - Wash hands after using toilets and before meals - Eating healthy food			

Level: 5°   **Unit: 5**

Scenario:	Themes:
Tell Me a Story	1. Once Upon a Time 2. What a Wonderful Story! 3. Acting It Out 4. Let´s Write a Story

Enduring understanding: A good story has characters, a setting, a plot, and a theme. There are different story genres such as fairy tales, fiction, nonfiction, poetry, legends, comics and biographies.

Essential Question: What makes a good story?

Linguistic Competencies		Goals
		Learner can …
Oral and Written Comprehension	Listening	**L.1.** understand the main points in short, simple stories and reports when there is some previous understanding of the topic and if they are read slowly, clearly and possibly repeated. **L.2.** understand phrases and high frequency vocabulary related to areas of personal interest.
	Reading	**R.1.** comprehend readings, analyze and enjoy texts. **R.2.** understand most of what occurs in a well-structured short story and can identify the story's main characters. **R.P.A**. demonstrate knowledge of phonemic awareness by pronouncing sounds /s / z/in initial position and/ŋk / ŋ/ in final position and the diagraphs (th, sh, ph) in initial position. .
Oral Production	Spoken Interaction	**SI.1.** ask others about what their likes and dislikes. **SI.2** exchange information about everyday matters using simple vocabulary.

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	Spoken Production	**SP.1.** describe basic aspects of their day-by-day life, such as favorite foods and daily activities.
Written Production	Writing	**W.1.** write a short text with the help of illustrations, a little short story or fairy tale. **W.2.** apply conventions of standard English.

Learn to know	Learn to do	Learn to be and live in community	Mediation Strategies	Assessment Strategies
Grammar & Sentence Frame Simple Preset Tense − The story takes place in ___. − The characters are_____ − The story begins in/with _____. Simple Past − One upon a time, there	**Functions** − Identifying the components of a story − Describing likes and dislikes − Describing setting and characters − Describing the main events in a story − Describing past events **Discourse Markers** **Linkers: sequential**	**Psycho-social** − Developing appreciation for literature − Developing a favorable attitude towards books as a way to enrich life − Stimulating and expanding creativity and imagination **Sociocultural** − Recognizing the importance of	**Pre-teaching** − **Using** games, brain gym, songs, ice-breakers, picture story as warm-up strategies. − **Activating** prior knowledge using brainstorming. − **Introducing** key vocabulary, sentence frames, grammar, sounds, and socio-cultural aspects with visual aids, technology or graphic organizers. − **Modeling** and repetition − **Clarifying** vocabulary, grammar, sentence frames and idioms using pictures realia or technology. − **Participating** in choral repetition and language practice. **Oral and Written Comprehension**	Using technically elaborated instruments for self and co-assessment and with the guidance of the teacher, the learner:

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was/were _____. – The story was about _____. Present progressive – The main character is talking about. – The man is running when he sees a tall woman next to him. **Present perfect** – The three men have lived in the house for many years. – The child has not done the bed yet. Interrogative past sentences beginning with "What."; "Where"; "Who" – Where did the story take place? – What was the story about? – Who felt sad	**– past time** Sequence adverbs- past tense First, next, then, finally	literature in people´s lives. – Gaining multiple cultural perspectives through the reading of literature pieces **Social Language Samples and idioms/phrases** – God helps those who help themselves= Don´t just wait for things to happen to you. Work hard to achieve your goals. – Don´t count your chickens before they are hatched. =You should not count on something until it happens. – She found her prince charming. (she found her ideal mate)	**Identification of main points** – **Planning: Stating** the goal of task, language focus and strategies involved**.** – **Making** a list of places and people heard in a conversation/description/ video or read-aloud during first listening. – **Identifying** main points by circling or matching pictures with descriptive words or sentences during second listening. – **Completing** a graphic organizer, chart or **ordering** the story after the audio stimuli. **Recognition of phrases and high frequency words for describing people and places** – **Activating** prior knowledge with audio and visual resources. – **Identifying** /**circling** or **coloring** high frequency words to describe people and places from fables, short stories, fairy tales, comics or cartoons from aural stimuli. – **Selecting** or **transferring** high frequency phrases from word/phrase banks into a graphic organizer or chart after listening to a story or fable at a slow pace. – **Participating** in self-assessment using technically designed instruments. **Interpretation of short texts** **Getting the gist of a text related to theme and language functions**	**L1.** Recognizes the main points in short, simple stories and reports when there is some previous understanding of the topic and if they are read slowly, clearly and possibly repeated. **L2.** Recognizes phrases and high frequency vocabulary related to areas of personal interest.

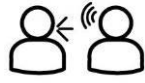|				

in the story?
 	
Phonemic Awareness
 	
Practicing minimal pair sounds**: s / z**
  − **sip / zip**
  − **sue / zoo**
  − **place / plays**
  − **rice / rise**
  − **ice / eyes**
 	
Practicing digraphs
 	
  − **(th, sh, ph)**
  − **think, teeth,**
  − **she, shield**
  − **phone, photo**
 	
Practicing minimal pair sounds**: ŋk / ŋ**
 	
  − **think / thing**
  − **sank / sang**
  − **bank / bang**
  − **rink / ring**
  − **sunk / sung**
 	
Vocabulary
 	
1.Once upon a time
 	
Literature types
 	
  − Fables, short
			− **Planning: State** the goal of task, language focus and strategies involved.
			− **Brainstorming** of ideas using videos, films, pictures, or graphic organizers for activating schema before reading.
			− **Participating** in read-aloud, shared reading, and independent reading of familiar texts and **circling** key words and phrases.
			− **Identifying** the key elements and ideas from a fictional text read using graphic organizersor conceptual maps.
			− **Participating** in shared reading and individual reading and **making** a facts chart after reading it and identifying characters, setting and plot.
			− **Identifying** main points by **ordering** a story and **completing** a graphic organizer.
			− **Acting out** the storyor **retelling** it.
			− **Participating** in co-assessment using technically designed instruments.
			
			Identifying and contrasting sounds
			
			− **Activating** prior knowledge and clarifying new concepts.
			− **Identifying** and **contrasting** specific sounds in words and short texts after choral reading.
			− **Participating** in reading aloud and chanting with the teacher focusing on contrasting the sounds/s / z/, ŋk / ŋ
			− **Decoding** and **spelling** words combining diagraphs vowels (th, sh, ph) and vowels.
				R1. Recognizes readings, analyzes and enjoys texts.
				
				R2. Recognizes most of what occurs in a well-structured short story and the story's main characters.
				
				R.P.A. Shows knowledge of phonemic awareness by pronouncing sounds /s / z/in initial position and/ŋk / ŋ/ in final position and the diagraphs (th, sh, ph) in initial position.

			Oral and Written Production	Using different types of technically designed instruments such as checklists, rubrics, the teacher collects information about how the learner:
stories, fairy tales, comics, poetry, legends			**Exchanges of information using questions and responses**	**SI.1.** Asks others about what they like and dislike.
Expressions and phrases			− **Planning**: **State** the goal of task, language focus and strategies involved.	
− What´s your favorite book/novel/ fairy-tale? My favorite story is_____.			− **Brainstorming** learned key vocabulary phrases and sentence frames related to questions and answers.	
− I like short stories, but I don´t like novels.			− **Participating** in mixed question and answer drills and information-gap activities (e.g. asking for others' preferences)	
− My favorite fairy-tale is _____ because_____			− **Planning** information exchanges, interviews or surveys **using** questions and answers (e.g., What´s your favorite book/novel/ fairy- tale? why?).	
− My favorite story character is ____because_.			− **Rehearsing** them and then performing them.**Participating** in co-assessment using technically designed instruments.	
Adjectives			**Participation in conversations**	
			− **Brainstorming** learned key vocabulary phrases and sentence frames related to a story/fairy tale.	**SI.2** Exchanges information about everyday matters using simple vocabulary.
− Interesting − Hilarious − Entertaining			− **Planning collaboratively** a dramatization of a story or fairy-tale.	
2. What a wonderful story!			− **Rehearsing** and **performing** the play.**Participating** in co-assessment using technically designed instruments.	
Expressions and phrases			**Talking about familiar topics** − **Reviewing**learned key vocabulary phrases and sentence frames related to a story.	**SP.1.** Describes basic aspects of a story, fairy tale or

– What is the story about? – Who are the main characters? – What did you like the most? <u>Descriptive words</u> – Crooked, Deep – Huge, Skinny – Bitter, Delicious – Ancient, Mean – Good <u>Adverbs</u> – Far away <u>3.Acting it out</u> <u>Expressions and phrases</u> – What´s my role? – What should I do? – Who goes first, second? – When is my turn? <u>Actions</u> – vary tone and volume of voice – Express your emotions (anger, delight, surprise, worry, fear)			– **Planning collaboratively, rehearsing** and **reporting** a description of a favorite short story or fairy tale according to language functions supported with visuals. **Description of people and places** – **Planning State** the goal of task, language focus and strategies involved. – **Brainstorming** ideas and **organizing** them in a graphic organizer or mind map. – **Writing** a short text/paragraph within a story sentence pattern given by the teacher. – **Using** verb tenses (present, past and present perfect) in a variety of writing applications with instructional support. – **Revising** the punctuation marks, capitalization, spelling and structure of sentence frames in the text. – **Reporting** the text in a classroom book or mural. **Participating** in co-assessment using technically designed instruments. **Integrated Mini- Project** – **Planning and creating collaboratively** a whole class mini-book of short stories, fables and fairy tales. – **Preparing** a presentation, **rehearsing it** and **reporting it to class. Participating** in co-assessment using technically designed instruments.	fable. **W1.** Writes, with the help of illustrations, a little short story or fairy tale. **W2.** Applies conventions of standard English when writing a short text. **IMP**. Using different types of technically designed instruments to assess the overall accomplishment of unit goals, the teacher collects

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− Dress costumes − Use body language, miming and gesturing − Use pauses − Elicit and ask questions − Let´s put some special effects with sounds 4.Let´s write a story Parts of a story − Characters, setting, plot, conflict Descriptive Adjectives − attractive, adorable, Story characters 　− dragon, witch, princess Transition words, connectors, sequence words 　− Then, furthermore, after, finally				information about how learners **apply** language competences in oral and written comprehension and oral and written production for **describing** stories and fairy tales and **asking** for and **giving** information using key vocabulary and sentence frames.

Level: 5°   **Unit: 6**

Scenario: **Let´s Play**	**Themes:** 1. What do you do for Fun? 2. Sharing Hobbies and Pastimes 3. Do you have Plans for the Weekend? 4. How Was your Weekend?
Enduring understanding: What people do for fun differs from one person to another not only because of likes and dislikes, but also because of personality, time and money.	
Essential Question: How do people play around the world?	

Linguistic Competencies		**Goals** **Learner can …**
Oral and Written Comprehension	 Listening	**L.1.** understand others' preferences including greetings and expressions of politeness. **L.2.** understand phrases and high frequency vocabulary related to areas of personal interest.
	 Reading	**R.1.** read with fluency and accuracy. **R.2.** comprehend readings, analyze and enjoy texts. **R.P.A.1.** produce the 44 phonemes of English with verbal modeling and visual cues. **R.P.A .2.** distinguish spoke rhyming words from non-rhyming words. (e.g., run, sun versus run, man, etc).
Oral Production	 Spoken Interaction	**SI.1.** ask others simple questions concerning their homes (village/town) or their interests (e.g. Where do you live? What do you like?). **SI.2.** ask how to express something in another language

	Spoken Production	**SP.1.** describes basic aspects of an event. **SP.2.** talk about a familiar topic in a short presentation.
Written Production	Writing	**W.1.** compose short sentences expressing wants and preferences. **W.2.** compose short invitations.

Learn to know	Learn to do	Learn to be and live in community	Mediation Strategies	Assessment Strategies
Grammar & Sentence Frame Simple Preset Tense − I like to _____. − I do not like to ____. − My favorite (sport) ____ is ____. Interrogatives − What do you do for fun? − How do you play __? − How often do you_____? Present Perfect	**Functions** − Describing preferences related to hobbies and fun activities − Describing hobbies and pastimes − Describing future plans related to hobbies − Describing past events	**Psycho-social** − Respecting other customs and ways of entertainment − Expressing creativity when communicating owns ideas − Working cooperatively with others **Sociocultural** − Identifying cultural differences among contexts in terms of hobbies and	**Pre-teaching** − **Using** games, brain gym, songs, ice-breakers, picture story as warm-up strategies. − **Activating** prior knowledge using brainstorming. − **Introducing** key vocabulary, sentence frames, grammar, sounds, and socio-cultural aspects with visual aids, technology or graphic organizers. − **Modeling** and repetition − **Clarifying** vocabulary, grammar, sentence frames and idioms using pictures, realia or technology. − **Participating** in choral repetition and language practice. **Oral and written comprehension** **Identification of key phrases related to personal preferences** − **Planning: Stating** the goal of task,	Using different types of technically designed instruments such as checklists, rubrics, the teacher collects information about how the learner:

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– How long have you been playing soccer? I started two years ago. – How long have you been playing the guitar? Since I was in second grade. – <u>Future with going to/will</u> I´m going to play soccer with my friends tomorrow. I will go skating this weekend. <u>Past Simple</u> I had a great weekend, I went to the (movies)_____ with my friends. **Phonemic Awareness** Practicing minimal pair sounds: **s / θ sin/ thin, sum/ thumb, sank/ thank, sink/ think, saw/**	**<u>Discourse Markers</u>** **<u>Linkers: sequential – past time</u>** <u>Sequence adverbs- past tense</u> First, next, then, finally	sports – Comparing traditional games in CR and around the world **<u>Social Language Samples and idioms/phrases</u>** – I`m very interested in… – I love to… Idioms – You are barking up the wrong tree= you´ve got the wrong person or idea. – The ball is in your court. =It is your responsibility to do something now.	language focus and strategies involved. – **Brainstorming** key words and phrases related to preferences using dialogues, descriptions videos/pictures/illustrated books. – **Selecting** pictures or phrases to match preferences and events after first listening to a dialogue or video. **Recognition of phrases and high frequency words for describing places and activities** – **Activating** prior knowledge with audio and visual resources. – **Identifying** and **circling** or **coloring** high frequency words after first listening from real-life descriptions and conversations related to entertainment and sports. – **Selecting** or **transferring** high frequency phrases from word/phrase banks into a graphic organizer or chart after second listening. **Participating** in co-assessment using technically designed instruments. **Participating in choral reading** – **Planning: Stating** the goal of task, language focus and strategies involved. – **Participating** in choral and individual reading of stories, dialogues, or chants after the teacher or after listening to a recorded text. – **Rehearsing** the readings.	**L1.** Recognizes others' preferences including greetings and expressions of politeness. **L2.** Recognizes phrases and high frequency vocabulary related to areas of personal interest. **R1.** Reads with fluency and accuracy. (i.e., accuracy, intonation, and attention to punctuation).

thaw Distinguishing spoken rhyming words from non-rhyming words. (e.g., run, sun versus run, man, etc).			– **Performing** or **acting out** the stories or dialogues while reading them paying attention to fluency and accuracy. – Participating in co-assessment using technically designed instruments. **Interpretation of short texts**	
Vocabulary 1. What do you do for fun? Expressions and phrases – What sort of hobbies do you have? – My favorite sport activity is _____.			**Getting the main ideas of a text related to theme and language functions** – **Brainstorming** of ideas using videos, films, pictures, or graphic organizers for activating schema before reading. – **Identifying** main points by **ordering** a story/conversation **matching** pictures with short descriptions and **completing** a graphic organizer. **Participating** in co-assessment using technically designed instruments.	**R2.** Comprehends reading, analyzes and enjoys texts.
– In my free time, I like/ I don´t like to ___ Hobbies – go to the movies, go to the beach, play computer games Sports			**Identifying and contrasting sounds** – **Activating** prior knowledge using different techniques. – **Repeating** the 44 English sounds with verbal modeling from the teacher and visual cues. – **Rehearsing** all 44 phonemes when listening to the sounds in words and short texts after choral reading. – **Producing** the 44 phonemes when reading aloud individually. **Evaluating** individual performance in pairs and groups. – **Participating** in reading aloud with the teacher focusing on spoken rhyming words from non-rhyming words within	**R.P.A.1.** Produces the 44 phonemes with verbal modeling and visual cues and practices minimal pair sounds: s / θ sin/ thin **R.P.A.2.** Distinguishes spoken rhyming words from non-rhyming words. (e.g., run, sun versus run, man, etc).

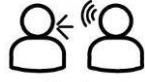|				
– Soccer, cycling, surfing, Pastimes – dancing, listening to music, playing chess 2.Sharing hobbies and pastimes Expressions and phrases – What do you do for fun? I am crazy about listening to rock music. – How did you choose that hobby? I am an outgoing person, I like dancing. – How long have you been collecting stamps? Three years ago. Fun activities and hobbies			songs, chants, choral and echo readings, or reading a familiar story to a partner. – **Evaluating** individual performance in pairs and groups. **Oral Production** **Written Production** **Asking for simple questions** – **Brainstorming** learned key vocabulary phrases and sentence frames to ask simple questions in present and past tense. – **Planning collaboratively** an information exchange, dialogue or simulation related with themes including expression for clarification of unknown words in English. – **Rehearsing** itand **performing** itin pairs or groups**. Evaluating** individual performance in pairs and groups using technically designed instruments by the teacher. **Talking about familiar topics** – **Planning: Stating** the goal of task, language focus and strategies involved. – **Reviewing** learned key vocabulary phrases and sentence frames related to planning activities for the weekend or reporting them in past tense. – **Planning collaboratively, rehearsing** and **reporting** an oral presentation about weekend plans in future or past	Using different types of technically designed instruments such as checklists, rubrics, the teacher collects information about how the learner: **SI.1.** Asks others simple questions concerning their homes (village/town) or their interests (e.g., Where do you live? What do you like?). **SI.2.** Asks how to express something in English. **SP.1.** Describes basic aspects of an event. **SP.2.** Talks about a familiar topic in a short presentation.

dancing, martial arts, Descriptive adjectives − creative fascinating cheap relaxing different 3. Do you have plans for the weekend? Expressions and phrases − Are you busy on Sunday? − Do you want to hang out? − I am going to play soccer with Mike − I will sing karaoke. − She will ride on bike with her friends. Fun activities and hobbies Playing the violin, skateboarding, snorkeling 4. How was your weekend?			tense according to language functions using notes and visuals as support. − **Participating** in self and co-assessment using technically designed instruments. **Description of places and activities** − **Planning**: **Stating** the goal of task and startegies involved. − **Brainstorming** ideas and **organizing** them in a graphic organizer or mind map. − **Writing** a short text/paragraph within a patterned sentence structure given by the teacher. − **Using** verb tenses (present or future) in a variety of writing applications with instructional support. − **Revising** the punctuation marks, capitalization, spelling and structure of sentence frames in the text. − **Reporting** the text in a classroom book or mural. **Participating** in self and co-assessment using technically designed instruments. **Writing short invitations** − **Identifying** the elements of an invitation by looking to different invitation models. − **Completing** words in invitations. − **Writing** short invitations within a patterned sentence structure given by the teacher. − **Revising** the punctuation marks, capitalization, spelling and structure of	**W.1.** Composes short texts expressing wants and preferences. **W.2.** Composes short invitations using simple language. **IMP.** Using different types of technically

Expressions and Phrases			sentence frames in the text. Editing the invitation.	designed instruments to assess the overall accomplishment of unit goals, the teacher collects information about how learners **apply** language competences in oral and written comprehension and oral and written production for **describing** events and fun activities in the community and **asking** for and **giving** information using key vocabulary and sentence frames.
– What did you do this weekend? I played chess with my friend. – Where did you go? I went to the stadium. – How was the weather? It was very hot. Sports and hobbies – soccer, volleyball, golf, surfing, skateboarding			**Integrated Mini-Project** – **Planning** and creating **collaboratively** a mini-classroom newspaper advertising activities in the community **using** sentence frames and unit vocabulary to **report it in oral and written ways** to the class. **Participating** in co-assessment using technically designed instruments.	

Level: 6°   **Unit: 1**

Scenario:
 	
Costa Rican Heroes
	Themes:
	   1. National Heroes and Famous People
	   2. Super Heroes World Famous People
	   3. My Hero is the Best.
	   4. I Can Be a Hero

Enduring understanding: Heroes make sacrifices to improve the lives of those they serve.	
Essential Question: What actions define a hero?	

Linguistic Competencies		**Goals** **Learner can …**
Oral and Written Comprehension	Listening	**L.1.** get the main idea of a short text when read aloud clearly and slowly. **L.2.** understand a presentation on a topic when the subject is familiar to them and it is delivered slowly and clearly (e.g., another student's report on a classroom project, an interview with a person of a similar age exploring common interests).
	Reading	**R.1.** distinguish and understand the important information in everyday visual text. **R.2.** read patterned and predictable text. **R.PA.3.** demonstrate knowledge of phonemic awareness. **R.PA.4.** apply knowledge of basic syllabication rules when decoding two- or three-syllable and compound words (e.g., su/per, sa/cri/fice, su/per/he/ro, com/mu/ni/ty, bra/ve/ry).
Oral and Written Production	Spoken Interaction	**SI.1.** provide some information concerning special or famous people. **SI.2.** ask for information (e.g., what a hero is) as well as offer simple explanations to others.

		SP.1. provide a short, simple account of something experienced (e.g., a personal experience with a significant person).
	Spoken Production	
	Writing	W.1. provide descriptions of different types of heroes. W.2. describe various aspects of life and achievements of different types of heroes. Can include concrete details such as what, where, and when.

Learn to know	Learn to do	Learn to be and live in community	Suggested Mediation Strategies	Assessment Strategies
Grammar & Sentence Frame Simple present tense and personal subject pronouns (SVC) − (Juan Santamaria, Sandra Cauffman,) are national heroes/famous people. − He/she is sacrificial. (brave, courageous) − He/she fights crime. (flies, disappears, freezes things, destroys, jumps, etc.)	**Functions** − Describing people's achievements and personal characteristics − Describing superheroes − Describing and comparing heroic actions − Retelling/relating past events using connectors	**Psycho-social** − Expressing respect and pride for local and national culture, outstanding people, family and friends − Explaining motivations to improve/change lives − Expressing respect for diversity of gender roles and senior citizens in our society	**Pre-teaching** − **Using** games, brain gym, songs, ice-breakers, picture story as warm-up strategies. − **Activating** prior knowledge using brainstorming. − **Introducing** key vocabulary, sentence frames, grammar, sounds, and socio-cultural aspects with visual aids, technology or graphic organizers. − **Modeling** and repetition − **Clarifying** vocabulary, grammar, sentence frames and idioms using pictures, realia or technology. − **Participating** in choral repetition and language practice. **Oral and Written Comprehension** **Identificationof main ideas** − **Planning** and **stating** the goal of task, language focus and strategies involved.	Using technically elaborated instruments for self-assessment and with the guidance of the teacher, the learner: **L.1**Gets the main

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Past Tense – The police officer <u>stopped</u> the speeding car. – The firefighter <u>ran</u> into the burning building. – The young woman <u>saved</u> the life of her baby. <u>Simple past tense with prepositions of time (i.e., on, by, during)</u> – She represented the country <u>during</u> the Conference. – _____ was born <u>on</u> April 5, 1969. – He/she accomplished many things <u>by</u> 1999. <u>Comparative and superlative forms</u> – (Name of superhero) is <u>the strongest</u> of all the superheroes. – _____ is <u>stronger than</u> _____. – _____ is <u>as intelligent</u>	**Discourse Markers** **Linkers: sequential – past time** <u>Sequence adverbs- past tense</u> First, next, then, finally	**Sociocultural** – Using different choices of greetings and leave takings according to context – Expressing positive politeness to express admiration, affection and gratitude – Expressing belief in one's own capacities and values **Social Language and idioms/phrases** <u>Idioms</u> – To take the bull by the horns.(To make something hard in a brave determined way) – To fill someone's shoes(to take someone´s place and do the work satisfactory) – To go from zero to hero(someone with a sudden rise	– **Identifying** main points by circling or matching pictures with descriptive words or sentences. – **Making** a list of people and their achievements heard in a conversation/description/ video, film or read-aloud. – **Completing** a graphic organizer, chart, **retelling** or **summarizing** information using short sentences. **Participating** in **self-assessment** using technically designed instruments. **Listening for details** – **Activating** prior knowledge with audio and visual resources. – **Taking notes** within a graphic organizer after first listening. – **Finding** the answer to specific information questions in present simple (what-where-when-how) after second listening related to theme. **Participating** in **self/co-assessment** using technically designed instruments. **Finding main ideas** – **Brainstorming** of ideas using videos, films, pictures, and graphic organizers for activating schema before reading. – **Identifying** main points about a hero´s personal traits and achievements by **ordering** a story/ dialogue. – **Matching** pictures with short descriptions and/or **answering**	idea of a short text when read aloud clearly and slowly. **L.2** Gets the gist of a presentation on a topic when the subject is familiar to them and it is delivered slowly and clearly. **R.1.** Distinguishes the important information in everyday visual text.

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as _____. <u>Adverbial phrases of cause and time</u> – My hero is important <u>because</u> (reason). – I can be a hero <u>when</u> I (action). – He/she became a hero after rescuing those people. <u>Sequencing adverbs with Modal "must"</u> – First I <u>must</u> know the need. – Next I <u>must</u> make a plan. – Finally, I <u>must</u> thank my team. <u>WH Questions</u> – <u>What</u> made (name of person) a hero? – <u>Who</u> is your hero? – <u>Why</u> is he/she your hero? **Phonemic Awareness** <u>Segmenting regularly spelled two-syllable words and common CVC words including</u>		in popularity or success)	questions. **Identifying the purpose of a text** – **Activating** prior knowledge and clarifying new concepts using models and examples. – I**dentifying** the characteristics of a descriptive, autobiographical text. – **Participating** in a read-aloud of descriptive texts. – **Completing** cloze reading passages following a predictable pattern using comparative forms and past tenses. **Participating** in **self/co-assessment** using technically designed instruments. **Identifying and contrasting sounds** – **Activating** prior knowledge and clarifying new concepts using different techniques. – **Participating** in read-alouds with the teacher focusing on segmenting regularly spelled two-syllable words and common CVC words – **Saying** each of the sounds in two-syllable words and common CVC words including consonant digraphs, vowel digraphs and diphthongs as they count them. – **Evaluating** individual performance in pairs and groups. – I**dentifying** the rules for dividing syllables in English – **Participating** in segmenting words into syllables as they count them.	**R.2.** Reads patterned and predictable text. **R.PA.3.** Demonstrates knowledge of phonemic awareness by reading short texts aloud. **R.PA.4.** Applies knowledge of basic syllabication rules when decoding two- or three-syllable and compound words (e.g., su/per, sa/cri/fice, su/per/he/ro, com/mu/ni/ty, bra/ve/ry).

the sounds represented by: − Single letters, consonant blends, consonant digraphs, and diphthongs. (e.g. Changing lives, bravery, save, fire). − Decoding two- or three-syllable and compound words (e.g., sa/cri/fice, su/per/he/ro, com/mu/ni/ty) **Vocabulary** 1.National Heroes and famous people Heroes and famous people − Community leaders/helpers − Sportsmen/women − scientists − actor/actress − religious leaders Actions or Places of incidence − Community and national problems			− **Spelling** words in English. **Oral and Written Production** **Information Exchanges** − **Brainstorming** learned key vocabulary phrases and sentence frames related to themes. − **Planning collaboratively**information exchanges for **describing** national or personal heroes and their different characteristics. − **Rehearsing** and **performing** the conversations. **Participating** in **self-assessment** using technically designed instruments. **Asking for information** − **Brainstorming** learned key vocabulary phrases and sentence frames to request information about national or personal heroes or famous people. − **Planning** collaboratively role-plays or simulations related to themesincluding greetings, farewells and courtesy expressions. − **Rehearsing** and **performing** the conversation. **Participating** in **self-assessment** using technically designed instruments. **Talking about familiar topics** − **Planning** and **stating** the goal of task, language focus and strategies involved. − **Reviewing**learned key vocabulary phrases and sentence frames related to	Using different types of technically designed instruments such as checklists, rubrics, the teacher collects information about how the learner: **SI.1.** Provides some information concerning special or famous people. **SI.2.** Asks for information as well as offer simple explanations to others. **SP.1.** Provides a short, simple
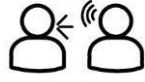
− entertaining people **Heroes/ famous people's characteristics** − Brave, intelligent, strong… **Information questions** − Who is your hero/ who do you admire the most? − I like…/ my favorite person/hero is… **2.Super heroes and world famous people** **Super heroes** − Wonder woman − Batman **World Famous People** − Clodomiro Picado Twight − Anne Frank − Mother Theresa **Heroic actions (past tense)** − Volunteered − Died			heroes and their achievementsaccording to themes and language functions. − **Preparing** collaboratively, **rehearsing** and **presenting** personal narratives about world, national or personal heroes using complete sentences, which may include the use of transition words and visual aids.Participating in co-assessment using technically designed instruments. **Description of people and activities** − **Planning** and **stating** the goal of task, language focus and strategies involved. − **Brainstorming** ideas and **organizing** them in a graphic organizer or mind map. − **Writing** short descriptive texts/paragraphs within a patterned sentence structure given by the teacher. − **Revising** the punctuation marks, capitalization, spelling and structure of sentence frames in the text. − **Reporting** the text in a classroom mural. − **Brainstorming** ideas and **organizing** them in a graphic organizer or mind map. − **Writing** short descriptive texts about the life and achievements of famous people. − **Using** verb tenses (present and past) in a variety of writing applications with instructional support. − **Revising** the punctuation marks, capitalization, spelling and structure of	account of something experienced. **W.1.** Provides descriptions of different types of heroes and actions. **W.2.** Describes various aspects of life and achievements of different types of heroes.

			sentence frames in the text.	
− invented/created Heroic actions (present tense) − Fights crime − Flies − Disappear 3. My Hero is the Best. − Good/better/best − Intelligent/more intelligent/ the most intelligent − Strong/stronger/st rongest Information questions − Why is your hero the best of all? − Because, he can… − How she became a hero/ famous? − She became famous when… 4. I can be a hero How can you become a hero?			− **Reporting** the text in a classroom mural. − **Participating** in **self and co-assessment** using technically designed instruments. **Integrated Mini- Project** − **Planning and creating collaboratively** an ideal super hero to take care of a community problem (including characteristics and actions on how the hero would be "making a difference" and "changing or improving people´s lives"). − **Rehearsing** and **describing** the presentation to the whole class. − **Planning and creating** a digital comic book /writing and presenting the story to class. **Participating** in **self and co-assessment** using technically designed instruments.	**IMP.** Applies language competences in oral and written comprehension and oral and written production for describing world, national personal or fictional heroes and their achievements. Teacher and student use different types of technically designed instruments teachers and students assess the overall accomplishment of unit goals.

– First, I can help my classmates. – Then, I can help my teacher. – Finally, I can help people in my community – I must study hard. – I must be kind to people.				

Level: 6°   **Unit: 2**

Scenario:
 	
Staying Safe in a Digital World
	Themes:
	  1. The Latest School Gadgets on the Market
	  2. Let´s Make a Project Using Technology
	  3. Technology's Unwritten Rules
	  4. Tips for Using Technology Safely and Responsibly

Enduring understanding: Staying safe means avoiding publishing private information and knowing what information to share and with whom.

Essential Question: How can we stay safe chatting online?

Linguistic Competencies		Goals **Learner can …**
Oral and Written Comprehension	Listening	**L.1.** comprehend the general idea of overheard conversations. **L.2.** generally identify changes in the topic of discussion if people speak slowly.
	Reading	**R.1.** comprehend reading, analyze and enjoy texts. **R.2.** understand the main points in a straightforward personal communication if the topic is familiar. **R.PA.3.** demonstrate knowledge of phonemic awareness
Oral and Written	Spoken Interaction	**SI.1.** ask appropriate questions during a conversation to ensure the other person understands them. (e.g., You know what I mean? Does that make sense?) **SI.2.** take part in simple social interactions asking people about uses of technology, importance of it, unwritten rules and dangers.

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| Production | Spoken Production | **SP. 1.** provide a short, simple account of something experienced (e.g., things that they can do for fun or ways to use technology for studying). |
| | Writing | **W.1.** exchange useful information with friends in emails or short notes/texts.

W.2. use simple grammatical structures. |

Learn to know	Learn to do	Learn to be and live in community	Suggested Mediation Strategies	Assessment Strategies
Grammar & Sentence Frame Simple present tense irregular verbs: – The best social network is Twitter. – You have to log in first. – She does her work in the computer. Simple past –ed, regular verbs – He posted on Facebook. – She liked his post. – She downloaded interesting software.	**Functions** – Describing preferences about technological gadgets – Describing steps for using technological gadgets and applications – Describing safety rules for using technology – Asking informational questions	**Psycho-social** – Expressing openness to and interest in new experiences, other persons, ideas, peoples, societies and cultures – Identifying the human need to communicate, have family ties and friends. – Recognizing different personality traits such as loquacity/taciturnity; introversion/extroversion;	**Pre-teaching** – **Using** games, brain gym, songs, ice-breakers, picture story as warm-up strategies. – **Activating** prior knowledge using brainstorming. – **Introducing** key vocabulary, sentence frames, grammar, sounds, and socio-cultural aspects with visual aids, technology or graphic organizers. – **Modeling** and repetition – **Clarifying** vocabulary, grammar, sentence frames and idioms using pictures realia or technology. – **Participating** in choral repetition and language practice. **Oral and Written Comprehension** **Global comprehension of audio stimuli**	Using technically elaborated instruments for self-assessment and with the guidance of the teacher, the learner: **L.1.** Recognizes the general idea of

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Simple past, irregular verbs – We made a mistake when we registered online. – They took our personal information from Facebook. – I found a website to play games online. Simple future – I will add that app to my phone. – She will text me the directions. – He will email the photos to me. Comparative and superlative forms – What is the best online research tool? – Is Instagram better than Snapchat? – Which is worse – Facebook or Twitter? Repeating nouns as modifiers – My brother is a video gamer.	– Making suggestions **Discourse Markers** **Linkers: sequential** **– past time** Sequence adverbs- past tense First, next, then, finally	meticulousness/ca relessness **Sociocultural** – Using conventions for turn taking when communicating via tech devices – Expressing politeness to show interest in others, share experiences, express admiration, affection and gratitude – Avoiding impoliteness when expressing contempt or dislike when communicating with others (e.g. the use of ALL CAPS in a text is considered shouting) **Social Language Samples and idioms/phrases** Idioms	– **Planning** and **stating** the goal of task, language focus and strategies involved. – **Brainstorming** key words and phrases for describing school gadgets and new technological devices using graphic organizers/videos/photos/illustrated books. – **Making** a list of electronic devices and their characteristics heard in a conversation/video advertisement/ read-aloud during first listening. – **Taking notes** and **summarizing** information in oral or written form after a read-aloud or listening to a conversation, video or advertisement. – **Identifying** discourse markers in the text heard. – **Participating** in an information- gap activitywith the information collected. **Participating** in **self/co-assessment** using technically designed instruments. **Identification of purpose of messages** – **Brainstorming** discourse makers that may change the course of a conversation (first, then, after that, finally). – **Identifying** signal words that indicate sequential/ chronological order (i.e., first, next, finally) by coloring, circling or underlining the words. – **Filling** graphic organizers with the main ideas of a story, description or conversation. – **Sequencing** dialogues and stories with	overheard conversations. **L.2.** Identifies changes in the topic of discussion if people speak slowly. **R.1.** Comprehends readings, analyzes and enjoys texts. **R.2.** Understands the main points in a straightforward personal communication.

– I visit many internet websites. – I clicked on the menu bar. Phrasal verbs – I had to log in/out. – You have to scroll up/down the page to find the information. – A stranger hacked into my computer. Plural and singular possessive pronouns – His favorite game is Grand Theft Auto. – Her favorite app is WhatsApp. – We do homework on our laptops. Yes/no questions with "to be" in a variety of verb tenses. – Are you safe online? – Are your friends online gamers? – Were your parents internet users		– She breaks up with her boyfriends in texts. – They keep up with the news on Twitter. – Take a selfie.	sequential discourse markers. – **Answering** questions with relevant information. (e.g., who are your Facebook friends? What did you text to your mother?). **Participating** in **co-assessment** using technically designed instruments. **Segmenting words into syllables** – **Activating** prior knowledge and clarifying new concepts using different techniques and examples. – **Participating** in choral reading and shared reading for producing groups of words that begin with the same initial sound, and end with the same final sound in single and two-syllable words. – **Rehearsing** endings in third person singular "-s", "-es", "-ies": likes, posts, buys, tries, buzzes, goes by chanting, singing or playing games. – **Writing t**he letters heard in a word in proper order. – **Segmenting** sentences into words and words into syllables for two-syllable words and common CVC words. **Participating** in **co-assessment** using technically designed instruments. **Oral and Written Production** **Information Exchanges** – **Planning** and **stating** the goal of tasks, language focus and strategies involved. – **Brainstorming** learned key vocabulary	**R.PA.3.** Establishes knowledge of phonemic awareness by segmenting words into syllables. Using different types of technically designed instruments such as checklists, rubrics, the teacher collects information about how the learner: **SI.1.** Asks appropriate questions during a conversation to

when they were young? Negative imperatives in simple present – Don't open e-mails from strangers. – Don't share your password. – Don't be impolite. Modal "can" to express possibility/ability – People can steal your information. – You can be victim of cyberbullying. – You can send e-mails. **Phonemic Awareness** Decoding regularly spelled multi-syllabic words and compound words, including the sounds represented by consonant blends, consonant/vowel diagraphs (e.g., th, sh, ck as in trick, pick, show, shelter, think, them, then) and			phrases and sentence frames for asking questions related to theme. – **Participating** within a small group or pair-workin mixed question and answer drills and information-gap activities (e.g., asking for opinions and preferences about technological gadgets). – **Using** questions and answers in dialogues, information exchanges, interviews, surveys or written sentence frames (e.g. who, what, where, when). – **Responding** to social conversations by rephrasing/ repeating information and asking questions. (e.g., so what you are saying is …) using sentence frames. – **Expressing** likes, dislikes, needs, wants and abilities using complete sentences. (e.g., my favorite app is ___. You need to register to get access to that site. I like this website because ___.) – **Rehearsing**information exchanges or simulations and then **performing** them. **Participating** in self and **co-assessment** using technically designed instruments. **Describing events** – **Planning** and **stating** the goal of tasks, language focus and strategies involved. – **Brainstorming** sentence frames and key words related to uses of technology and safety rules online. – **Planning** collaboratively, **rehearsing** and **presenting** personal narratives related to technology, uses, safety rules	ensure the other person understands them. **SI.2.** Takes part in simple social interactions asking people about uses of technology. **SP.1.** Provides a short, simple account of something experienced.

diphthongs (e.g., ea, ie, ee as in email, gamer, computer) and r-controlled vowels. (smartphone)
 	
Vocabulary
1.The latest school gadgets on the market
Tech devices
   – Smart phones
   – Tablets
   – Laptops
 	
Verb forms (present tense)
– Home shopping
– Email
– Text
– Buy
– Go
– Post
– Social
– Work
 	
2.Let´s make a project using technology
 	
Tech terms
– Laptop computer
– Gamer
– App (application)
– Internet
			and possible dangers using complete sentences, which may include the use of transition words and visual aids.
			
			Writing e-mails and short notes
			
			– **Planning** and **stating** the goal of tasks, language focus and strategies involved.
			– **Brainstorming** ideas and **organizing** them in a graphic organizer or mind map.
			– **Writing** a short text/paragraph within a patterned sentence structure given by the teacher.
			– **Revising** the punctuation marks, capitalization, spelling and structure of sentence frames in the text.
			– **Reporting** the text within the whole class. **Participating** in self and **co-assessment** using technically designed instruments.
			
			– **Brainstorming** suggestions for safe use of technology in school using sentence frames given by the teacher or researched by students.
			– **Writing** simple notes and signs for friends to be posted online using sentences frames.
			– **Revising** and **editing** simple notes for publishing online or in a school mural. **Participating** in self and **co-assessment** using technically designed instruments.
				W.1. Exchanges useful information with friends in emails or short notes/texts.
				
				W.2. Uses simple grammatical structures.
				
				IMP. Using different types of technically designed instruments to assess the overall
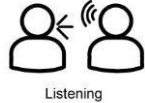
– Facebook – Twitter – WhatsApp – Website Verb forms (present tense) – Try – Use – Read – Talk 3,Technology unwritten rules Does and Don'ts – Don't share passwords. – Don't agree to meet a stranger. – You're responsible for your posts or messages. – Speak with respect to one another on the phone or in a text. Verb forms (simple present) Things to be careful about – Believe everything you see or read in			**Integrated Mini-Project** – **Planning** and **creating collaboratively** videos or illustrated posters about the classroom´s favorite electronic gadgets, charateristics, and cost and how to be safe when using the Internet. – **Planning** and creatively **presenting** through music, visuals, and spoken word, points from the BYND 2015 Declaration written by worldwide youth in Costa Rica in 2013 and presented to the United Nations. https://www.itu.int/en/bynd2015/Documents/bynd2015-global-youth-declaration-en.pdf – **Rehearsing** it and **reporting it** in oral and written form to the class. **Participating** in self and **co-assessment** using technically designed instruments.	accomplishment of unit goals, the teacher collects information about how learners **apply** language competences in oral and written comprehension and oral and written production for **describing** main technological devises, applications, uses risks and how to get protected. **Asking** for and **giving** information using key vocabulary and sentence frames.

the internet. − Talk or text when you are in the company of someone else. − Talk on your cell phone in a public place where others can hear your conversation. − Take pictures or video of someone without his/her permission. − Write messages in all caps. − Open an email from a stranger. − Technology's unwritten rules **4.**Tips for using technology safely and responsibly Possible risks − You can lose privacy. − You can lose social interaction. − You can become tech dependent. − You can be victim of cyberbullying. − You can find inappropriate content.				

– People can suffer an accident when they use their phones while driving or walking. – Strangers can try to contact you on the internet or cell phone. – People can use your image for negative purposes. – You can waste a lot of time using technology. – People can steal your information.				

Level: 6°   **Unit: 3**

Scenario:	Themes:
Environmentally Speaking	1. What Is Litter? 2. Why is Litter Bad? 3. Where Does Litter Go? 4. What Can I do About Litter?

Enduring understanding: Litter harms our school, community, Costa Rica and the world. The actions we take now to help with litter will help our neighbors today and in the future.

Essential Question: Why should we be concerned about litter?

Linguistic Competencies		**Goals** **Learner can …**
Oral and Written Comprehension	Listening	**L.1.** understand the dialogue of a movie or cartoon when the visuals provide contextual support. **L.2.** understand simple procedural explanations if given slowly and clearly, and opportunity is given for clarification (e.g., how to do a project to have a cleaner school, how to live in a cleaner society).
	Reading	**R.1.** use knowledge of first language to aid in understanding the second language. **R.2.** follow instructions for protecting the environment from litter (e.g., reuse, recycle, reduce litter) **R.3.** understand short instructions illustrated through step-by-step visuals (e.g., simple science experiments, instructions for art projects). **R.PA. 4.** demonstrate knowledge of phonemic awareness
Oral and Written Production	Spoken Interaction	**SI.1.** ask for information (e.g., where trash cans are located, if students use trash cans) as well as offer simple explanations to others.

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	Spoken Production	**SP.1.** describe, using simple words, their opinion of a situation or event (e.g. too much trash, ugly litter, dumping garbage). **SP.2.** produce a summary of a short story expressed in a simple sequence of events.
	Writing	**W.1.** write straightforward text on topics familiar to them using appropriate transitional words such as 'and', 'but' and' because'. Can use important connecting words to indicate chronological order (e.g., 'then', 'after','later'). **W.2.** use simple grammatical structures to write simple texts.

Learn to know	Learn to do	Learn to be and live in community	Suggested Mediation Strategies	Assessment Strategies
Grammar & Sentence Frame Using verb tenses (past, present, and future) – Litter pollutes rivers and sewers. – He planted some plants in the yard last week. – She will collect litter around school tomorrow. Wh information questions in present tense – Who leaves litter on the ground? – What can you do	– **Functions** – Describing places and things – Describing how litter effects the environment – Describing cause and effect relationships – Describing actions to clean public places from litter	– **Psycho-social** – Expressing positive attitudes such as pride in their culture and community – Showing intrinsic/extrinsic motivations for social responsibility focused on the community – Describing values related to ethical and moral service **Sociocultural**	**Pre-teaching** – **Using** games, brain gym, songs, icebreakers, picture story as warm-up strategies. – **Activating** prior knowledge using brainstorming. – **Introducing** key vocabulary, sentence frames, grammar, sounds, and socio-cultural aspects with visual aids, technology or graphic organizers. – **Modeling** and repetition – **Clarifying** vocabulary, grammar, sentence frames and idioms using pictures realia or technology. – **Participating** in choral repetition and language practice. **Oral and Written Comprehension** **Identification of purpose of messages** – **Planning** and **stating** the goal of tasks,	Using technically elaborated instruments for self-assessment and with the guidance of the teacher, the learner:

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			language focus and strategies involved.	
about litter? – Which kind of litter takes longer to decompose? Sequencing adverbs – First, we have to make a plan. – Then, we will present the plan to our teacher. – Finally, we will make a school campaign. Explaining cause and effect using because and since – Recycle bins are important because they help us separate garbage. – Litter is dangerous because it pollutes rivers. – The park is dirty since people throw garbage on the ground. **Phonemic Awareness**	– Retelling events in past simple **Discourse Markers** Sequence adverbs-past tense – First, next, then, finally	– Applying conventions for turn-taking as in discussions or debates – Avoiding impoliteness when expressing contempt or dislike related littering – Expressing social responsibility in actions related to the environment **Social Language Samples and idioms/phrases** Expressions – Go Green – Give a Hoot, Don't Pollute – Reduce, reuse, recycle	– **Brainstorming** key words and phrases for describing causes and the effects of litter using graphic organizers/videos/photos/illustrated books. – **Clarifying** new concepts. – **Identifying** signal characteristics and words that indicate the type of text heard (movie, cartoon, and documentary) by matching, circling or underlining the correct option during first listening. – **Taking notes** or **summarizing** the information heard by ordering or sequencing short sentences during second listening. **Participating** in **self/co-assessment** using technically designed instruments. **Deducing meaning through contextual clues** – **Activating** prior knowledge and clarifying new concepts. – **Identifying** cognates and use of prior knowledge to guess the meaning of words and phrases in a text. – **Matching** words with definitions after reading a text. **Identification of details** – **Planning** and **stating** the goal of tasks, language focus and strategies involved. – **Brainstorming** key words and phrases related with a theme by reading advice and instructions taken from the Internet	**L.1.** Recognizes the dialogue of a movie, cartoon or documentary. **L.2.** Recognizes simple procedural explanations if given slowly and clearly. **R.1.** Uses knowledge of first language to aid in understanding the second language. **R.2.** Follows instructions as part of daily activities. .

− Cognates and false cognates − Creation of new words when a specific grapheme is changed, added, or removed in the initial, medial, or final position (e.g., face to place to space) − Applying knowledge of affixes to base words in context: tree --> treesprotect--> protects --> protected --> protecting Practicing minimal pair sounds**: ʃ / tʃ** **shoes / choose** **sheep / cheap** **wash / watch** **mash / match** **cash / catch** **Vocabulary** **1.** <u>What is litter?</u> <u>Objects</u> − (Old) food − Paper and plastic used for wrapping			or other reference materials about what to do with litter to protect the environment. − **Identifying** key phrases related to the theme by following multi-step instructions which include prepositional phrases. (e.g., put trash cans on the playground. Look for litter around the school. Throw litter in the trash cans.) − **Completing** a set of instructions with key words and phrases. **Identification of details** − **Brainstorming** key words and phrases related with themes using conversations, videos/photos/illustrated books. − **Identifying** key phrases related to the themes by **performing** 5 step instructions, **arranging** pictures, **taking notes** within a graphic organizer or completing a diagram. **Participating** in **self/co-assessment** using technically designed instruments. **Decoding words and deducing meaning using cognates** − **Activating** prior knowledge and clarifying new concepts using different techniques. − **Finding cognates** and false cognates; using bilingual dictionaries and in given texts. (e.g., Cognates = accident/accidente; false cognate, embarrassed/ avergonzada.) − **Guessing** the meaning of new words by	**R.3.** Recognizes short instructions illustrated through step-by-step visuals. **R.PA. 4.** Reads words and sentences to demonstrate knowledge of phonemic awareness.

things – (Empty) containers – Garbage – Trash – Waste – Ground Verb forms (simple present) – Litter – Be – Throw – Affect **2.** Why is litter bad? Nouns – Water – Health – Recreation – Environment – Ecology Verb forms (simple present) – Pollute – Affect – Trap – Look – Cause Adjectives – Ugly – Dirty			applying knowledge of word formation using derivational affixes and prefixes and inflectional suffixes. – **Identifying** prefixes and suffixes for creating new words in a word puzzle. – **Contrasting** sounds /ʃ / tʃ/ practicing with minimal parts and participating in chanting and rehearsing tongue twisters. **Participating** in **self/co-assessment** using technically designed instruments. **Oral and Written Production** **Exchanges of information using questions and responses** – **Planning** and **stating** the goal of tasks, language focus and strategies involved. – **Brainstorming** learned key vocabulary phrases and sentence frames related to questions and answers. – **Planning** information exchanges, interviews or surveys **using** questions and answers (e.g. What can you do about litter? How is litter a problem in your community?). – **Expressing** social conventions, such as greetings, farewells and courtesies in a conversation. – **Expressing** likes, dislikes, needs, wants and abilities using complete sentences. (E.g. I like my school clean. I don´t like ugly litter around our school.) – **Rehearsing** dialogues and then performing them. **Participating** in **self/co-assessment** using technically designed instruments.	Using different types of technically designed instruments such as checklists, rubrics, the teacher collects information about how the learner: **SI.1.** Asks for information as well as offer simple explanations to others.

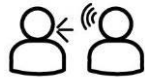|			Describing events	
3. <u>Where does litter go?</u> <u>Nouns</u> – Rivers – Containers – Sewers – Streets – Lot – Ocean <u>Verb forms (present and future tense)</u> – Damage – Destroy – Travel – Go – Throw <u>Adjectives</u> – Dangerous – Harmful **4.** <u>What can I do about litter?</u> <u>Nouns</u> – Garbage – Goods/products <u>Verb forms (present and future tense)</u> – Reuse – Recycle			– **Reviewing** learned key vocabulary phrases and sentence frames related to themes. – **Planning collaboratively, rehearsing** and **reporting** the solution to an environmental problem related to litter. **Participating** in **self/co-assessment** using technically designed instruments. **Retelling events** – **Investigating** about an environmental community problem, national problem or global problem. – **Reviewing** learned key vocabulary phrases and sentence frames related to themes. – **Retelling** the main idea, details of information searched, and possible solutions in complete sentences. – **Planning collaboratively, rehearsing** and **reporting** the solution to the environmental problem researched using learned sentence frames in present and past tense. **Participating** in **self/co- assessment** using technically designed instruments. **Writing short texts** – **Brainstorming** ideas and **organizing** them in a graphic organizer or mind map. – **Writing** a short text/paragraph about a	**SP.1.** Describes using simple words, their opinion of a situation or event. **SP.2.** Produces a summary of a short story expressed in a simple sequence of events. **W.1.** Writes straightforward text

– Reduce – Dispose – Clean – Dispose – Use/buy Adjectives – Reusable – Recyclable – Right – Responsible			theme within a patterned sentence structure given by the teacher. – **Using** verb tenses (past and present), appropriate transitional words in a variety of writing applications with instructional support. – **Revising** the punctuation marks, capitalization, spelling and structure of sentence frames in the text. – **Reporting** the text in a school journal or similar. **Integrated Mini-Project** – **Planning** and creating **collaboratively**a **video or illustrated poster** using only recycled materials about the effects of litter in the environment and actions that can be taken to keep school or community clean and then display them during a Show-and-Tell event. – **Rehearsing** and **reporting** in oral and written form to the class. **Participating** in **self/co-assessment** using technically designed instruments.	on topics familiar to them using appropriate transitional words such as 'and', 'but' and' because' **W.2**.Uses simple grammatical structures to write a short text. **IMP**. Using different types of technically designed instruments to assess the overall accomplishment of unit goals, the teacher collects information about how learners **apply** language competences in oral and written comprehension and oral and written production for **describing** causes and effects of litter to the environment. **Asking** for and **giving** information using key vocabulary and

				sentence frames.

Level: 6°   **Unit: 4**

Scenario: **Rainforest Rescue**	Themes: 1. The Rainforest: a Treasure 2. Are We Saying "Goodbye" to the Rainforest? 3. Ways to Rescue It 4. My Role in the Rainforest Rescue
Enduring understanding: Rainforests are tall, densely growing, broad-leaved evergreen trees in a tropical area with high annual rainfall. They recycle and clean water; protect against pollution and erosion, provide plants for food and medicine provide homes for many types of life forms. Rainforests are quickly being cut down mostly for wood to build houses and roads as well as making space for cattle raising and farming.	
Essential Question: What are rainforests and what happens if they disappear?	

Linguistic Competencies		Goals **Learner can …**
Oral and Written Comprehension	Listening	**L.1.** understand simple procedural explanations if given slowly and clearly, and opportunity is given for clarification (e.g., how to create a project). **L.2.** comprehend the general idea of overheard conversations.
	Reading	**R.1.** comprehend reading, analyze and enjoy texts. **R.PA.3.** read with fluency and accuracy. **R.PA. 4.** demonstrate phonemic awareness.
Oral and Written Production	Spoken Interaction	**SI.1.** ask other students to confirm solutions to problems.

	Spoken Production	**SP.1.** describe, using simple words, their opinion of a situation or event. **SP.2.** provide a simple description of a studied object (e.g., describe a rainforest).
	Writing	**W.1.** engage in the writing process during pre-writing, drafting, editing and simple publications. **W.2.** devise a timeline for a topic. **W.3.** apply conventions of standard English

Learn to know	Learn to do	Learn to be and live in community	Suggested Mediation Strategies	Assessment Strategies
Grammar & Sentence Frame Verb forms (present and past tense) – A rainforest is a living ecosystem. – Rainforests are warm and wet forests. – Rainforests grow in mountain regions. – I saw lots of insects. Adjectives (different types)	**Functions** – Describing places and things – Describing the condition of the rainforests – Describing cause effect relationships – Giving advice **Discourse Markers** Sequence adverbs-past tense First, next, then,	**Psycho-social** – Differentiating intrinsic and extrinsic motivations to take care of the rainforest – Discriminating between instrumental and integrative reasons to rescue the rainforest (personal benefit vs community benefit) – Expressing ethical and moral values	**Pre-teaching** – **Using** games, brain gym, songs, ice-breakers, picture story as warm-up strategies. – **Activating** prior knowledge using brainstorming. – **Introducing** key vocabulary, sentence frames, grammar, sounds, and socio-cultural aspects with visual aids, technology or graphic organizers. – **Modeling** and repetition – **Clarifying** vocabulary, grammar, sentence frames and idioms using pictures realia or technology. – **Participating** in choral repetition and language practice. **Oral and Written Comprehension** **Identification of details**	Using technically elaborated instruments for self-assessment and with the guidance of the teacher, the

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– Some trees live for a hundred years. – Huge trees live in a rainforest. – You see that little light gets across the canopy. – Some trees drop their leaves. Comparative and superlative forms – Eating food grown in a sustainable way is (good, better, best) for the rainforest. – Learning about the rainforest is (good, better, best) for students. – Using palm oil is (bad, worse, worst) for the rainforest. Sequencing adverbs with can and should – First, you should save water. – Next, you can educate people. – Then, you should plant trees. – Finally, we should recycle.	finally	when making decisions related to rainforest preservation **Sociocultural** – Showing respect and politeness for others' feelings and opinions – Sharing experiences and concerns about the rainforest current situation – Using expressions of belief via graffiti, t-shirt slogans and catch phrases **Social Language Samples and idioms/phrases** – Take care of the earth and she will take care of you. – Show your care, do your share – Save the planet.	– **Brainstorming** key words and phrases related with the theme by listening to real-life conversations or videos. – **Identifying** key phrases related to the theme following multi-step instructions using modals (e.g. First, you should plant trees.) by ordering pictures, sentences or matching words with a diagram. **Global comprehension of audio stimuli** – **Planning** and **stating** the goal of tasks, language focus and strategies involved. **Brainstorming** key words and phrases for describing the condition of the rainforestusing graphic organizers/videos/photos/illustrated books. – **Making** a list of actions and causes that are affecting the rainforests heard in a conversation/description/ read-alouds during first listening. – **Takingnotes** and **summarizing** information in oral or written form for completing a text after a read-aloud or listening to a conversation, video or short documentary during second listening. – **Participating** in **self/co-assessment** using technically designed instruments. **Getting the gist of written texts** – **Planning** and **stating** the goal of tasks, language focus and strategies involved. – **Identifying** signal words that indicate sequential/ chronological order (i.e., first, next, finally) by coloring, circling or	learner: **L.1** Recognizes simple procedural explanations if given slowly and clearly. **L.2.** Recognizes the general idea of overheard conversations. **R.1.** Recognizes readings, analyzes and enjoys texts.

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Simple present using (S+V+PP) pattern – Different species live in the rain forest. – Ferns grow in the rainforest. – Rainforests are in different parts of the country. Simple present and simple past using (S+V+O+PP) pattern. – The boy saw a toucan in a tree. – The guide drove the tourists through the rainforest. – The woman went into the rain forest. Wh information questions in present tense – Why are rainforests important? – What can we do to rescue the rainforest? – What causes harm to the rainforest?			underlining the words. – **Filling** graphic organizers with the main ideas of a story, description or conversation. – **Identifying** main ideas of texts of personal interest. – **Participating** in read-alouds with the teacher focusing in the pronunciation of words and sentences. – **Reading** aloud passages from familiar text, observing phrasing, punctuation and expression. – **Retelling** a story or event by sequencing the event using transition words in a sentence frame (e.g., first, next, finally). **Participating** in **self/co-assessment** using technically designed instruments. **Contrasting sounds** – **Activating** prior knowledge and clarifying new concepts. – **Contrasting** sounds ʃ / tʃ practicing with minimal pars and participating in chanting and rehearsing tongue twisters. – **Practicing** minimal pair sounds: v / b – vote / boat – very / berry – van / ban – vest / best – vet / bet – vat/bat – Practicing silent letters (kn, wr, gn)	**R.PA.3.** Reads with fluency and accuracy. **R.PA.4.** Distinguishes between sounds /v / b/ in words.

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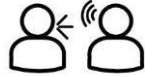|			**Oral and Written Production**	Using different types of technically designed instruments such as checklists, rubrics, the teacher collects information about how the learner:
Phonemic Awareness Sequencing event using transition words in a sentence frame (e.g., first, next, finally). Practicing minimal pair sounds**: v / b** **vote / boat** **very / berry** **van / ban** **vest / best** **vet / bet** **vat/bat** Practicing silent letters (kn, wr, gn)			– **Planning** and **stating** the goal of tasks and strategies involved. – **Brainstorming** learned key vocabulary phrases and sentence frames related to questions and answers. – **Asking** for rephrasing/ repeating of information and asking questions. (E.g. Can you say that again? Why are rainforests important?) – **Planning collaboratively** information exchanges, interviews or surveys **using** questions and answers. – **Rehearsing** them and then performing them. – **Reviewing** learned key vocabulary phrases and sentence frames related to themes.	**SI.1.** Asks other students to confirm solutions to problems.
Vocabulary **1.** The Rainforest: a treasure Verb forms (simple present and simple past tense) – Be – Have – See Nouns			**Describing events and situations** – **Planning** and **stating** the goal of tasks, language and strategies involved. – **Reviewing** learned key vocabulary phrases and sentence frames related to themes. – **Describing** the benefits of preserving the rainforest **(e.g.** learning about the rainforest is (good, better, best) to be more aware of its value.) using visual aids. – **Expressing** opinions and ideas about why and how to preserve the rainforest using complete sentences. – **Planning collaboratively, rehearsing** and **reporting** the solution to an environmental problem related to	**SP.1.** Describes, using simple words, their opinion of a situation or event. **SP.2.** Provides a simple description of a studied object.

– Rainfall – Climate – Flora and fauna – Canopy – Species <u>Adjectives</u> – Warm – Dense – Exotic – Tropical – Dark <u>Climate</u> – Humid – Cloudy – Rainy **2.** <u>Are we saying "Goodbye" to the Rainforest?</u> <u>Threats (nouns)</u> – Urbanization – Deforestation – Irresponsible tourism – Road construction – Hunting – Pollution – Wildfires <u>Verb forms</u> – Cut down			litterusing comparative forms and past tense. – **Participating** in **self/co-assessment** using technically designed instruments. **Writing short texts** – **Planning** and **stating** the goal of tasks, language focus and strategies involved. – **Brainstorming** ideas and **organizing** them in a graphic organizer or mind map. – **Writing** a short text/paragraph related to themes with an introduction, body and conclusion. – **Identifying** the structure and discourse markers of texts organized chronologically by **highlighting** the key words or **completing** the texts with sequential words. – **Using** verb tenses (present, past and present perfect) in a variety of writing applications (i.e., S-V, S-V-O, S-V-C,) with instructional support. – **Revising** the punctuation marks, capitalization, spelling and structure of sentence frames in the text. – **Reporting** the text in a classroom book or mural. **Participating** in **self/co-assessment** using technically designed instruments. **Integrated Mini-Project** – **Planning and creating** collaboratively an ad, video or campaign for English-speaking tourists or the school community	**W.1.** Engages in the writing process during pre-writing, drafting, editing and simple publications. **W.2.** Devises a timeline for a topic. **W.1.** Applies conventions of standard English (e.g., advertisement, labeling a photo essay). **IMP**. Using different types of technically designed instruments to assess the overall accomplishment of

– Damage – Destroy – Build – Cause **3.** <u>Ways to Rescue It</u> <u>Verb forms</u> – Protect – Value – Educate – Plant – Save – Use <u>Adjectives</u> – Endangered – Sustainable – Less <u>Nouns</u> – Biodiversity – Landscape – Wildlife – Paper **4.** <u>My Role into the</u> <u>Rainforest Rescue.</u> <u>Verb forms</u> – Make a plan – Reduce – Reuse – Recycle – Save (water) – Print (on both sides)			about the importance of preserving the rainforest. **Preparing** a presentation supported with visuals, **rehearsing it** and **reporting it to class.**	unit goals, the teacher collects information about how learners **apply** language competences in oral and written comprehension and oral and written production for describing the value of preserving the rainforest and **Asking** for and **giving** information using key vocabulary and sentence frames.

− Tell − Donate − Learn <u>Nouns</u> − Class/community projects − Species − Money − Time				

Level: **6°**   **Unit: 5**

Scenario:	Themes:
Let's Party	1. Party Time 2. Sending Invitations 3. Throwing a Party 4. How Was the Party?

Enduring understanding: A party is a fun celebration. A good party often requires planning.

Essential Question: What makes a party a good or bad experience?

Linguistic Competencies		Goals **Learner can …**
Oral and Written Comprehension	Listening	**L.1.** follow verbal instructions for an activity when spoken clearly and slowly. **L.2.** understand a presentation on a topic when the subject is familiar to them and it is delivered slowly and clearly (e.g., another student's report on a classroom project).
	Reading	**R.1.** understand the main information in short articles and reports (e.g., how people celebrate events in other places) if they deal with familiar subjects. **R.2.** understand short instructions illustrated through step-by-step visuals (e.g instructions for a project). **R.3.** demonstrate phonemic awareness.
Oral and Written Production	Spoken Interaction	**SI.1.** ask for a word to be spelled out and can spell out names or words themselves.

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	Spoken Production	**SP.1.** provide a simple description of a common object or event (e.g., items used for a party). **SP.2.** provide a short, simple account of something experienced (e.g., a class project or a party).
	Writing	**W.1.** write down key words and phrases during an oral presentation. **W.2.** apply conventions of standard English.

Learn to know	Learn to do	Learn to be and live in community	Suggested Mediation Strategies	Assessment Strategies
Grammar & Sentence Frame <u>Using verb tenses (past, present, and future)</u> – We had/have/will have a party. – At the party we danced/dance/will dance. – We need some music for the party. <u>Yes/No questions with "would"</u> – Would you like to dance?	**Functions** – Describing actions and items to organize a party – Giving and following directions – Describing location – making requests and invitations **Discourse Markers** **Linkers: sequential – past time** Sequence adverbs-	**Psycho-social** – Showing positive attitudes such as openness towards, and interest in, new experiences, other persons, and ideas – Recognizing the communicative drive in all humans and their need to communicate – Recognizing different cognitive styles in people such as holistic, analytic and	**Pre-teaching** – **Using** games, brain gym, songs, ice- breakers, picture story as warm-up strategies. – **Activating** prior knowledge using brainstorming. – **Introducing** key vocabulary, sentence frames, grammar, sounds, and socio-cultural aspects with visual aids, technology or graphic organizers. – **Modeling** and repetition – **Clarifying** vocabulary, grammar, sentence frames and idioms using pictures realia or technology. – **Participating** in choral repetition and language practice **Oral and Written Comprehension** **Performing instructions**	Using technically elaborated instruments for self-assessment and with the guidance of

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– Would you like a drink? – Would you like something to eat? <u>Demonstrative pronouns (this/that, these/those)</u> – These are the cups for the drinks. – That's my friend Nela. – This is the dip for the chips. <u>Sequencing adverbs</u> – First, we need to find a place. – After that, we have to make the invitations. – Finally, we will order pizza for everybody. <u>Adverbs of place</u> – Put the (pizza/radio/balloons) here. – Go outside to (take pictures/do karaoke).	past tense First, next, then, finally	synthetic **<u>Sociocultural</u>** – Using the appropriate expressions when greeting, making invitations, arriving at a party, and saying goodbye – Applying the right use and choice of address forms (formal, informal, familiar) – Expressing positive politeness by offering gifts, food, drinks and hospitality **<u>Social Language Samples and idioms/phrases</u>** <u>Expressions</u> – Let's get this party started. – I'm having a blast. – This party is a blowout.	– **Planning: Stating** the goal of task, language and strategies involved. – **Brainstorming** key words and phrases related with theme by listening to a real life conversations, movies or videos. – **Identifying** key phrases related to the theme by following multi-step instructions which include prepositional phrases. (E.g. how to plan a party). – **Arranging** pictures or objects, **completing** a facts chart and **acting out** the information after the audio stimuli. **Participating** in **self/co-assessment** using technically designed instruments. **Listening for details** – **Activating** prior knowledge with audio and visual resources about theme. – **Taking notes** within a graphic organizer after first listening. – **Finding** the answer to specific information questions in present simple (what-where-when-how) after second listening to a conversation or video clip. **Participating** in **self-assessment** using technically designed instruments. **Identification of main points in articles and reports** – **Brainstorming** of ideas using videos, films, pictures, graphic organizers for activating schema before reading. – **Identifying** the key elements and ideas from articles and read-alouds using graphic organizers, conceptual maps or	the teacher, the learner: **L.1.** Follows verbal instructions for an activity when spoken clearly and slowly. **L.2.** Recognizes a presentation on a topic when the subject is familiar. **R.1.** Recognizes the main information in short articles and

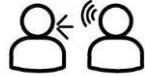|				
– Go inside to (play games/eat pizza). Prepositions of action and movement – Take the garbage out. – Take the cake from the kitchen to the living room. – Put the rice on a plate. **Phonemic Awareness** Practicing minimal pair sounds: **ɪ / i:** **ship / sheep** **chip/cheap** **ship / sheep** **it / eat** **hit / heat** **bin / bean** **live / leave** **Practicing minimal pair sounds: v / b** **vote / boat** **very / berry** **van / ban** **vest / best**			filling in a chart. **Identification of details** – **Brainstorming** key words and phrases related with the theme by reading cooking books or directions. – **Identifying** key phrases related to the theme by following multi-step instructions which include the organization of an event or an activity (E.g. organizing a party, cooking a special dish for a special occasion, creating an invitation card) – **Ordering** a text after a second reading. **Participating** in **co-assessment** using technically designed instruments. **Decoding sounds** – **Activating** prior knowledge and clarifying new concepts. – **Participating** in reading aloud with the teacher focusing on sounds(ɪ / i: v / b) – **Identifying** specific sounds (ɪ / i: v / b) in short texts after choral reading. – **Distinguishing** phonemes in the initial, medial and final positions of words by spelling words. – **Evaluating** individual performance in pairs and groups. **Oral and Written Production** **Spelling words** – **Brainstorming** known vocabulary in context. – **Asking questions** about the meaning	reports **R.2.** Recognizes short instructions illustrated through step-by-step visuals. **R.PA.3.** Produces the sounds ɪ / i: v / b through phonemic awareness. Using different types of technically designed instruments such as checklists, rubrics, the teacher collects information about how the learner: **SI.1.** Asks for a word to be spelled out. **SP.1.** Provides a simple description of a common object or event.

vet / bet **Vocabulary** 1. Party Time **Expressions** Would you like to come to my party? Let´s have a party? – Need – Have – Buy Party items: – Balloons – Mp3 player – Cake – Chips – Invitations Party locations: – community center – my house – the backyard – the front porch 2. Sending Invitations			of words through guessing games. – **Participating** in games ofspelling words that are not known. **Describing events** – **Brainstorming** learned key vocabulary phrases and sentence frames related to questions and answers. – **Expressing** basic details in complete sentences. (e.g., Jose will make the party decorations for the party.) – **Planning** collaboratively, **rehearsing** and organizinga class party. **Performing** the event for the whole class. **Participating** in **co-assessment** using technically designed instruments. **Describing personal experiences** – **Planning: Stating** the goal of task, language and strategies involved. – **Brainstorming** key words and phrases to activate learner´s background knowledge. – **Planning** and preparing in complete sentences a short presentation about the activities that were performed during the party which may include visual aids. **Participating** in **co-assessment** using technically designed instruments **Expressing ideas through writing** – **Planning: Stating** the goal of task, language and strategies involved. – **Writing** simple notes and key words following a given pattern when listening to a video, film or conversation.	**SP.2.** Provides a short, simple account of something experienced. **W.1.** Writes down key words and phrases during an oral presentation. **W.2.** Applies conventions of standard English.

<u>Expression</u> You are cordially invited … Let´s make the invitations. <u>Action verbs</u> – Design – Send out – Create – Go to – Having (a party) – Hope – Come . – See – Enjoy <u>Things to take into account</u> – Place, Date – Time, Address – Social media invitation – E-card, Website <u>Sequencing adverbs</u> – First – Next – Then, Finally 3. <u>Throwing a Party</u> <u>Actions Verbs</u> -Pick,prepare decorate,dance, welcome – How do you spell it?			– **Filling** out a graphic organizer (e.g., t-chart). – **Using** common spelling of high frequency words, word families and rhyming words. – **Revising** sentence word order, punctuation and capitalization in pairs or in groups. – **Participating** in **co-assessment** using technically designed instruments. **Integrated Mini-Project** – **Planning** and **creating collaboratively** dramatizations of a party/event for school (e.g. a part of the English Festival) or for a group in need in your community (older persons, children in a poorer community). – **Rehearsing** the dramatization and **implementing** the party. **Participating** in **co-assessment** using technically designed instruments.	**IMP**.Using different types of technically designed instruments to assess the overall accomplishment of unit goals, the teacher collects information about how learners **apply** language competences in oral and written comprehension and oral and written production for **describing** a parties and party times. **Writing** and **making** invitations using key vocabulary and sentence frames.

<u>Nouns</u> − Guest list − Theme − Friends − Food − Playlist − Decorations 4. <u>How was the party?</u> <u>Verb forms (simple present tense and past simple)</u> − Be/was-were − Love/loved − Like/liked − Hang out/hung ou <u>Adjectives</u> Great,nice,good <u>Nouns</u> − Music − Drinks − Song − Shirt/blouse				

Level: 6°   **Unit: 6**

Scenario: **Focus on the Future**	Themes: 1. Immediate Future 2. Having the End in Mind 3. Values and Beliefs 4. Future Me
Enduring understanding: To face the challenges of tomorrow, we must rely on a solid foundation of character, values, and beliefs.	
Essential Question: How can we prepare for the future?	

Linguistic Competencies		**Goals** **Learner can …**
Oral and Written Comprehension	 Listening	**L.1.** generally comprehend the general idea of overheard conversations. **L.2.** understand the main idea of a short text when read aloud clearly and slowly.
	 Reading	**R.1.** understand the main points in a straightforward personal communication if the topic is familiar. **R.2.** use everyday reference materials (e.g., schedule, brochure). **R.PA.3.** decoding and pronouncing words accurately applying phonemic awareness knowledge.
Oral and Written Production	 Spoken Interaction	**SI.1.** ask appropriate questions during a conversation to ensure the other person understands them. **SI.2.** ask someone to repeat themselves or say something a different way. **SI.3.** ask other students to confirm solutions to problems.

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	Spoken Production	**SP.1.** produce a summary of a short story/event expressed in a simple sequence of events.
	Writing	**W.1.** exchange useful information with friends in emails or short notes. **W.2.** tell a simple story (e.g., what you will be like in the future). **W.3.** write a summary sentence of a text's main ideas.

Learn to know	Learn to do	Learn to be and live in community	Suggested Mediation Strategies	Assessment Strategies
Grammar & Sentence Frame Simple future using (will) – I will visit my relatives in Alajuela. – My mother will take her vacation in January. – Pablo will go to Napoleón Quesada school next year. Simple present tense (regular and irregular verbs) – I want to become a musician. – She has to be	**Functions** – Describing future plans and events – Expressing feelings and emotions related to future plans – Describing hypothetical ideas. – Describing and supporting opinions **Discourse Markers** Sequence adverbs-	**Psycho-social** – Working cooperatively with others – Using technology as tool to achieve personal goals – Expressing creativity and critical thinking skills when resolving problems **Sociocultural** – Showing interest in a person's well being. – Showing	**Pre-teaching** – **Using** games, brain gym, songs, icebreakers, picture story as warm-up strategies. – **Activating** prior knowledge using brainstorming. – **Introducing** key vocabulary, sentence frames, grammar, sounds, and socio-cultural aspects with visual aids, technology or graphic organizers. – **Modeling** and repetition – **Clarifying** vocabulary, grammar, sentence frames and idioms using pictures realia or technology. – **Participating** in choral repetition and language practice. **Oral and Written Comprehension**	Using technically elaborated instruments for self-assessment and with the guidance of the teacher, the learner:

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hard-working. – He needs to study a lot. Phrasal verbs – I will clean up my room. – We will eat out this weekend. – I like to hang out with my friends. Singular and plural reflexive pronouns – I see myself as an engineer. – She sees herself living in Italy. – He sees himself with a big family. Sequencing Adverbs with simple present tense and future tense – First, you have to study hard. – Next, you have to be positive. – Then, you have to go to a Technical School. – Finally, you will have to study at the university.	past tense First, next, then, finally	politeness when sharing experiences and future plans with others. – Expressing admiration about a person's future plans and expectations. – Describing and supporting opinions **Language samples and idioms/phrases** Expressions – Climbing/ed corporate ladder – Going far (in the world) – Behave yourselves	**Global comprehension of audio stimuli** – **Brainstorming** key words and phrases for describing future events using graphic organizers/videos/photos/illustrated books. – **Making** a list of things and people heard in a conversation/description/ read-aloud during first listening. – **Taking notes** and **summarizing** information in oral or written form for completing a dialogue after a read-aloud or listening to audio stimuli. – **Participating** in **self/co-assessment** using technically designed instruments. **Identificationof main ideas** – **Planning: Stating** the goal of task and strategies involved**.** – **Making** a list of places and people heard in a conversation/description/ video or read-aloud. – **Identifying** main points by circling or matching pictures with descriptive words or sentences. – **Completing** a graphic organizer, chart or **ordering** the story after the audio stimuli. – **Participating** in **self-assessment** using technically designed instruments. **Interpretation of short texts** **Getting the gist of texts related to theme and language functions**	**L.1.** Recognizes the general idea of overheard conversations. **L.2.** Recognizes the main idea of a short text when read aloud clearly and slowly.

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<u>Frequency Adverbs with future tense.</u> – I will never drop out of school. – I will always make a schedule. – She will never study abroad. <u>Intensifier Adverbs</u> – Studying will be too hard. – My job will not be easy. – It is important to be very honest. <u>Need to and have to (to show obligation)</u> – You have to be positive. – She needs to study abroad. – He has to be organized. <u>Comparatives</u> – In the future, it will be easier to buy food online. – Vehicles will be faster. – We will have smaller tech devices.			– **Planning: Stating** the goal of task and strategies involved**.** – **Brainstorming** of ideas using videos, films, pictures, graphic organizers for activating schema before reading. – **Arranging** pictures or **making** a facts chart and **acting out** the information after reading it. – **Answering** yes/no questions about text in complete sentences. – **Identifying** the reference materials available in the school library or at home (e.g. dictionaries, encyclopedias, google). – **Practicing** how to search for information in dictionaries or magazines, newspapers or online materials with teacher´s support. – **Finding** relevant information to accomplish a task. – **Sequencing** dialogues and stories with sequential discourse markers. – **Answering** questions with relevant information. (E.g. Will you live abroad? What are your plans for the future?) – **Participating** in **self and co-assessment** using technically designed instruments. **Decoding and reading text accurately** – **Unscrambling** words**,** sentences and texts. – **Segmenting** sentences into words and words into sounds. – **Practicing** with groups of words that	**R.1.** Recognizes the main points in a straightforward personal communication. **R.2.** Gets the gist of short text using everyday reference material. **R.PA.4.** Reads and pronounces words accurately applying phonemic awareness knowledge.

Questions with "Can" (asking for clarification) – Can you repeat that? – Can you explain a little more? – Can you give me an example? Questions with "will" and "going to" – Will you live abroad? – Are you going to be a doctor? – Is she going to travel a lot? **Phonemic Awareness** Applying knowledge of word order (syntax) to confirm decoding of text. Producing groups of words that begin with the same initial, final and medial sounds in single and two-syllable words.(e.g. can, call, computer, act, action,			begin with the same initial, final and medial sounds in single andtwo-syllable words.(e.g. can, call, computer, act, action, back) – **Practicing** reading sentences and texts with contractions. **Participating** in **self and co-assessment** using technically designed instruments. **Oral and Written Production** **Asking for and giving information** – **Planning: Stating** the goal of task and strategies involved**.** – **Brainstorming** learned key vocabulary phrases and sentence frames for asking questions related to a theme. – **Participating** within a small group or in pairs-work on mixed question and answer drills and information-gap activities (e.g., asking for opinions and preferences). – **Responding** to social conversations by rephrasing/ repeating information and asking questions. (e.g., you mean that? Can you explain a little more?) – **Asking for rephrasing/repeating** information and asking questions (e.g. What does it take to be successful?) in role-plays or information-gap activities. – **Planning collaboratively**information exchanges, interviews or surveys **using** questions and answers (e.g., What´s your favorite book/novel/ fairy- tale? why?). – **Rehearsing** them and then **performing**	Using different types of technically designed instruments such as checklists, rubrics, the teacher collects information about how the learner: **SI.1.** Asks appropriate questions during a conversation. **SI.2.** Asks someone to repeat themselves or say something a different way. **SI.3.** Ask other students to confirm solutions to problems.

back) Reading common contractions. **Vocabulary** **1.** Immediate Future Verb forms (future with "will") − My family and I will go to the beach. − Lucía will visit her grandparents in Atenas in January. − Manuel will play with his friends. Verb forms (future with "going to") − On vacation, I'm going to hang out with my friends. − Luis is going to study at Manuel Benavides High School next year. − My mom and I are going to rent some movies. Vacation Spots − The beach − Amusement park − Volcanoes			them. **Participating** in **self and co-assessment** using technically designed instruments. **Describing events and personal experiences** − **Planning: Stating** the goal of task and strategies involved**.** − **Retelling** the main idea and details from read-alouds (nonfiction and fiction) in complete sentences. − **Planning and creating collaboratively** a summary of a story of personal future plans to present it using adverbs ofprobability. − **Rehearsing** it and **performing it** to the whole class. **Participating** in **self and co-assessment** using technically designed instruments. **Writing simple notes and describing events** − **Planning: Stating** the goal of task and strategies involved**.** − **Brainstorming** ideas and **organizing** them in a graphic organizer or mind map. − **Discussing** types of text and viewing model sentences. − **Writing** a short e-mail to a friend to talk about plans for the future. − **Revising** sentence word order, punctuation and capitalization in pairs or in groups. **Writing a short summary**	**SP.1.** Produces a summary of a short story/event expressed in a simple sequence of events **W.1.** Exchanges useful information with friends in emails or short notes. **W.2.** Tell a simple story.

– The mountains Activities – Swimming – Playing video games – Playing sports **2.** Having the End in Mind Verb forms (future with "will") – I will probably be a doctor. – I will have to go to the university. – I will have to study hard. Academic options – High school – Technical high school – University Adjectives – Persistent – Responsible – Polite – Optimistic – Confident **3.** Values and beliefs Verb forms (simple present)			– **Discussing** the characteristics of summaries and analyzing examples. – **Writing** a summary sentence of a story about a successful person using past tense and sequential adverbs. – **Revising** the punctuation marks, capitalization, spelling and structure of sentence frames in the text. – **Reporting** texts in a classroom book or mural. – **Participating** in **self and co-assessment** using technically designed instruments. **Integrated Mini-Project** – **Planning and creating collaboratively** a recording to your future-self or/and a vision board with pictures and words that represent your preferred future. – **Rehearsing it** and **reporting** it to class. **Participating** in self and co-assessmentusing technically designed instruments.	**W.3.** Writes a summary sentence of a text's main ideas. **IMP.** Using different types of technically designed instruments to assess the overall accomplishment of unit goals, the teacher collects information about how learners **apply** language competences in oral and written comprehension and oral and written production for **describing** future plans, aspirations and successful stories. **Asking** for and **giving** information using key vocabulary and sentence frames.

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– I want to become a professional. – I want to be an engineer. – I need to study hard. – I think that.. – It's important to.. Values Good attitude, hard-work,teamwork Personality factors Hardworking,positive, well-organized **4.** Future me Verb forms (future with "will") – I will live in an apartment. – I will have a big family. – I will travel to many parts of the world. Family Son, daughter,wife children Marital Status – Bachelor – Married – Single			.	

Professions – Computer systems analyst – App developer – Home health aides Adverbs of Probability – Maybe – Perhaps – Probably				

Glossary

Ability: The present or potential competence of an individual to perform a task or to use skills, including ones that are intellectual and physical.

Academic Language: The language of schooling and the language that helps students acquire and use the content area knowledge taught in school.

Action-oriented tasks: Purposeful acts set in a context that learners could face in everyday life in a variety of situations. These tasks are open-ended and complex, requiring a variety of knowledge and skills, and there are many possible paths leading to attaining the specific end goal.

Activity: A specific work that allows the students to interact with the language, independently or collectively, receiving teacher´s special attention and feedback.

Alternative Assessment: A variety of assessment approaches that do not use multiple-choice or closed-response items, but instead require the examinees to generate or produce responses or products. Generally, this includes any assessment technique other than traditional norm-referenced or criterion-referenced paper-and-pencil tests. Examples are essays, portfolios, interviews, observations, work samples, and group projects.

Asking for help: Suggestions a learner asks for help from a groupmate regarding the ideas and/or language needed for an uncoming task.

Assess: to stimulate the degree of quality or quantity, or to describe or document the nature of an aspect of behavior, learning, or performance.

Assessment: The process of gathering, from a variety of sources, information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course.

Assessment for learning: The process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there. The information gathered is used by teachers to provide ongoing feedback and adjust instruction and by students to focus their learning.

Checklist: An instrument that specifies criteria or indicators of merit and on which the assessor ore evaluator marks the presence or absence of the attribute being assessed.

Checking meaning: learners understand the meaning of words in the written or oral isntructions in order to better prepare for an upcoming task.

Co-assessment: jugments by the teacher or peers.

Communicative Language Competence: The ability to recognize and produce authentic and appropriate language correctly and fluently in any situation; the use of language in realistic, everyday settings; involves grammatical competence, sociolinguistic competence, discourse competence, and

Competence: The sum-up of knowledge, skills, and abilities learners use when performing all kinds of actions including language activities.

General competence:

Context: Refers to the constellation of events and situational factors (physical and others), both internal and external to a person, in which acts of communication are embedded.

Curriculum: (1) A comprehensive overview, including activities planned for delivery to the students, the scope of content, the sequence of materials, interpretation and balance of subject matter, and motivational, instructional, and

assessment techniques to be used. (2) a set of ordered, intended learning outcomes.

Drilling: Refers to constant repetition of a task to accomplish mastery of such. Audio-lingual approach frames drilling as traditional yet effective technique if adapted properly. Lower levels of language learner benefit from it when working with relevant structures.

Domain: Refers to the broad sectors of social life in which social agents operate.

Enduring Understanding: A statement summarizing important ideas and core processes that have lasting value beyond the classroom. It guides the teacher along the unit and synthesizes what is expected for the learners to understand along the didactic units.

Essential Question: A question to develop and deepen learners' understanding of important ideas and processes, so that they can transfer their learning within and outside school. It stimulates learner thinking and inquiry processes.

Evaluation: A process of collecting and critically analyzing data with the purpose of improved decision making, enhanced performance and continuous development of educational institutions.

Evaluating A strategy for determining the success of the outcome and performance when completing a learning task.

Fluency: The ability to express oneself readily and effortlessly.

Functional competence: The use of spoken discourse and written texts in communication for particular functional purposes.

Giving help: Suggestion given by a learner to provide help when reuested for help regarding the ideas and/or language nedded for an upcoming task.

Grapheme: The smallest part of written language that represents a phoneme in the spelling of a word.

Grammatical Competence: According to the CEFR, grammatical competence refers to the knowledge of/and ability to use the grammatical resources of a language.

Higher-Order Thinking Skills (HOTS): Those thought processes that are needed to solve problems and make necessary decisions in everyday activities, as well as the mental processes needed to benefit from instruction. Examples of such skills are observing, summarizing, justifying,

developing explanations, and making inferences (deductive and inductive).

Impromptu speech: A classroom technique which consists of assigning students with topics to develop in the form of speech, providing little or no time for planning or organizing ideas, thus encouraging spontaneity and forcing the learner to speak.

Information gap activities: Students are given partial information so they must interact with others to fill up the missing elements and achieve a language goal. Cooperative learning principles are sought.

Indicators: Facts and quantifiable data which can be measured and which will provide evidence about whether certain quality standards have been achieved. Indicators are representative of what learners need to know and/or be able to do in order to achieve an outcome. Indicators represent the breadth and the depth of the outcome. The list provided in the curriculum is not an exhaustive list.

Integrated Mini-Project: It is a formative, skill-integrated performance assessment strategy involving several types of activities and products for completion. Most Integrated Mini-Projects involve planning, creating, rehersing and usually end

with a report (oral or written). E.g,completing several data collection activities on neighborhood needs and writing a report; or planning an experiment on oral erosion and setting up several situations to compare results; or designing a piece of furniture and building a prototype.

Interaction: When at least two individuals participate in an oral and/or written exchange in which production and reception alternate and may in fact overlap in oral communication.

Inquiry: involves children in some type of exploration, investigation, or experimentation regarding a specific topic, problem, or issue for play, learning, and action. Inquiry is a way of opening up spaces for children's interests and involving them in as many different aspects of a topic, problem, or issue as children can find.

Journal: A daily or weekly record of events which individuals may be asked to keep as part of the instructional activities, jobs, or programs in which they participate. Journal entries may be used to judge writing, progress on projects, and perceptions of experiences. In classrooms, journals can be designed and used to measure changes in writing skills over time.

Knowledge: A set of informational structures (knowledge or facts, stored in concepts, images, network, production-like

structures, propositions schemata & representations) that are built up through experience and stored (and available) in long-term memory.

Language ability: (Sometimes called communicative competence or language proficiency) Individual´s capacity to utilize mental representations of language knowledge built up through practice or experience in order to convey meaning. Language ability is a combination of language knowledge and strategic competence such as meta-cognitive strategies (e.g., planning, evaluating) and cognitive strategies (e.g., associating, clarifying).

Language knowledge: A mental representation of informational structure related to language.

Language Performance: The use of language in actual language events. (Carroll, 1968) The actual manifestation of linguistic competence in behavior (p 50).

Language Proficiency Levels: The demarcation along the second language acquisition continuum that is defined within the standards by a series of sample performance indicators.

Learnings: The learnings are built up through a social and dynamic process, which maximizes the potential conditions of a learner and the ones within his community. It is in a process

of permanent evolution, of construction and reconstruction of meaningful knowledge, skills and abilities for life: learning to know, learning to do, learning to be and live in community (Delors, 1998). It is tied up to life and influences the integral development of people.

Learning Strategies: L2 learning strategies are specific behaviors or thought processes that students use to enhance their own L2 learning.

Learning Outcomes: The products of instruction or exposure to new knowledge or skills. Examples include mastery of a new skill, successful completion of a course or program, finishing a project or report, or attaining a given level of performance on an assessment.

Metacognition: Understanding one's own learning process, the nature of the learning task, and the strategies that should be effective. These processes include planning, activating, monitoring, and evaluating of lower-order skills. Self-evaluation of cognitive activities can be developed to enhance performance. The process of thinking about one's own thought process. Metacognitive skills include the ability to monitor one's own learning.

Meta-cognitive awareness: The knowledge of a range of problem-solving strategies, such as planning and goal setting, regarded as the key to successful language learning.

Monitoring: A strategy for checking the progress in the learning situations or carrying a learning task.

Morphology: The study of the structure and form of words in language or a language, including inflection, derivation, and the formation of compounds.

Onset-Rime: The onset is the part of the word before the vowel; not all words have onsets. The rime is the part of the word including the vowel and what follows it.

Oral production: When language users produce an oral text which is received by an audience of one or more listeners.

Outcome: A statement of what children are expected to know, understand, and be able to do by the end of a particular grade.

Planning A strategy for stating the task goal, sharing what s/he knows about the topic, predicting meaning supported by typographical and visual clues, listing possible difficulties and strategies for coping them.

Performance: Based on Chomsky's insights, it refers to the ability to understand and produce language.

Performance Assessment: Requires the learner to provide a sampe of language a sample of language in speech writing in a direct text.

Peer correction: When students are given the responsibility to assess their classmates' work with the purpose of providing feedback in the form of corrections to improve the original task.

Pragmatics: A variety of implied meanings superimposed upon the grammatical forms and meanings of an utterance (Purpura).

Pragmatic Competence: According to the CEFR, pragmatic competences are concerned with the functional use of linguistic resources, the mastery of discourse, cohesion, coherence, the identification of text types and forms, and such intentional devices as irony and parody.

Phoneme: A phoneme is a speech sound. It is the smallest unit of language and has no inherent meaning.

Phonics: Use of the code (sound-symbol relationships to recognize words.

Phonological Awareness: The ability to hear and manipulate the sound structure of language. This encompassing term involves working with the sounds of language at the word, syllable, and phoneme level.

Phonemic awareness: Refers the ability of children to hear, identify, think about, and manipulate sounds (phonemes) in spoken language.

Phoneme isolation: Deals with activities that help children recognize individual sounds in a word.

Phoneme identity: Children are exposed to activities where they recognize the same sound in different words.

Phoneme blending: The teachers says a sequence of separate phoneme to the children for them to combine them and form a word.

Phoneme segmentation: Children are exposed to activities where they say each of the sounds in a word separately as they count them.

Phoneme deletion: Children identify the word that remains when a phoneme is removed from the same word.

Phoneme addition: When children make a new word adding a phoneme to an existing word.

Phoneme substitution: When children substitute a phoneme in a word to make a new word.

Positive self-talk: Self-suggestions of thinking positively for self-encouragent, in order to reduce anxiety for an upcoming task.

Proficiency: What someone can do/knows in relation to the application of the subject. It represents an external perspective.

Rehearsing: A preparation session with a view to preparing what to say in a task.

Realia: The use of real life objects, sources and other digital or physical materials as classroom input with the goal of embracing the target language and encouraging students' interaction.

Reflection: The process by which an individual reviews his/her past performance as a means of improving future performance.

Sentence segmentation: Children listen to short unscrambled sentence and they have to put it in the correct order.

Sample Performance Indicators (SPIs): Illustrative language behaviors associated with each language proficiency level; examples of assessable tasks that students can be expected to know or to do as they approach the transition to the next level of English language proficiency in any given standard.

Scenarios: They suggest appropriate background to support learning and teaching and to provide authenticity of situations, tasks, activities, texts within holistic settings. In this syllabus,

this mental framework is set up by articulating the linguistic and non-linguistic aspects, such as the unit`s name, themes ad functions, the enduring understanding and essential question, which are all integrated in the mini-project(s).

Scoring Rubric: A set of rules, guidelines, or benchmarks at different levels of performance, or prescribed descriptors for use in quantifying measures of attributes and performance.

Segmentation: The separation of words into phonemes.

Self-assessment: Judgements about your own proficiency

Sociolinguistic Competence: According to the CEFR, sociolinguistic competence refers to the sociocultural conditions of language use.

Skill Integration: Combination of two or more language skills: listening, reading, speaking and writing when working with tasks so students will incorporate important aspects into their language learning.

Spoken interaction: When language users act alternately as speaker and listener with one or more interlocutors to construct conjointly, through negotiation of meaning following the co-operative principle, conversational discourse.

Strategy: An individual instructional activity as it occurs in the classroom with built-in support for English language learners. It is the action plan to do a task, which requires a cognitive activity feature for acting. It implies priory acquired abilities and skills from the students (types: conceptual, directional, organizational, application).

Task: A goal oriented communicative activity with a specific outcome, where the emphasis is on exchanging meaning, not producing specific language forms.

Technique: It is a particular 'trick', stratagem used to accomplish an immediate objective. It must be consistent with a method and in harmony with an approach as well. It is the way a teacher carries out a procedure to develop content; for instance, group discussions, dramatizations, etc.

Text: Any form of communication, whether visual, oral, written, or multimedia (including digital media), that constitutes a coherent, identifiable unit or artefact (e.g., poem, poster, conversation, and model) with a definable function. It refers to visual forms such as illustrations, videos, and computer displays; oral forms including conversations, speeches, dramatizations; and printed texts in their varied forms.

Themes: The subtopics, subjects of discourse, conversation, reflection or composition as the focus of attention in particular communicative acts.

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