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“Educating for a New Citizenship”

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PRESENTATION

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“Educating for a New Citizenship”

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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 Proficiency of both teachers and students:

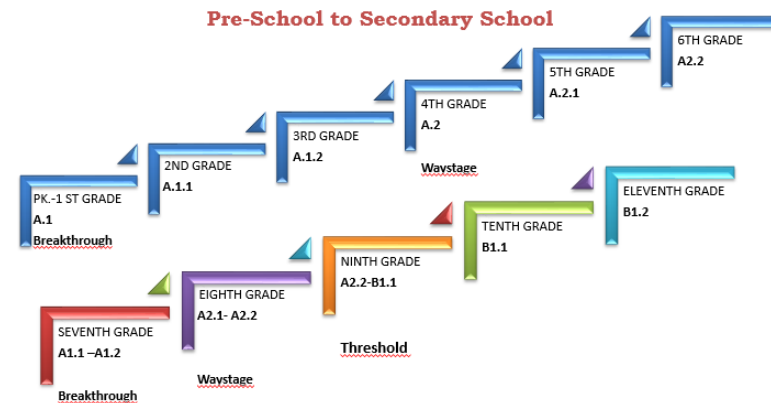
- a) Administering to teachers the TOEIC-MEP to determine their baseline English proficiency level with reference to standards articulated in the Common European Framework of Reference, the results of which have been used to design and implement training courses to improve the communicative language 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 **learning** 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 successes.
- 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



“Educating for a New Citizenship”

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

<p>Basic User</p>	<p>A1</p>	<ul style="list-style-type: none"> • 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 structures (e.g., punctuation, capitalization, and sentence patterns). <p>EXTENSION OF THE CEFR STANDARDS - INTEGRATION OF LANGUAGE ABILITIES</p> <ul style="list-style-type: none"> • 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).
	<p>A2</p>	<ul style="list-style-type: none"> • Can understand sentences and frequently used expressions related to the interpersonal and transactional domain (such as very basic personal and family information, shopping, local

<p>Basic User</p>	<p>geography, and employment).</p> <ul style="list-style-type: none"> • 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). <p>EXTENSION OF THE CEFR STANDARDS - INTEGRATION OF LANGUAGE ABILITIES</p> <ul style="list-style-type: none"> • 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).
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Table 2 Costa Rican general descriptors according to CEFR English proficiency bands for Third Cycle and Diversified Education

Basic User	A1	<ul style="list-style-type: none"> • 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 conventions such as punctuation, and capitalization. <p>EXTENSION OF THE CEFR STANDARDS - INTEGRATION OF LANGUAGE ABILITIES</p> <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

<p style="text-align: center;">Basic User</p>	<p style="text-align: center;">A2</p>	<p>information on familiar and routine matters.</p> <ul style="list-style-type: none"> • 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). <p>EXTENSION OF THE CEFR STANDARDS- INTEGRATION OF LANGUAGE ABILITIES</p> <ul style="list-style-type: none"> • 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).
<p style="text-align: center;">Independent User</p>	<p style="text-align: center;">B1</p>	<ul style="list-style-type: none"> • Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, and leisurelike 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	<p>pertinent to everyday life (e.g., family, hobbies, work, travel and current events).</p> <ul style="list-style-type: none"> • 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. <p>EXTENSION OF THE CEFR STANDARDS - INTEGRATION OF LANGUAGE ABILITIES</p> <ul style="list-style-type: none"> • 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).
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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.

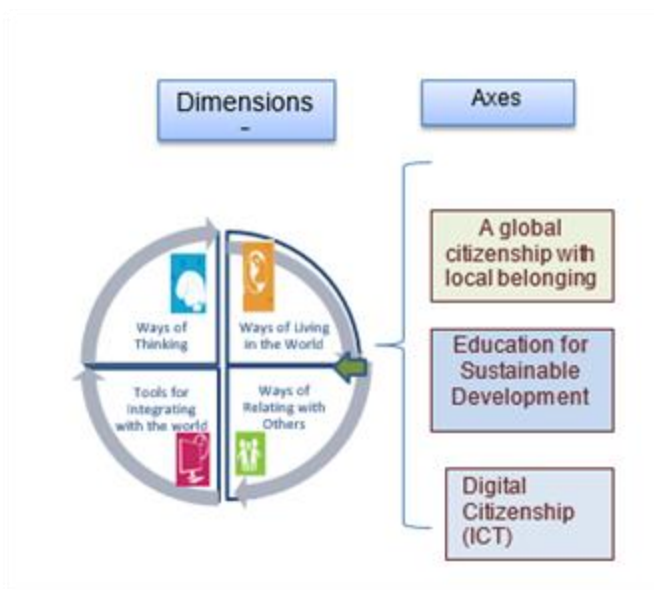
As the chart below shows, the concept of New Citizenship is sustained by three main pillars:

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.

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.

- * 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.

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, ethnic, 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, perseverance, 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 pedagogical 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):

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 appropriation 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. (Freiré, 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:

"Educating for a New Citizenship"

- It provides a common basis for the development of language syllabi, curriculum guidelines, textbooks, and assessment.
- It describes what language learners do at different 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 formal knowledge	Ability to carry out metacognitive procedures accompanied by forms and existential competence	Culture related factors (willingness to engage with other people in social interaction)	Language & Communication Awareness General Phonetic Awareness & Skills Study skills
Knowledge of the World Sociocultural Knowledge Intercultural Awareness	Practical Skills Intercultural Skills	Attitudes Motivations Values Beliefs Cognitive Styles Personality Factors Self-image	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:

- **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.

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.

Table 6 Common References Levels: Global Scale

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

Independent User	B2	<ul style="list-style-type: none"> • Can understand the main idea of complex text on both concrete and abstract topics, including technical 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.

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 pedagogical 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.

Picardo (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-communicative or communicative language activities that make demands upon the learner’s knowledge, skills, and abilities.

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

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

(Picardo 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

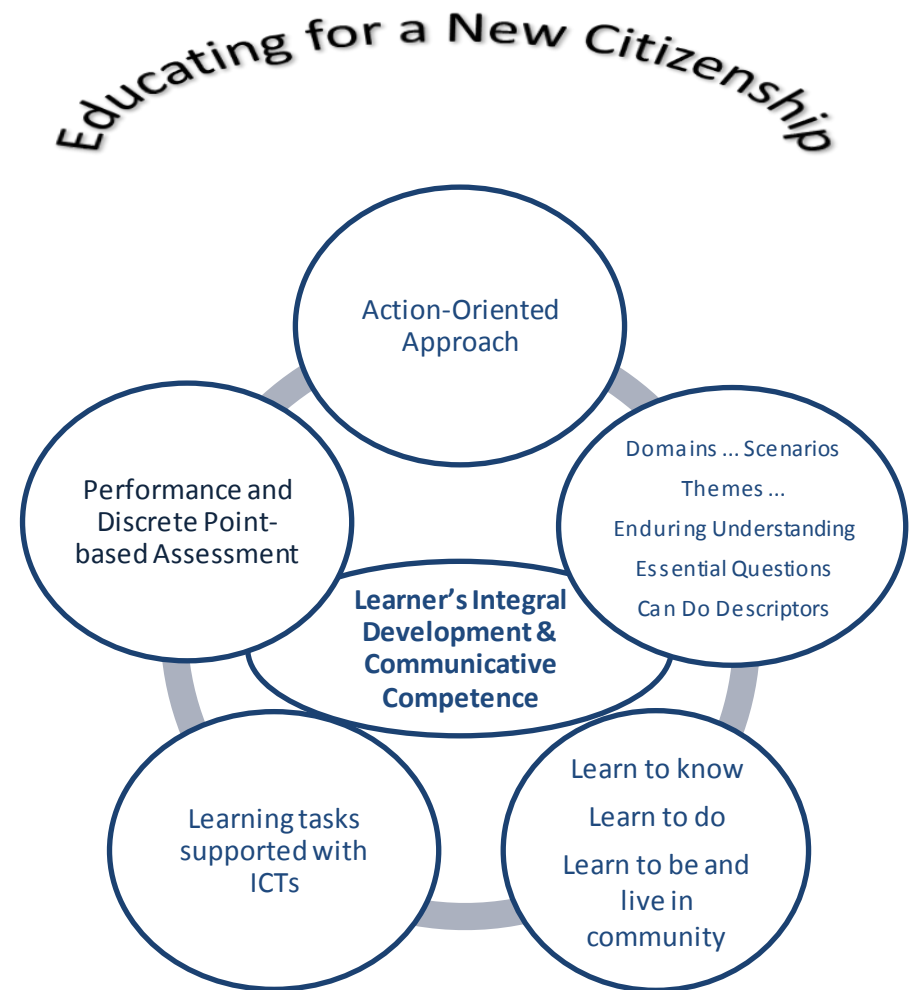
The teacher is a facilitator and helps the learner to become autonomous. S/he takes several roles such as coach, resource person, advisor, organizer, and facilitator for the learner's successful completion of the task. Table 7 describes in detail the English teacher's profile required to develop the 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.

Table 7 Teacher Profile			
Types of knowledge Orientations to	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 ...
A Global Citizenship with Local Belonging	<ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> • knows about the implications of human actions over the environment. 	<ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> • is aware of human action over the planet and the role of education as preventive element to mitigate effects.
New Digital Citizenship	<ul style="list-style-type: none"> ▪ is knowledgeable about basic ICT to favor the implementation of didactic units. 	<ul style="list-style-type: none"> ▪ 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 . 	<ul style="list-style-type: none"> ▪ is aware of the benefits of ICT as supportive tools. ▪ promotes learner's autonomy, ethical and social responsible use of ICT.

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



“Educating for a New Citizenship”

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 comunicativo 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 characteristics 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	<ul style="list-style-type: none"> Responsible for his/her own learning. Central, active, creative and participative. Individual/collective roles. Confident, motivated. Develops full potential and builds on interests. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Authentic, real-world significance. Related to learners' needs, interests and culture. Flexible. Motivating and interesting. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Communicative activities and tasks serve communication. The goal is communication. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Real-world context. Beyond classroom, into community. Relevant, stimulating, interesting. 	<ul style="list-style-type: none"> Real-world contexts (personal, public, educational and vocational domain) collaborative, stimulating, mediated by ICTs.
Assessment	<ul style="list-style-type: none"> Communicative competence. Process-oriented. Continuous. Profiling skills. Learning process. Self and peer assessment. 	<ul style="list-style-type: none"> 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 assessment 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.

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 competences in order to carry out a set of purposeful actions in a particular domain (interpersonal, transactional, academic and professional) 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 concepts of print. Reading and writing will be introduced progressively.
- Lessons can follow a task-based sequence that will focus on linguistic and nonlinguistics 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.

- Listening

- Reading
- Spoken interaction
- Spoken production
- 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.

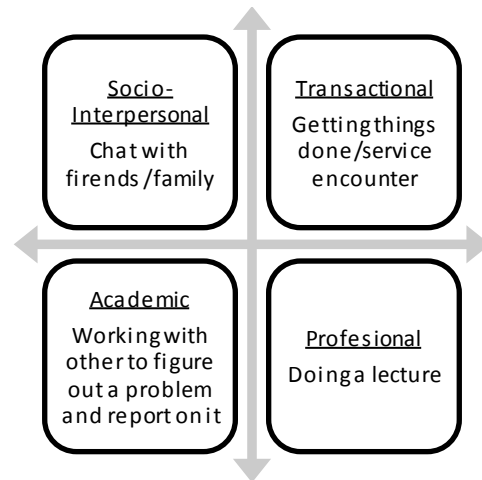
Language processes refer to the chain of events, neurological and physiological, involved in the production and reception of speech and writing.

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		Learner can ...	Goals
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
<u>Grammar & Sentence Frames</u>	<u>Functions</u>	<u>Psycho-social</u>	<u>Pre-teaching</u>	
<u>Phonemic Awareness/ Phonology</u>	<u>Discourse Markers</u>	<u>Sociocultural</u>	<u>Oral and Written Comprehension</u>	
<u>Vocabulary</u>			<u>Oral and Written Production</u>	
			<u>Integrated Mini Project</u>	

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

Strategies for Teaching the Linguistic Competence

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 as a process

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.	<p>Centering your learning: (Pre-teaching): paying attention, reviewing and linking prior knowledge, delaying speech production to focus on listening.</p> <p>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.</p> <p>Evaluating by means of:</p> <ul style="list-style-type: none"> • 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

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. Assessment can also be a discrete point, which means the use of selected response tasks to isolate and measure discrete units of grammatical knowledge, which encompasses 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-cognitive, 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 multiple 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 reliable 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.

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 First Cycle			
Types of knowledge	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...
Orientations to			
A Global Citizenship with Local Belonging	<ul style="list-style-type: none"> ▪ extracts explicit information from visual and simple texts. ▪ uses oral and written codes for communicating simple and familiar ideas. ▪ identifies time and space data in sequential order by using visuals. ▪ Understands the purpose of given instructions . ▪ recognizes meaningful information gradually. 	<ul style="list-style-type: none"> ▪ recognizes gradually different styles when working in groups according to skills and motivations. ▪ practices assertive communications skills. ▪ Recognizes gradually own abilities for team work gradually. 	<ul style="list-style-type: none"> ▪ recognizes his/her own rights and responsibilities and the ones of others gradually. ▪ values positively diversity in his/her family, school, society and context. ▪ judges positively daily actions that contribute for wellbeing. ▪ participates in peaceful conflict solving.
Education for Sustainable Development	<ul style="list-style-type: none"> ▪ recognizes gradually different social and environmental risks affecting life. 	<ul style="list-style-type: none"> ▪ initiates valuing the implication of efforts over the achievement of goals. 	<ul style="list-style-type: none"> ▪ initiates differentiating beliefs, attitudes, actions over sustainable development.

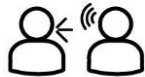

Scope and Sequence First Cycle						
Level	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
First Grade	<p>Scenario: All About Me! Themes:</p> <ul style="list-style-type: none"> • Saying hello! Saying Good Bye! • Introducing Myself • The Way I Look and Feel • Making New Friends 	<p>Scenario: This is our Classroom! Themes:</p> <ul style="list-style-type: none"> • Stand up! Sit down! • Things in My Classroom • My School Supplies • Where is my Pencil? 	<p>Scenario: We Are All Different! Themes:</p> <ul style="list-style-type: none"> • Meet my Family • What my Family Looks Like • Different Things my Family Likes to Do • I Like... 	<p>Scenario: Going to School, so Cool! Themes:</p> <ul style="list-style-type: none"> • This Is my School. • Helpers at my School. • Going around School. • A Week at my School. 	<p>Scenario: My Neighborhood. Themes:</p> <ul style="list-style-type: none"> • This Is my Neighborhood • Where is the School? • How can I Get to the Supermarket? • Community Helpers 	<p>Scenario: Playtime Themes:</p> <ul style="list-style-type: none"> • Fun Games and Activities • I need a Rope to Play • My Favorite Game and Activities • Show me How to Play
Second Grade	<p>Scenario: Learning Is Fun Themes:</p> <ul style="list-style-type: none"> • Hi! How Are you Today? • My Learning Environment • What Do I do at School? • What I Like about School? 	<p>Scenario: Healthy Habits Themes:</p> <ul style="list-style-type: none"> • I Love my Body! • Healthy Habits Make me Feel Great! • Yummy and Good for my Tummy • I Can Be Healthy and Happy 	<p>Scenario: Home Sweet Home Themes:</p> <ul style="list-style-type: none"> • A Visit from my Cousins • A Home Tour • What We Do around the House • Cleaning the House 	<p>Scenario: Loving and Caring Animals Themes:</p> <ul style="list-style-type: none"> • Barn or House? • Moo, Meow, and Cock-a-Doodle-Do • Living with Animals and Pets around me • Walk the Dog...and Other Ways to Care for Animals 	<p>Scenario: Fabulous Flora and Fauna Themes:</p> <ul style="list-style-type: none"> • A Nature Walk • Animals A to Z • Green Kingdom • Protecting Nature 	<p>Scenario: A change of Scenery Themes:</p> <ul style="list-style-type: none"> • Rain, Rain Go Away • Try This on • May I Have a Bite? • Please Tell me What's Fun
Third Grade	<p>Scenario: Our Family "to Do" List Themes:</p> <ul style="list-style-type: none"> • Family Chores • Things I Like to Do to Help my Family. • Can you Help me? • Where is the Broom? 	<p>Scenario: Families Celebrate Together! Themes:</p> <ul style="list-style-type: none"> • What's There to Celebrate? • My Family's Special Dates • When is your Birthday? • Sharing Family Celebrations! 	<p>Scenario: May I Help You? Themes:</p> <ul style="list-style-type: none"> • Is This the Cashier or the Clerk • Going to a Store! • Where do I Get some Fresh Vegetables? • How Much does it Cost? 	<p>Scenario: Getting around Town! Themes:</p> <ul style="list-style-type: none"> • A Day in my Community. • Help! I Need a Pair of Shoes. • Walk this Way. • Step by step Directions 	<p>Scenario: Fun Places and Spaces Themes:</p> <ul style="list-style-type: none"> • Let's Go Outside • Come on! Make-up your Mind. • Are you Ready to Have Fun? 	<p>Scenario: Welcome to Costa Rica Themes:</p> <ul style="list-style-type: none"> • Costa Rica: a Diverse Country • Where Can I Go? • How will I Get There? • Exploring Costa Rica: no Better Place to Be




Level A1.1 Grades 1			
Integral Development and Communicative Competence			
At this stage, the learner can...			
Learn to know	have a level appropriate language (words, phrases, formulaic expressions) related to family and school life.		
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 can use linking words such as <i>and</i> to connect groups of words.		
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. He/she may rely on words from his/her L1 for which he/she has yet to acquire in the target language (L2).		
Listening	Reading	Speaking (spoken interaction & production)	Writing
CEFR STANDARDS	CEFR STANDARDS	CEFR STANDARDS	CEFR STANDARDS
<ul style="list-style-type: none"> • Can communicate in English with a very limited ability because he/she is in a "Silent Period" as he/she grows in a receptive level of language relying mostly on context cues such as drawings and physical gestures. <p style="text-align: center;">INTEGRATION OF LANGUAGE SKILLS</p>	<ul style="list-style-type: none"> • Can understand a very limited amount of language (e.g., words and formulaic expressions). • Can recognize print found in common places e.g., advertisements, road signs, labels, captions and internet sources in familiar texts. • Can recognize some high-frequency words such as <i>a, the, and, of</i>. 	<ul style="list-style-type: none"> • Can use words in English in a very limited manner needing to rely on memorized and rehearsed expressions to answer simple questions. • Can show their understanding through: eye contact, imitating, using facial and body expressions, acting out a story, using pictures to categorize or sequence, drawing, matching items and pictures; repeating words and 	<ul style="list-style-type: none"> • Can print his/her first name. • Can recognize the sounds of letters and simple vowels in English. • Can distinguish the sound-symbol relationship to form one-syllable words. • Can recognize that spoken words are represented by written

<ul style="list-style-type: none"> • Can match or order pictures or short sentences to show understanding. (Listen to read) • Can follow and give basic instructions. (Listen to speak) • Can respond to simple questions to show understanding. (Listen to speak) • Can identify target language sounds and imitate them in oral or written form. (Listen to read/write.) 	<p style="text-align: center;">INTEGRATION OF LANGUAGE SKILLS</p> <ul style="list-style-type: none"> • Can predict parts of a story based on pictures. (Read to speak) • Can manipulate pictures to show their understanding. (Read to speak) • Can act out his/her understanding of a story. (Read to speak) • Can recognize sounds from oral and written stimuli. (Read to write) 	<p>phrases at a slower speech rate such as in choral or echo read alouds.</p> <p style="text-align: center;">INTEGRATION OF LANGUAGE SKILLS</p> <ul style="list-style-type: none"> • Can act out a story to show comprehension. (Listen/ read to speak) • Can answer questions with a single word to show comprehension from oral or written inputs. (Listen to speak/ read to speak) • Can name objects, places and people after choral reading.(Read to speak) 	<p>language.</p> <p style="text-align: center;">INTEGRATION OF LANGUAGE SKILLS</p> <ul style="list-style-type: none"> • Can dictate words to teacher to write in English. (Speak to write) • Can write the letters of the sounds heard to complete the first, middle of final letter of a word. (Listen to write) • Can match sounds of words with written meanings using visual aids.(Listen to write)
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Level: 1º

Unit 1

Scenario: All about me		Themes: 1. Saying Hello! Saying Good-bye! 2. Introducing Myself 3. The Way I Look and Feel 4. Making New Friends
Enduring understanding: Our names, the way we look, and the way we feel make us special.		
Essential Question: What makes us special?		
Linguistic Competencies		Goals
Oral and Written Comprehension	 Listening	Learner can ... L.1. recognize simple information such as name, age, and perhaps country of origin when that informatio is given slowly and clearly. L.2. recognize often spoken words similar to the languages with which they are familiar (e.g., Pay attention, silence, excellent). L.3. understand simple questions, which directly concern them such as their name and where they are from. L.4. understand basic greetings, farewells, expressions of politeness and feelings (e.g., hello, good-bye, sorry, pardon?).
	 Reading	R.1. participate in choral reading (clapping and chanting) in response to the rhyme and rhythm of a predictable patterned song or picture story that is read aloud. Can repeat key words after the teacher. R.PA.2. identify sounds of letters /m/ /e/ /s/ /a/ /t/ /l/ of the alphabet in order with a concrete item or picture representing the sound.

Oral and Written Production	 Spoken Interaction	<p>SI.1. ask for something when pointing or gesturing to support the request.</p> <p>SI.2. use one or two learned expressions of greeting, farewell, and politeness (e.g., hello, good-bye, please, you are welcome and thank you).</p> <p>SI.3. express a lack of understanding.</p> <p>SI.4. understand and respond in a predictable pattern to simple questions about familiar things and if the other person speaks slowly and clearly.</p>
	 Spoken Production	<p>SP.1. express how I look and feel using simple, standard expressions.</p>
	 Writing	<p>W.1. dictate words for the teacher to write.</p> <p>W.2. draw pictures of an event or character from a picture story or one main idea.</p>

Learn to know	Learn to do	Learn to be and live in community	Suggested Mediation Strategies	Assessment Strategies
<p style="text-align: center;"><u>Grammar & Sentence Frame</u></p> <p><u>Personal and Possessive pronouns</u> – I, my – I am Amanda. – My name is Juan.</p> <p><u>Question/Answers with BE</u> – What is your name? My...</p>	<p style="text-align: center;"><u>Functions</u></p> <ul style="list-style-type: none"> • Greeting and saying good bye in proper contexts • Introducing myself • Identifying personal traits and feelings 	<p style="text-align: center;"><u>Psycho-social</u></p> <ul style="list-style-type: none"> – Showing self-esteem, self-confidence – Showing self-awareness by describing self – Stimulating creativity through the arts (drawing, 	<p style="text-align: center;"><u>Pre-teaching</u></p> <ul style="list-style-type: none"> – Using songs, brain gym, rhymes, chants, short poems, games and stories as warm-up strategies. – Activating prior knowledge using different types of texts, visual aids, realia, technological resources and puppets to introduce key vocabulary, sounds, idioms and sentence frames. – Participating in modeling, choral repetition and use of body language. – Clarifying of vocabulary and 	

<p>– How are you? Fine.</p> <p>– How old are you? 6</p> <p><u>Yes/No Questions</u></p> <p>– Are you a student? Yes</p> <p>– Are you in first grade? Yes</p> <p>– Are you tall? Yes/No (use appropriate)</p> <p><u>(S-V-C) sentences</u></p> <p>– I am _____ (name, age, country, physical description)</p> <p>– I feel _____ (happy/sad).</p> <p><u>Wh- questions in Simple Present</u></p> <p>– Where do you live?</p> <p>– Where are you from?</p> <p>– <u>Clarifying Questions</u> Pardon ?</p> <p>– What?</p> <p>– Repeat, please.</p>	<ul style="list-style-type: none"> • Getting to know others 	<p>acting, body language)</p> <p><u>Sociocultural</u></p> <p>– Greeting people (handshaking, kissing and some others depending on the community or context).</p> <p><u>Social Language Samples and idioms/ phrases</u></p> <p>Hey! Bye-bye See ya See you later alligator! After a while crocodile!</p>	<p>expressions</p> <p><u>Oral and Written Comprehension</u></p> <p>Identification of personal information</p> <p>– Listening and repeating personal information words and phrases.</p> <p>– Pointing to, matching pictures with information heard, drawing, circling, or using body language after listening to someone else’s or own personal information or description in a slow and clear manner.</p> <p>– Identifying personal information by reacting with body language and/or choral/ individual repetition to what is heard by means of a video, a song, or an audio recording.</p> <p>Recognition of questions and basic personal information</p> <p>– Repeating and answering personal information questions after teacher modeling.</p> <p>– Pointing to pictures after exaggerated inflection on the part of the speaker.</p> <p>– Responding to simple questions or instructions using body language and/or a word or phrase after aural stimuli.</p> <p>Recognizing basic greetings, farewells and personal feelings</p> <p>– Repeating greetings, leave takings heard at different times and spaces.</p> <p>– Reacting with body language and/or choral/ individual repetition to what is</p>	<p>Using technically designed instruments for co-assessment and with the guidance of the teacher, the learner:</p> <p>L.1.2. Recognizes simple personal information (e.g. name, age, country of origin, personal traits) and transparent phrases (e.g., excellent, pay attention) when that information is given slowly and clearly.</p> <p>L.3. Recognizes simple questions, which directly concern them such as their name and where they are from.</p> <p>L.4. Recognizes one or two forms of greetings farewells (Hello, Good-bye) expressions of politeness and personal feelings expressed slowly and clearly.</p>
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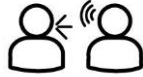

<p><u>Phonemic Awareness</u></p> <p>Week 1 /m/ /e/ (me, meet; eight, egg) Week 2 /s/ /a/ (sad, sound, are, am) Week 3 /t/ /e/ (ten, tall,egg, elephant) Week 4 /l/ /a/ (love, live, am, ant)</p> <p><u>Vocabulary</u></p> <p><u>1. Saying Hello!</u> <u>Saying good bye!</u></p> <p><u>Greetings</u></p> <ul style="list-style-type: none"> - Hi! Hello! Good morning, Good afternoon, Good evening, How are you? <p><u>Leave-takings</u></p> <ul style="list-style-type: none"> - Good-bye, bye, see you, see you later. <p><u>2.Introducing myself</u></p> <ul style="list-style-type: none"> - My name is... - I am from... / 7 years old. 			<p>heard by means of a video, a song, or the teacher.</p> <ul style="list-style-type: none"> - Identifying/matching pictures after listening to real life conversations involving greetings, farewells and personal feelings. <p>Participation in choral reading</p> <ul style="list-style-type: none"> - Clapping and chanting in response to the rhyme and rhythm of a predictably patterned song or picture story that is read aloud. - Imitating key words related to feelings and personal traits after observing visual stimuli. <p>Identification of sounds</p> <ul style="list-style-type: none"> - Imitating words containing the target sound in initial position represented with concrete items or pictures. - Participating in chanting and choral repetition of initial sounds /m//s//t//l/ in words after seeing a picture. - Matching sounds heard with pictures representing the sound. <p><u>Oral and Written Production</u></p> <p>Asking for basic information</p> <ul style="list-style-type: none"> - Repeating personal questions with the teacher modeling and in pairs. - Asking for basic personal information using body language to support the request in a rotating circle. 	<p>R.1. Participates in choral reading within a whole group with teacher modeling.</p> <p>R.PA2. Identifies each letter sounds right after the teacher (e.g., me (/m/ sound), self (/s/ /e/, egg sound).</p> <p>Using different types of technically designed instruments such as checklists and rubrics, the learner with the guidance of the teacher:</p> <p>SI.1. Asks for something when pointing or gesturing</p>
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<p>– ‘I live in...</p> <p><u>Expressions of Politeness</u></p> <p>– Excuse me, pardon, thank you, you are welcome,</p> <p>– Nice to meet you.</p> <p><u>Cardinal Numbers</u></p> <p>– 1-10</p> <p><u>Nationalities</u></p> <p>– Costa Rica, Nicaragua...</p> <p><u>3.The way I look and I feel</u></p> <p><u>Physical Appearance</u></p> <p>– short, tall, handsome, pretty</p> <p><u>Colors</u></p> <p>– red, blue, green, yellow</p> <p><u>4.Making new friends</u></p> <p><u>Information questions</u></p> <p>– What’s your name? Where are you from?</p>			<p>Interaction using greetings and leave takings</p> <p>– Mimicking and role-playing short dialogues.</p> <p>– Greeting and saying good-bye to classmates and teacher.</p> <p>Expressing lack of understanding when respnding to questions</p> <p>– Responding with body language and facial gestures as an extension of language to get needs met and self-monitoring</p> <p>– Responding to personal information questions in short exchanges in pairs or rotating circle.</p> <p>– Saying one-word phrases to show lack of understanding (e.g., name? me?)</p> <p>Responding to personal information, descriptions and feelings</p> <p>– Repeating learned expressions by teacher modeling supported with pictures.</p> <p>– Rehearsing short dialogues.</p> <p>– Responding to questions with one word (e.g., name, age and birthplace) or (e.g., happy, sad, mad, tall, short) when participating in short interactions with peers and teacher.</p> <p>Expression of ideas through pre-writing</p> <p>– Dictating words for the teacher to repeat correctly draw and/or write in</p>	<p>to support the request.</p> <p>SI.2. Uses one or two forms of greetings and farewells (Hello, Good-bye).</p> <p>SI.3. Expresses a lack of understanding.</p> <p>SI.4. Responds in a predictable pattern to simple questions about familiar things.</p> <p>SP.1. Describes personal appearance and feelings with simple words.</p>
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<ul style="list-style-type: none"> - How old are you? - Nice to meet you/too. 			<p>English.</p> <ul style="list-style-type: none"> - Saying unit vocabulary in English for the teacher to write in English. - Copying one or two words under a picture-story with teacher modeling. - Planning and creating a picture or drawing that represents one main idea from a story and copying a word that describes it. <p>Integrated Mini-Project</p> <ul style="list-style-type: none"> - Planning, creating a poster, a mobile, magic box or booklet using cardboard or technology for introducing oneself (age, birthday, and physical appearance) to small groups or whole class. - Rehearsing and briefly describing the mini-project to the class in a poster exhibition. - Participating in individual assessment. 	<p>W.1. Says words for the teacher to write.</p> <p>W.2. Represents an event or character from a picture story or one main idea.</p> <p>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 asking for and giving personal information.</p>
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Level: 1º

Unit: 2

Scenario: This Is our Classroom		Themes: 1. Stand up! Sit Down! 2. Things in my Classroom 3. My School Supplies 4. Where is my Pencil?
Enduring Understanding: The things in our classroom help make learning easier.		
Essential Question: What makes our classroom special?		
Linguistic Competencies		Goals
Oral and Written Comprehension	 Listening	Learner can ... L.1. understand simple classroom instructions, such as «Stand up, please», «Come here», or «Close the door, please» when expressed slowly and clearly, possibly with accompanying gestures and pictures. L.2. recognize spoken words similar to the languages with which they are familiar (e.g., class, map, repeat). L.3. understand simple information about an object (for example, the size and color of a book, and where it is) if the person speaks slowly and clearly, possibly with accompanying gestures.
	 Reading	R.1. follow one or two-step directions accompanied by demonstrations to complete classroom routines. R.2. participate in choral reading (clapping and chanting) in response to the rhyme and rhythm of a predictably patterned song or picture story that is read aloud R.PA3. identify the initial phoneme of /g/, /b/, /n/, /h/, /r/, /o/ in spoken word if attached to a picture.

“Educating for a New Citizenship”

Oral and Written Production	 Spoken Interaction	<p>SI.1. ask what the object is using learned expressions of language by pointing to it.</p> <p>SI.2. express a lack of understanding.</p> <p>SI.3. understand and respond in a predictable pattern to simple questions about familiar things if the other person speaks slowly and clearly</p>
	 Spoken Production	<p>S.P.1. name some common objects in familiar environments, for example (e.g., It is a ruler. It is a book.)</p>
	 Writing	<p>W.1. dictate words for teacher to write.</p> <p>W.2. draw pictures of an event or character from a picture story or one main idea.</p> <p>W.3. organize drawings or pictures within a graphic organizer (sequence).</p>

Learn to know	Learn to do	Learn to be and live in community	Suggested Mediation Strategies	Assessment Strategies
<p><u>Grammar & Sentence Frame</u></p> <p><u>(S-V-C) sentences with BE</u></p> <ul style="list-style-type: none"> - This is my <u>classroom</u>. - This is a <u>table</u>. - This is a <u>book</u>. <p><u>Adjectives (quantity/size/color) with nouns</u></p>	<p><u>Functions</u></p> <ul style="list-style-type: none"> • Giving and following directions • Identifying classroom objects • Identifying school supplies • Locating classroom objects and people 	<p><u>Psycho-social</u></p> <ul style="list-style-type: none"> - Showing self-respect - Showing respect for classmates', teacher's and other's belongings - shows willingness to work cooperatively 	<p><u>Pre-teaching</u></p> <ul style="list-style-type: none"> - Using brain gym, songs, poems, rhymes and chants as warm up strategies. - Activating prior knowledge. - Introducing different types of texts, key vocabulary, sounds, idioms and sentence frames using visual aids, realia, technological resources and puppets. - Modeling and repetition. - Clarifying vocabulary and expression. - Participating in choral repetition accompanied with gestures. 	<p>Using technically designed instruments for co-</p>

<p>– This table is <u>brown</u>.</p> <p>– The book is <u>red</u>.</p> <p>– The <u>two</u> desks are <u>small</u>.</p> <p><u>Prepositions of location</u></p> <p>– I see a book <u>on</u> the table.</p> <p>– The pencil is <u>in</u> the desk.</p> <p>– The ruler is <u>under</u> the chair.</p> <p><u>Single word questions</u></p> <p>– Pencil?</p> <p>– Book?</p> <p>– Can I borrow your pen?</p> <p><u>Imperative sentences</u></p> <p>– Stand up.</p> <p>– Sit down.</p> <p>– Look at me.</p> <p><u>Singular personal possessive pronoun</u></p> <p><u>I, my</u></p>	<p><u>Discourse Markers</u></p> <p>and</p> <p>– This is my table <u>and</u> the chair.</p> <p>– This is my pencil <u>and</u> book.</p>	<p><u>Sociocultural</u></p> <p>– Sharing personal belongings</p> <p>– Taking turns when working in groups</p> <p>– Asking for permission to leave the room (Restroom?)</p> <p>–</p> <p><u>Social Language Samples and idioms/ phrases</u></p> <p>– Study buddies</p> <p>– Elbow partners</p> <p>– Classroom helper</p>	<p><u>Oral and Written Comprehension</u></p> <p>Recognition of classroom instructions</p> <p>– Repeating chorally and individually words and phrases related to classroom instructions after modeling by the teacher.</p> <p>– Responding physically after frequent repetitions at predictable times and with demonstrations with slow, clear enunciation from teacher or partners.</p> <p>– Performing classroom instructions as they are heard using body language.</p> <p>Identification of classroom objects</p> <p>– Repeating chorally and individually words and phrases related to classroom objects after modeling by the teacher.</p> <p>– Identifying classroom objects by pointing, drawing, matching or using body language after slow and clear aural stimuli.</p> <p>– Matching or circling pictures after aural stimuli for identifying classroom furniture, items and commands.</p> <p>– Guessing meaning of similar words in English and Spanish as they are modeled by the teacher.</p> <p>Identification of classroom routines from a combination of print and visual stimuli.</p> <p>– Reading aloud a classroom command after the teacher, which is supported by</p>	<p>assessment and with the guidance of the teacher, the learner:</p> <p>L.1. Recognizes simple classroom instructions, when expressed slowly and clearly.</p> <p>L.2. Identifies simple information about an object.</p> <p>L.3. Recognizes spoken words similar to the native language.</p> <p>Using different types of technically designed instruments by the teacher, the learner:</p> <p>R.1. Identifies one or</p>
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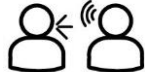


<p>– I love <u>my</u> classroom.</p> <p>– This is <u>my</u> classroom.</p> <p>– This is <u>my</u> book.</p> <p><u>Yes/No question using verb “to be”</u></p> <p>– Is this a pen?</p> <p>– Is this a desk?</p> <p>– Is this my pen?</p> <p><u>Phonemic Awareness</u></p> <p>– Week 1 /o/ (object, office, on)</p> <p>– Week 2 /g/ /b/ (glue, girl, book, boy)</p> <p>– Week 3 /n/ /h/ (nine, number, house, hand)</p> <p>– Week 4 /r/ (ruler, red)</p> <p><u>Vocabulary</u></p> <p><u>1. Stand up! Sit down!</u></p> <p><u>Classroom language:</u></p> <p>– Stand up, Sit down.</p> <p>– Open / close your</p>			<p>a picture, or drawing.</p> <p>– Recognizing the meaning of classroom commands in print when a picture accompanies them.</p> <p>– Matching words and short phrases with pictures.</p> <p>Participation in choral reading</p> <p>– Clapping and chanting within a whole group with teacher modeling.</p> <p>– Participating in choral reading using body language to show understanding of meanings.</p> <p>Identification of sounds</p> <p>– Repeating suggested sounds with a concrete item or picture representing the word that contains the phoneme in initial position.</p> <p>– Repeating each letter sound right after the teacher (e.g., glue (g sound), book (b sound).</p> <p>– Matching sounds with initial letters using pictures.</p> <p>– Chanting and singing.</p> <p><u>Oral and Written Production</u></p> <p>Asking yes/ no questions about classroom objects</p> <p>– Repeating a key word (pencil, book, notebook, and desk).</p> <p>– Repeating expressions right after they are modeled (e.g., Is this a pencil? Repeat, please?).</p>	<p>two-step directions.</p> <p>R.2 Participates in choral reading.</p> <p>R.PA.3. Identifies the initial phoneme in spoken word.</p> <p>Teacher uses different types of technically designed self-evaluation and co-evaluation instruments to get information about learner’s progress.</p> <p>SI.1. Asks what the object is.</p> <p>SI.2. Expresses a lack of understanding.</p>
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<p>book.</p> <ul style="list-style-type: none"> – Listen, Repeat, Be Quiet, Draw. <p><u>2. Things in my classroom</u></p> <p>Teacher’s desk, desks, tables, chairs, fan, whiteboard, lights, door, windows, marker, eraser, plants.</p> <p><u>Adjectives:</u></p> <ul style="list-style-type: none"> – brown, black, blue, green, red, yellow, orange, – soft, hard, big, small <p><u>3. My school supplies</u></p> <ul style="list-style-type: none"> – notebook, pen, pencil, color pencils, ruler, glue, scissors, eraser, book, backpack <p><u>Cardinal numbers:</u></p> <ul style="list-style-type: none"> – 1-10 			<ul style="list-style-type: none"> – Participating in short drillings of yes/no questions in rotating circle, pairs or small groups. – Role-playing yes/no questions and short answers in a rotating circle. – Pointing and using body and facial gestures as an extension of language to get needs met (e.g., when pointing at a book that the student wants, the student says, Book?). – Using body and facial gestures to show lack of understanding. <p>Responding to simple questions</p> <ul style="list-style-type: none"> – Repeating a key word (pencil, book, notebook, and desk). – Repeating yes/no questions related to classroom objects modeled by the teacher with slow clear pronunciation. – Asking and answering questions about classroom objects in rotating circle. <p>Identification of classroom objects</p> <ul style="list-style-type: none"> – Repeating a key word right after it is modeled (e.g., ruler, book) with slow and clear pronunciation. – Identifying classroom objects from pictures and by playing guessing games. <p>Expression of ideas through pre-writing</p> <ul style="list-style-type: none"> – Dictating words using native language for the teacher to repeat correctly, draw 	<p>SI.3. Responds in a predictable pattern to simple questions.</p> <p>S.P.1. Names some common objects in familiar environments</p> <p>The teacher uses different types of technically designed instruments to know to what extend the learner:</p> <p>W.1. Says words for</p>
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<p>4. <u>Where is your pencil?</u></p> <p><u>Prepositions:</u></p> <ul style="list-style-type: none"> - in, on, under 			<p>and/or write in English.</p> <ul style="list-style-type: none"> - Saying unit vocabulary in English or Spanish for teacher to write in English. - Copying one or two words under picture-story, - Creating a picture or drawing that represents one main idea from a story and copying a word that describes it. - Identifying pictures related to classroom objects, commands and description of location. - Ordering pictures by category in a graphic organizer with step-by-step teacher modeling. <p style="text-align: center;">Integrated Mini-Project</p> <ul style="list-style-type: none"> - Planning and creating collaboratively a (mystery box, poster, pictionary). - Rehearsing and briefly describing classroom items and routines to the class using the (poster, mystery box, pictionary). - Participating in individual assessment. 	<p>teacher to write.</p> <p>W.2. Identifies one main idea from an event or character in a picture story.</p> <p>W.3. Classifies drawings or pictures within a graphic organizer.</p> <p>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 following classroom routines and describing classroom items.</p>
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Level: 1^o

Unit: 3

Scenario:		Themes:
We All Are Different		<ol style="list-style-type: none"> 1. Meet my Family 2. What my Family Looks like 3. Different Things my Family Likes to Do 4. I Like...
Enduring understanding: Families come in all shapes and sizes with different likes and dislikes. All families are special.		
Essential Question: What makes families special?		
Linguistic Competencies		Goals
Learner can ...		
Oral and Written Comprehension	 Listening	<p>L.1. recognize the words for people around them (e.g., father, mother, brother, sister, baby).</p> <p>L.2. understand simple information about a person (e.g., appearance and feelings) if the person speaks slowly and clearly, possibly with accompanying gestures.</p> <p>L.3. understand words, names, and numbers previously learned when heard in a short, simple recording delivered at a slow pace.</p>
	 Reading	<p>R.1. participate in choral reading (clapping and chanting) in response to the rhyme and rhythm of a predictably patterned song or picture story that is read aloud.</p> <p>R.PA2. identify the initial phoneme of a spoken word if these words have been previously encountered and they are attached to a picture.</p>
Oral and Written	 Spoken Interaction	<p>SI.1. understand and respond in a predictable pattern to simple questions.</p> <p>SI.2. express a lack of understanding.</p>

Production	 Spoken Production	<p>SP.1. recognizes how he/she or other person is feeling using simple, standard expressions. (Happy, sad, mad)</p> <p>SP.2. recognizes basic family activities using expressions like “My father likes running”.</p>
	 Writing	<p>W.1. draw pictures of an event or character from a picture story or one main idea.</p> <p>W.2. organize drawings or pictures within a graphic organizer (sequence or Venn diagram).</p> <p>W.3. dictate words for teacher to write.</p>

Learn to know	Learn to do	Learn to be and live in community	Suggested Mediation Strategies	Assessment Strategies
<p><u>Grammar & Sentence Frame</u></p> <p><u>(S-V-C) Sentences with verb (to be)</u></p> <ul style="list-style-type: none"> – This/she is my <u>mother/sister</u>. – This/he is my <u>father/brother</u>. <p><u>Singular personal possessive Pronoun</u></p> <ul style="list-style-type: none"> – <u>My</u> mother is tall. <p><u>Yes-no question using verb “to be”</u></p> <ul style="list-style-type: none"> – Is your mom tall? 	<p><u>Functions</u></p> <ul style="list-style-type: none"> • Identifying family members • Identifying nuclear family members` physical traits • Naming hobbies and activities practiced with the family • Talking about likes and dislikes 	<p><u>Psycho-social</u></p> <ul style="list-style-type: none"> – Respecting others in my family – Respecting senior citizens and gender roles – Motivating good communication, collaboration, and self esteem <p><u>Sociocultural</u></p> <ul style="list-style-type: none"> – Helping others at home – Introducing 	<p><u>Pre-teaching</u></p> <ul style="list-style-type: none"> – Using songs, brain gym, rhymes, chants, short poems, games and stories as warm-up strategies. – Activating prior knowledge using different types of texts, visual aids, realia, technological resources and puppets to introduce key vocabulary, sounds, idioms and sentence frames. – Participating in modeling, choral repetition and use of body language. – Clarifying of vocabulary and expressions <p><u>Oral and Written Comprehension</u></p> <p>Recognition of family members</p> <ul style="list-style-type: none"> – Repeating words and phrases related to family members after modeling by the 	<p>Using technically designed instruments for self-assessment and with the guidance of the teacher, the learner:</p> <p>L.1. Identifies nuclear family members from aural</p>

<p>Yes. – Is your family big? No. – Is <u>David</u> your father? Yes</p> <p><u>Simple present tense regular verbs</u> – My family <u>watches</u> TV. – I <u>like ice cream</u>. – I have _____ (two sisters and a brother).</p> <p><u>Phonemic Awareness</u></p> <p>– Week 1 /d/ /i/ (dad, dog, iguana, Indian) – Week 2 /p/ /u/ (Pop, party, uniform, United States) – Week 3 /f/ /i/ (father, family, ice, ice cream, island) – Week 4 /c/ /u/ (car, cake, umbrella, uncle)</p> <p><u>Vocabulary</u></p>	<p><u>Discourse Markers</u> and</p> <p>– My mom <u>and</u> I eat ice cream. – My father <u>and</u> my brother are tall.</p>	<p>family members in celebrations and family reunions (Mother’s day, Father’s day, family birthday celebrations, leisure activities)</p> <p>– Using positive and affectionate expression familiar address forms (dear, darling)</p> <p><u>Social Language Samples and idioms/ phrases</u></p> <p>– Big brother – Little brother – Like father like son</p>	<p>teacher chorally and individually.</p> <p>– Identifying family members by pointing, drawing, matching or using body language after slow and clear aural stimuli.</p> <p>Recognition of simple descriptions</p> <p>– Repeating phrases and words related to family descriptions supported by visual aids. – Identifying family members and simple descriptions by pointing to pictures, matching, drawing or using body language after oral stimuli.</p> <p>Recognition of short family descriptions using cardinal numbers</p> <p>– Repeating family descriptions and ordinal numbers supported with visual material. – Repeating a learned expression right after it is modeled (e.g., I have 3 brothers. My mom is tall). – Reacting to slow and clear aural stimuli by pointing to pictures, matching, drawing or using body language. – Listening for details by arranging a story or a set of pictures related to family members.</p> <p>Participation in choral reading</p> <p>– Clapping and chanting stories related to family members within a whole group with teacher modeling. – Identifying family members after a reading using body language.</p>	<p>stimuli when it is spoken slowly and clearly.</p> <p>L.2. Recognizes simple information about family members if the person speaks slowly and clearly.</p> <p>L.3. Recognizes words, names, and numbers when heard in a short, simple recording delivered at a slow pace.</p> <p>R.1. Participates in choral reading to identify family members.</p>
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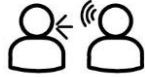


<p><u>1. Meet my family</u></p> <p><u>Family members:</u></p> <ul style="list-style-type: none"> - Father, mother, sister, brother <p><u>2. What my family looks like</u></p> <p><u>Personal Descriptions and feelings:</u></p> <ul style="list-style-type: none"> - Tall, short, little, handsome, - pretty, happy, sad <p><u>Cardinal numbers:</u></p> <ul style="list-style-type: none"> - 1-10 <p><u>3. Different things my family likes to do</u></p> <p><u>Action Verbs:</u></p> <ul style="list-style-type: none"> - Plays, eats, watches, talks, likes, cooks <p><u>4. I like...</u></p> <ul style="list-style-type: none"> - Video games - Playing with my family and friends 			<p>Identification of sounds</p> <ul style="list-style-type: none"> - Repeating suggested sounds using a concrete item or picture representing the word which contains the phoneme in initial or final position. - Singing and chanting words and phrases that contain the target sound. - Identifying the initial and final phoneme in familiar words by reacting with body language after aural stimuli. <p><u>Oral and Written Production</u></p> <p>Responding to simple questions</p> <ul style="list-style-type: none"> - Repeating a key word (mother, father, brother, sister). - Repeating yes/no questions related to family descriptions modeled by the teacher with slow clear pronunciation. - Rehearsing answers to yes/no questions in a rotating circle. - Using body language and facial gestures to show lack of understanding. - Using one-word phrases to show lack of understanding (e.g., old? tall?) <p>Recognition of family members' feelings</p> <ul style="list-style-type: none"> - Repeating a key word or phrase right after it is modeled (e.g., my mom is happy). - Identifying family feelings in oral form from visual stimuli. <p>Recognition of family activities and</p>	<p>R.PA2. Identifies the initial and final phoneme of a spoken word.</p> <p>Using technically designed instruments such as checklists and rubrics for self and co-assessment and with the guidance of the teacher, the learner:</p> <p>SI.1. Responds in a predictable pattern to simple questions.</p> <p>SI.2. Expresses a lack of understanding.</p> <p>SP.1. Recognizes how he/she or other person is feeling using simple, standard expressions.</p> <p>SP.2. Recognizes basic family activities using</p>
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<ul style="list-style-type: none"> – Reading a book – Exercising 			<p>hobbies</p> <ul style="list-style-type: none"> – Repeating a key word right after it is modeled (e.g., my father likes cooking). – Identifying family activities in oral form from visual stimuli. – Recognizing family activities using a picture. – Recognizing in list of drawings their favorite hobbies or activities and identifying them orally. <p>Expression of ideas through pre-writing</p> <ul style="list-style-type: none"> – Identifying pictures related to family members, feelings and descriptions. – Ordering pictures by category in a graphic organizer with teacher’s support. – Copying one or two words under a picture-story. – Creating a picture or drawing that represents one main idea from a story and copying a word that describes it. – Saying words using native language for the teacher to repeat correctly, draw and/or write in English. <p>Integrated Mini-Project</p> <ul style="list-style-type: none"> – Planning, creating a Family Alphabet Book for the unit. – Rehearsing and briefly describing it to the rest of the class, following teacher’s instructions. – Participating in individual assessment. 	<p>expressions like “My father likes cooking”.</p> <p>W.1. Represents an event or character from a picture story or one main idea.</p> <p>W.2. Organizes drawings or pictures within a graphic organizer.</p> <p>W.3. Says words for the teacher to write.</p> <p>IMP. Using different types of technically designed instruments to assess the overall accomplishment of unit goals, the teacher collects information about how learners</p>
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				apply emergent language competences in oral and written comprehension and oral and written production for describing family members and family activities.
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Level: 1º

Unit: 4

Scenario: Going to School, So Cool!		Themes: 1. This is my School 2. Helpers at my School 3. Going around School 4. A Week at my School
Enduring understanding: Our school is special because of the people, the places, and the things we do there.		
Essential Question: What makes our school special?		
Linguistic Competencies		Goals
Oral and Written Comprehension	 Listening	L.1. recognize and understand the words for people around them (e.g., teacher, students, principal). L.2. understand simple information about a place (e.g., where it is) and instructions, such as «Go to the library», «Come inside», if the person speaks slowly and clearly, possibly with accompanying gestures.
	 Reading	R.1. identify main characters by pointing, naming or labeling from a picture story that is read aloud. R.2. sequence pictures to show understanding of a text heard or read that is supported by pictures in a heavily patterned book to include a clear beginning, middle and end. RPA.3. identify the initial phoneme of /j/, /k/, /w/, /y/ in spoken word if attached to a picture.
Oral and Written Production	 Spoken Interaction	SI.1. understand and respond in a predictable pattern to simple questions about familiar things (e.g., Where is the principal's office? Next to the library) if the other person speaks slowly and clearly. SI.2. ask for something when pointing or gesturing to support the request. SI.3. understand and respond in a predictable pattern to simple questions about familiar things if the other person speaks slowly and clearly.

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 <p>Spoken Production</p>	<p>SP.1. name some common places and people in familiar environments.</p>
 <p>Writing</p>	<p>W.1. dictate words for teacher to write.</p> <p>W.2. draw pictures of an event or character from a picture story or one main idea.</p> <p>W.3. organize drawings or pictures within a graphic organizer (sequence).</p>

Learn to know	Learn to do	Learn to be and live in community	Suggested Mediation Strategies	Assessment Strategies
<p><u>Grammar & Sentence Frame</u></p> <p><u>(S-V)- (S-V-C) sentences</u></p> <ul style="list-style-type: none"> - This is the principal's office/computer lab... - This is the _____. <p>(principal, teacher, janitor, cook, security guard, secretary)</p> <p><u>Question/Answers with BE</u></p> <ul style="list-style-type: none"> - Is she the principal? Yes/No 	<p><u>Functions</u></p> <ul style="list-style-type: none"> • Identifying places in the school • Naming helpers at the school • Recognizing location (in front of, near, behind) • Describing basic school routines <p><u>Discourse Markers</u></p> <p>and</p>	<p><u>Psycho-social</u></p> <ul style="list-style-type: none"> - Respecting classmates, teachers and other helpers and other's belongings - Inspiring creativity, communication, collaboration, and critical thinking through working in projects 	<p><u>Pre-teaching</u></p> <ul style="list-style-type: none"> - Using songs, brain gym, rhymes, chants, short poems, games and stories as warm-up strategies. - Activating prior knowledge using different types of texts, visual aids, realia, technological resources and puppets to introduce key vocabulary, sounds, idioms and sentence frames. - Participating in modeling, choral repetition and use of body language. - Clarifying of vocabulary and expressions <p><u>Oral and Written Comprehension</u></p> <p>Recognition of people in school</p> <ul style="list-style-type: none"> - Repeating words and phrases related to school people after modeling by the teacher chorally and individually. 	<p>Using technically designed instruments for self-assessment and with the guidance of the teacher, the learner:</p> <p>L.1. Recognizes the</p>

<p>– I <u>eat</u> lunch.</p> <p><u>Prepositions (in front of, near, behind)</u></p> <p>– The security guard is <u>in front of</u> the gate.</p> <p>– The principal’s office is <u>near</u> the library.</p> <p>– The kitchen is <u>behind</u> the cafeteria.</p> <p><u>Imperative sentences</u></p> <p>– <u>Go to</u> the library. (principal’s office, restroom)</p> <p>– <u>Come to</u> class (the board).</p> <p>– <u>Line up</u>.</p> <p style="text-align: center;"><u>Phonemic Awareness</u></p> <p>– Week 1 /j/ (janitor, jump, jacket)</p> <p>– Week 2 /k/(key, kick, kitchen)</p> <p>– Week 3 /w/ (water, walk, week)</p> <p>– Week 4 /y/ (you, year, yellow, yes)</p>			<p>whole group with teacher modeling.</p> <p>– Pointing, naming or labeling main characters from a picture story that is read aloud.</p> <p>– Arranging 3-4 pictures of a short story with clear events after much teacher modeling in a whole group.</p> <p>Identification of sounds</p> <p>– Repeating sounds with a concrete item or picture representing the word that contains the phoneme in initial position.</p> <p>– Repeating each letter sound right after the teacher (e.g., janitor, key)</p> <p>– Matching sounds with initial letters of a word.</p> <p>– Singing and chanting the words or phrases with target sounds in initial position.</p> <p style="text-align: center;"><u>Oral and Written Production</u></p> <p>Responding to simple questions related to location</p> <p>– Repeating a key word (principal, janitor, secretary, security guard).</p> <p>– Repeating questions and answers related to location of school people and places modeled by the teacher with slow clear pronunciation.</p> <p>– Participating in guessing games and role-plays, (e.g., Where is the principal’s office? Next to the library) if the other person speaks slowly and clearly.</p> <p>Asking for location</p>	<p>R.1. Identifies main characters from a picture story.</p> <p>R.2. Sequences pictures to show understanding of a text heard or read.</p> <p>R.3. Identifies the initial phoneme in spoken word.</p> <p>Using technically designed instruments such as checklists and rubrics for self and co-assessment and with the guidance of the teacher, the learner: S.I.1. Responds in a predictable pattern to simple questions about familiar things.</p>
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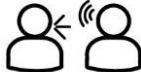


<p style="text-align: center;"><u>Vocabulary</u></p> <p><u>1. This Is My School</u></p> <p><u>Places in my School</u></p> <ul style="list-style-type: none"> - Library - Restrooms - Cafeteria - Dining room - Principal's office - Classrooms - Gym - Playground - Computer lab <p><u>2. Helpers at My School</u></p> <p><u>People at school</u></p> <ul style="list-style-type: none"> - teacher, students, principal, janitor, cook, security guard, secretary <p><u>3. Going around school</u></p> <p><u>Prepositions:</u></p> <ul style="list-style-type: none"> - in front of, behind, near <p><u>Cardinal numbers</u></p> <ul style="list-style-type: none"> - 1 – 15 <p><u>4. A Week at My</u></p>			<ul style="list-style-type: none"> - Using words and questions to ask for names of people or confirm meaning. (e. g. Is he the principal? The principal?) - Asking for meaning of school people and places in the target language. <p>Responding in predictable patterns to oral stimuli</p> <ul style="list-style-type: none"> - Repeating phrases and sentences about school people and location of places in school. - Repeating learned expressions when asked, (e.g., Is that the principal or the teacher? Student responds: It is the teacher). - Pointing and use of body and facial gestures as an extension of language to get needs met (e.g., when pointing at a person that the student wants, the student says, principal's office?) <p>Identification of school people and places</p> <ul style="list-style-type: none"> - Repeating a key word right after it is modeled (e.g., teacher, library) with slow and clear pronunciation. - Identifying school people and places from pictures orally. - Participating in short introductions of school people and places using visual aids. 	<p>S.I.2. Asks for something when pointing or gesturing.</p> <p>S.I.3. Responds in a predictable pattern to simple questions about familiar things</p> <p>SP.1. Names some common places and people in familiar environments.</p>
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<p><u>School</u></p> <p><u>School activities</u></p> <ul style="list-style-type: none"> - Walk to class - Study at school/ at home - Listen and practice - Line up at the cafeteria 			<p>Expression of ideas through pre-writing</p> <ul style="list-style-type: none"> - Identifying pictures related to activities, people and places at school. - Copying one or two words under picture-story with teacher modeling. - Ordering pictures by word category in a graphic organizer with step-by-step teacher modeling. - Creating a picture or drawing that represents one main idea from a story and copying a word that describes it. - Saying unit vocabulary in English for teacher to write in English. <p style="text-align: center;">Integrated Mini-Project</p> <ul style="list-style-type: none"> - Planning and creating collaboratively a story-book identifying and describing places in the school using play dough, drawings or recyclable materials available. - Rehearsing and briefly describing the mini-project to the class. - Participating in individual assessment. 	<p>W.1. Organizes drawings or pictures within a graphic organizer.</p> <p>W.2. Represents an event or character from a picture story or one main idea.</p> <p>W.3. Says words for teacher to write.</p> <p>IMP. Using different types of technically designed instruments to assess the overall accomplishment of unit goals, the</p>
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				teacher collects information about how learners apply emergent language competences in oral and written comprehension and oral and written production for my school and helpers at school.
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Level: 1º

Unit: 5

Scenario:		Themes:	
My Neighborhood		<ol style="list-style-type: none"> 1. This is my Neighborhood 2. Where is the School? 3. How can I Get to the Supermarket? 4. Community Helpers 	
Enduring understanding: Our neighborhood is special because of the people, the places, and how we help each other.			
Essential Question: What makes our neighborhood special?			
Linguistic Competencies		Goals	
Learner can ...			
Oral and Written Comprehension	 Listening	<p>L.1. understand simple questions which directly concern them such as their name and where they are from.</p> <p>L.2. recognize and understand the words for people around them (e.g., firefighter, shop owner, doctor).</p>	
	 Reading	<p>R.1. participate in choral reading (clapping and chanting) in response to the rhyme and rhythm of a predictably patterned song or picture story that is read aloud.</p> <p>R.2. sequence pictures to show understanding of text heard or read that is supported by pictures in a heavily patterned book to include a clear beginning, middle, and end.</p> <p>R.PA.3. identify the initial phoneme of /v/, /x/, /z/, /qu/ in spoken word if attached to a picture.</p>	
Oral and Written	 Spoken Interaction	<p>SI.1. understand and respond in a predictable pattern to simple questions about familiar things if the other person speaks slowly and clearly.</p> <p>SI.2. ask for something when pointing or gesturing to support the request.</p>	

Production	 <p>Spoken Production</p>	<p>SP.1. name some common words or objects in familiar environments.</p> <p>SP.2. use one or two learned expressions: greeting, farewell, and politeness.</p>
	 <p>Writing</p>	<p>W.1. organize drawings or pictures within a graphic organizer (sequence).</p> <p>W.2. draw pictures of an event or character from a picture story or one main idea.</p> <p>W.3. dictate words for teacher to write.</p>

Learn to know	Learn to do	Learn to be and live in community	Suggested Mediation Strategies	Assessment Strategies
<p><u>Grammar & Sentence Frame</u></p> <p><u>(S-V-C) Sentences</u></p> <ul style="list-style-type: none"> - My name is <u>(name)</u>. I <u>live</u> in <u>(name of town)</u>. I <u>(live, play, study)</u> here. - My neighborhood has a <u>_____</u> (park, church, school). - He/she is a <u>_____</u> (teacher, police officer, doctor, nurse) <p><u>Imperative sentences</u></p> <ul style="list-style-type: none"> - Cross the street. 	<p><u>Functions</u></p> <ul style="list-style-type: none"> • Identifying places in my community • Asking for and giving information for locating places • Giving and following directions to get around town • Identifying community helpers <p><u>Discourse Markers</u></p>	<p><u>Psycho-social</u></p> <ul style="list-style-type: none"> - Appreciating neighborhood surroundings. - Showing respect and courtesy when meeting other people. - Developing collaborative skills. <p><u>Sociocultural</u></p> <ul style="list-style-type: none"> - Expressing gratitude with appropriate use of “please” and 	<p><u>Pre-teaching</u></p> <ul style="list-style-type: none"> - Using songs, brain gym, rhymes, chants, short poems, games and stories as warm-up strategies. - Activating prior knowledge using different types of texts, visual aids, realia, technological resources and puppets to introduce key vocabulary, sounds, idioms and sentence frames. - Participating in modeling, choral repetition and use of body language. - Clarifying of vocabulary and expressions using different techniques. <p><u>Oral and Written Comprehension</u></p> <p>Recognition of basic personal information</p> <ul style="list-style-type: none"> - Activating prior knowledge related to greetings, leave takings questions and 	<p>Using technically designed instruments for self-assessment and with the guidance of the teacher, the learner:</p> <p>L.1. Recognizes simple questions</p>

<ul style="list-style-type: none"> - Go to the corner (store, bank) - Turn right/left. <p><u>Question/Answers with BE</u></p> <ul style="list-style-type: none"> - Is he the teacher? Yes/No - Is she the shop owner? Yes/No - Where is the church? It in front of the park. <p><u>Prepositions of place (in front of, near, behind, up, down)</u></p> <ul style="list-style-type: none"> - The church is <u>in front of</u> the park. - The school is <u>near</u> the church. - The park is <u>behind</u> the church. <p style="text-align: center;"><u>Phonemic Awareness</u></p> <ul style="list-style-type: none"> - Week 1 /v/(veterinarian, visitor, vegetable) - Week 2 /x/(x-ray) - Week 3 /z/ (zoo, zipper, zebra) - Week 4 /qu/ (Queen street, question, quiz) 	<p style="text-align: center;">and</p> <ul style="list-style-type: none"> - The school <u>and</u> church are in front of the park. - She <u>and</u> he are doctors. - The bus station <u>and</u> the police station are near the supermarket. 	<p style="text-align: center;">“thank you”</p> <ul style="list-style-type: none"> - Showing interest in others - Using different choices of formal greetings with community helpers (Mr., Mrs., Miss, Ms.) <p><u>Social Language Samples and idioms/phrases</u></p> <ul style="list-style-type: none"> - Home is where the heart is. - “Thank you very much.” - There is no place like home. 	<p>answers about personal information.</p> <ul style="list-style-type: none"> - Identifying details from a short dialogue. - Responding to simple questions or greetings and farewells by matching or pointing to pictures. <p>Recognition of community helpers</p> <ul style="list-style-type: none"> - Listening and repeating names of community helpers. - Identifying names of community helpers by pointing to pictures after exaggerated inflection on the part of the speaker and some repetition. - Reacting to slow and clear aural stimuli by pointing, drawing, matching or using body language. <p>Participation in choral reading</p> <ul style="list-style-type: none"> - Clapping and chanting in response to the rhyme and rhythm of a predictably patterned song or picture story that is read aloud related to theme - Repeating key words related to community people and places after the teacher. <p>Understanding main ideas in a short story</p> <ul style="list-style-type: none"> - Brainstorming names of community helpers and community places. - Pointing, naming or labeling main characters from a picture story that is read aloud. - Arranging 3-4 pictures of a short story 	<p>which directly concern them such as their name and where they are from.</p> <p>L.2. Recognizes names of community helpers.</p> <p>R.1. Participates in choral reading.</p> <p>R.2. Sequences pictures to show understanding of text heard or read aloud.</p>
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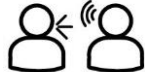


<p style="text-align: center;"><u>Vocabulary</u></p> <p>1. <u>This is my neighborhood</u></p> <p><u>Places of my community</u></p> <ul style="list-style-type: none"> - neighborhood, town, church, park, school, hospital, gas station, restaurant, bank, police station, bus station, supermarket, bookstore <p>2. <u>Where is the school?</u></p> <p><u>Prepositions of place:</u></p> <ul style="list-style-type: none"> - in front of, near, behind, up, down... <p><u>Adverb:</u></p> <ul style="list-style-type: none"> - right, left <p><u>Subject Pronouns:</u></p> <ul style="list-style-type: none"> - it, they <p>3. <u>How can I get to the supermarket?</u></p>			<p>with clear events after much teacher modeling in a whole group</p> <p>Identification of sounds</p> <ul style="list-style-type: none"> - Repeating suggested sounds with a concrete item or picture representing the word that contains the phoneme in initial position. - Repeating each letter sound right after the teacher. - Matching sounds with initial letters of words. - Singing and chanting the words or phrases with target sounds in initial position. <p style="text-align: center;"><u>Oral and Written Production</u></p> <p>Responding to simple questions related to location</p> <ul style="list-style-type: none"> - Repeating key words and learned expressions (neighbor, doctor, and farmer). - Repeating questions and answers related to location of people and places in the community modeled by the teacher with slow clear pronunciation. - Participating in guessing games and role-plays, (e.g., where is the post office? Next to the library, (Is he a farmer or a doctor?) if the other person speaks slowly and clearly. <p>Asking for location</p>	<p>R.PA.3. Identifies the initial phoneme in a spoken word.</p> <p>Using technically designed instruments such as checklists and rubrics for self and co-assessment and with the guidance of the teacher, the learner:</p> <p>SI.1. Responds in a predictable pattern to simple questions about familiar things.</p> <p>SI.2. Asks for</p>
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<ul style="list-style-type: none"> - Go straight. - Turn left/right - Stop <p><u>Cardinal numbers:</u></p> <ul style="list-style-type: none"> - 1 – 20 <p><u>4. Community Helpers</u></p> <ul style="list-style-type: none"> - Teacher, priest, pastor, firefighter, farmer, shop owner, police officer, doctor, nurse, engineer, lawyer, police officer, secretary <p><u>Pronouns:</u></p> <ul style="list-style-type: none"> - He, she <p><u>Greetings/phrases of politeness:</u></p> <ul style="list-style-type: none"> - hello, good-bye, please, you are welcome and thank you 			<ul style="list-style-type: none"> - Repeating questions to ask location of places in the community using pictures. - Repeating phrases for describing location using pictures. - Asking and answering questions in a rotating circle. - Pointing, using body and facial gestures as an expression of language to get needs met (Turn right?) when following directions. <p>Identification of people and places in the community</p> <ul style="list-style-type: none"> - Repeating a key word right after it is modeled (e.g., This is the church. She is a doctor.) with slow and clear pronunciation. - Identifying people and places of the neighborhood orally. - Participating in short introductions of community people and places using visual aids. <p>Greeting, saying good-bye and giving instructions</p> <ul style="list-style-type: none"> - Repeating a learned expression right after it is modeled (hello, good-bye, please, and thank you, turn right, turn left, stop). - Giving instructions to peers. - Making short presentations using greetings, farewells and basic personal information <p>Expression of ideas through pre-writing</p>	<p>something when pointing or gesturing.</p> <p>SP.1. Names some common words or objects in familiar environments.</p> <p>SP.2. Uses one or two learned expressions greeting, farewell, and politeness.</p> <p>W.1. Organizes drawings or pictures within a graphic</p>
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			<ul style="list-style-type: none"> - Identifying pictures related to community helpers, places and descriptions. - Copying one or two words under a picture-story. - Creating a picture or drawing that represents one main idea from a story and copying a word that describes it. - Ordering pictures by category in a graphic organizer with step-by-step teacher modeling. - Saying unit vocabulary in English for teacher to write in English. <p style="text-align: center;">Integrated Mini-Project</p> <ul style="list-style-type: none"> - Planning and creating collaboratively a (mural or storybook) about your neighborhood and present it to the class orally. - Rehearsing and briefly describing the mini-project to the class. - Participating in individual assessment. 	<p>organizer.</p> <p>W.2. Represents an event or character from a picture story or one main idea.</p> <p>W.3. Says words for teacher to write.</p> <p>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 neighbors and community helpers.</p>
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Level: 1º

Unit: 6

Scenario:		Themes:	
Playtime		<ol style="list-style-type: none"> 1. Fun Games and Activities 2. I Need a Rope to Play 3. My Favorite Game and Activities 4. Show me How to Play 	
Enduring understanding: Our playtime is filled with fun games and activities played with people we like.			
Essential Question: What makes playtime special?			
Linguistic Competencies		Goals	
		Learner can ...	
Oral and Written Comprehension	 Listening	<p>L.1. recognize spoken words similar to the languages with which they are familiar (e.g., ball, music).</p> <p>L.2. understand simple instructions, such as «turn left», «turn right», or «turn off» when expressed slowly and clearly, possibly with accompanying gestures and pictures.</p> <p>L.3. understand words, names, and numbers previously learned when heard in a short, simple recording delivered at a slow pace.</p>	
	 Reading	<p>R.1. participate in choral reading (clapping and chanting) in response to the rhyme and rhythm of a predictably patterned song or picture story that is read aloud</p> <p>R.2. sequence pictures to show understanding of text heard or read that is supported by pictures in a heavily patterned book to include a clear beginning, middle, and end.</p> <p>R.PA.3. identify the short vowels /a/, /e/, /i/, /o/, /u/ in spoken word if attached to a picture.</p>	
Oral and Written Production	 Spoken Interaction	<p>SI.1. ask for something when pointing or gesturing supports the request. (e.g., kick, run, catch)</p>	

	 <p>Spoken Production</p>	<p>S.P.1. name some common objects in familiar environments (e.g., ball, doll, bike).</p> <p>SP.2. express likes and dislikes using simple, standard expressions.</p>
	 <p>Writing</p>	<p>W.1. organize drawings or pictures within a graphic organizer (sequence).</p> <p>W.2. draw pictures of an event or character from a picture story or one main idea.</p> <p>W.3. dictate words for teacher to write.</p>

Learn to know	Learn to do	Learn to be and live in community	Suggested Mediation Strategies	Assessment Strategies
<p><u>Grammar & Sentence Frame</u></p> <p><u>(S-V)- (S-V-C) sentences</u></p> <ul style="list-style-type: none"> - I play _____. (ball, soccer) - I _____ the ball. (catch, throw) - She likes _____. , doll, jacks, jump rope) <p><u>Numbers</u></p> <ul style="list-style-type: none"> - He has ____ cars. - They have ____ dolls. - I have ____ jacks. <p><u>Imperative sentences</u></p> <ul style="list-style-type: none"> - Turn right/left. 	<p><u>Functions</u></p> <ul style="list-style-type: none"> • Naming and labeling games and fun activities • Asking for and giving information about games and activities • Talking about likes and dislikes • Giving and following instructions 	<p><u>Psycho-social</u></p> <ul style="list-style-type: none"> - Respecting rules of the games, teammates - Showing intercultural awareness (games in other cultures) - Developing teamwork skills, persistence, perseverance <p><u>Sociocultural</u></p> <ul style="list-style-type: none"> - Expressing 	<p><u>Pre-teaching</u></p> <ul style="list-style-type: none"> - Using brain gym, brainstorm, songs, games, chants, books and realia as warm-up strategies. - Activating prior knowledge using different types of texts, visual aids, realia, technological resources and puppets to introduce key vocabulary, idioms, sounds and sentence frames. - Participating in modeling, choral repetition and use of body language. - Clarifying of vocabulary and expressions using different techniques. <p><u>Oral and Written Comprehension</u></p> <p>Recognition of familiar language</p> <ul style="list-style-type: none"> - Repeating familiar words and phrases. - Identifying greetings, farewells, 	<p>Using technically designed instruments for self-assessment and with the guidance of</p>

<p>– Stand up., Sit down. – Look at me.</p> <p><u>Question/Answers with BE</u> – Is _____ fun/ boring? Yes/No (using vocabulary list) – Is _____ difficult/ easy to play? Yes/No (using vocabulary list) – What is this? (Ball, bike, doll)</p> <p><u>Prepositions (on, in, under, in front of, near, behind, up, down)</u> – Throw the jacks <u>on</u> the table. – Kick the ball <u>in</u> the net. – Stand <u>in front of</u> the net.</p> <p><u>Frequency adverbs:</u> (always, sometimes, never) – I _____ play soccer on</p>	<p><u>Discourse Markers</u> and</p> <p>– I like hopscotch <u>and</u> jumping rope. – I play soccer <u>and</u> multimedia games. – My sister has 2 dolls <u>and</u> a ball.</p>	<p>gratitude, appropriate use of please and thank you.</p> <p>– Expressing likes and dislikes – Showing social interaction manners and politeness when taking turns and following rules</p> <p><u>Social Language Samples and idioms/ phrases</u></p> <p>– If at first you don't succeed, try, try again. – I pass. – He/she is the MVP (most valuable player).</p>	<p>feelings, days of the week and fun activities (music, video games, playing soccer) by matching, drawing or pointing at pictures with slow, clear enunciation on the part of the speaker</p> <p>Recognition of instructions – Listening to and reacting to phrases and words related to classroom commands using body language. – Responding physically after frequent repetitions at predictable times and with demonstrations with slow and clear enunciations.</p> <p>Identification of playtime activities and numbers – Repeating of words and phrases related to playtime activities and numbers after modeling by the teacher chorally and individually. – Identifying playtime activities and numbers by pointing, drawing, matching or using body language after slow and clear aural stimuli.</p> <p>Recognizing main ideas in a short story – Listening to stories read aloud. – Clapping and chanting a story within a whole group with teacher modeling. – Pointing, naming or labeling main characters from a picture story that is read aloud. – Arranging 3-4 pictures of a short story with clear events after much teacher</p>	<p>the teacher, the learner:</p> <p>L.1.Recognizes spoke words similar to the language with which they are familiar.</p> <p>L.2. Recognizes simple instructions when expressed slowly and clearly.</p> <p>L.3. Recognizes words, names, and numbers when heard in a short, simple recording delivered at a slow pace.</p> <p>R.1.Participates in choral reading.</p> <p>R.2. Sequences pictures to show understanding of text heard or read.</p>
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<p>Monday</p> <ul style="list-style-type: none"> - She ____ walks to school. - He ____ stand up. <p><u>Phonemic Awareness</u></p> <ul style="list-style-type: none"> - Week 1 /a/ (apple, arm) - Week 2 /e/ (egg, elephant) - Week 3 /i/, (iguana, ice cream) - Week 4 /u/ (umbrella, uniform) <p><u>Vocabulary</u></p> <p>1. <u>Fun Games and Activities</u></p> <p><u>Games</u></p> <ul style="list-style-type: none"> - Multimedia, Cards, - Memory games - Hopscotch - Treasure hunt - Jump rope <p><u>Activities</u></p> <ul style="list-style-type: none"> - Ride a bike - Play with dolls/balls/cars 			<p>modeling in a whole group.</p> <p>Identification of sounds</p> <ul style="list-style-type: none"> - Repeating suggested sounds with a concrete item or picture representing the word that contains the phoneme in initial position. - Identifying short vowels by circling and pointing to the sound heard. - Repeating each letter sound right after the teacher (e.g., apple, egg, igloo, umbrella) - Singing and chanting the words or phrases that contain the target vowels. - Matching sounds with initial letters, for example "A" = "Ant" <p><u>Oral and Written Production</u></p> <p>Asking someone to do something</p> <ul style="list-style-type: none"> - Repeating action verbs supported with demonstration by the teacher. - Pointing or using body and facial and physical gestures as an extension of language to get needs met. - Asking for actions to someone as performing a game or outdoors activity questions (e.g., stop, run, throw the ball, kick the ball) <p>Identifying common playtime activities and commands</p> <ul style="list-style-type: none"> - Repeating a key word or phrase right after it is modeled with slow and clear pronunciation and supported with visual 	<p>R.PA.3 Identifies the short vowels in spoken word.</p> <p>Using technically designed instruments such as checklists and rubrics for self and co-assessment and with the guidance of the teacher, the learner:</p> <p>SI.1. Asks for something when pointing or gesturing.</p> <p>S.P.1. Names some common activities in familiar environments.</p>
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<p>– Play jacks – Sing a song</p> <p>2. <u>I need a rope to play.</u></p> <p>– Dolls, rope, jacks, ball, bike, cards,</p> <p><u>Cardinal numbers:</u> – 1-30</p> <p>3. <u>My favorite game and activities</u></p> <p><u>Expressions</u> – I like... – I don't like...</p> <p><u>Adjectives:</u> – difficult, easy, fun, boring</p> <p><u>Days of the week:</u></p> <p>4. <u>Show me how to play</u></p> <p><u>Actions Verbs:</u> – play, throw, kick, catch, run, ride, jump, turn, start, stop</p> <p><u>Adverbs:</u> – Move to the right,</p>			<p>material.</p> <p>– Identifying orally playtime activities from visuals in oral form.</p> <p>Expressing likes and dislikes</p> <p>– Repeating a key word or phrase right after it is modeled (I like dolls, I like video games).</p> <p>– Showing and telling favorite playtime activities.</p> <p>Expression of ideas through pre-writing</p> <p>– Identifying pictures related to playtime activities, action verbs and descriptions.</p> <p>– Copying one or two words under a picture-story</p> <p>– Ordering pictures by category in a graphic organizer with step-by-step teacher modeling.</p> <p>– Creating a picture or drawing that represents one main idea from a story and copying a word that describes it.</p> <p>– Identifying learned words by saying unit vocabulary in English for teacher to write in English.</p> <p style="text-align: center;"><u>Integrated Mini-Project</u></p> <p>– Planning and creating collaboratively a mini-book with pictures and sentences about their favorite games and activities using recyclable materials.</p> <p>– Rehearsing and briefly describing the mini-book to the class in a poster exhibition.</p>	<p>S.P.2. Expresses likes and dislikes using simple, standard expressions.</p> <p>W.1. Organizes drawings or pictures within a graphic organizer.</p> <p>W.2. Represents an event or character from a picture story or one main idea.</p> <p>W.3. Says words for teacher to write.</p> <p>IMP. Using different types of technically designed instruments to assess the overall accomplishment of unit goals, the teacher collects information about</p>
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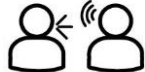

move to the left			– Participating in individual assessment.	how learners apply emergent language competences in oral and written comprehension and oral and written production for describing with short phrases and visuals favorite games and fun activities.
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Level			
A1.2 Grades 2-3			
Integral Development and Communicative Competence			
At this stage, the learner can...			
Learn to know	have a level appropriate language (words, phrases, formulaic expressions) related to family and school life. Knows a small set of simple grammatical structures and heavily structured sentence patterns related to social and school activities.		
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 as <i>and/but</i> and <i>and because</i> to connect groups of words.		
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 holds basic contact using the simple polite forms for requests, expressing gratitude, or apologizing.		
Listening	Reading	Speaking (spoken interaction & production)	Writing
CEFR STANDARDS	CEFR STANDARDS	CEFR STANDARDS	CEFR STANDARDS
<ul style="list-style-type: none"> • Can understand familiar words and very basic phrases related to social and educational contexts. <p style="text-align: center;">INTEGRATION OF LANGUAGE SKILLS</p> <ul style="list-style-type: none"> • Can recognize sounds in spoken words. (Listen to speak/ read) • Can identify details in an 	<ul style="list-style-type: none"> • Has a very limited ability to comprehend text by reading independently in English but can participate more over time during shared reading activities. • Can recognize familiar words and understand short illustrated text about a familiar subject using familiar words. • Can recognize some high-frequency words such as a, 	<ul style="list-style-type: none"> • Can use simple learned expressions to get immediate needs met, answer questions about personal details (name, age, location, day of the week, family members) or personal items. • Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. <p style="text-align: center;">INTEGRATION OF LANGUAGE SKILLS</p>	<ul style="list-style-type: none"> • Can compose short messages copying learned expressions, labeling drawings, using inventive spelling, or dictating key words to an adult. • Can fill in phrases and sentences using a list of familiar words. <p style="text-align: center;">INTEGRATION OF LANGUAGE SKILLS</p>

<p>oral text by completing a graphic organizer.(Listen to write)</p>	<p><i>the, and, of.</i></p> <p>INTEGRATION OF LANGUAGE SKILLS</p> <ul style="list-style-type: none"> • Can identify main points in a story by matching pictures with sentences. (Read to write.) • Can identify high frequency words in a text from spoken familiar language.(Listen to read) 	<ul style="list-style-type: none"> • Can respond to questions with a single word or short phrase to show comprehension from oral or written inputs. (Listen to speak, read to speak) • Can participate in short interactions if the other person speaks slowly. (Listen to speak) 	<ul style="list-style-type: none"> • Can describe objects, places and people using simple spoken and written language.(Speak to write, write to speak) • Can complete words and sentences after aural stimuli. (Listen to write)
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Level: 2°

Unit: 1

Scenario:		Themes:	
Learning Is Fun		<ol style="list-style-type: none"> 1. Hi! How Are you Today? 2. My Learning Environment 3. What do I do at School? 4. What I Like about School? 	
Enduring understanding: Learning is fun when we like the people, the places and what we are doing.			
Essential Question: What makes learning fun?			
Linguistic Competencies		Goals	
		Learner can ...	
Oral and Written Comprehension	 Listening	<p>L.1. understand basic greetings, farewells, and common expressions of politeness (e.g., hi, see you tomorrow, sorry).</p> <p>L.2. understand simple classroom instructions, such as «Please sit down », «take out your English notebook», or «turn on the light, please» when expressed slowly and clearly, possibly with accompanying gestures and pictures.</p> <p>L.3. understand simple questions which directly concern them such as their name and where they are from.</p>	
	 Reading	<p>R.1. answer yes/no questions about text heard that is supported by pictures.</p> <p>R.2. recognize some high frequency words and straightforward phrases in simple texts, if these words have been previously encountered and they are attached to a picture (e.g., book, school, soccer).</p> <p>R.PA3. imitate each sound of letters of the alphabet that form a word, with a concrete item or picture representing the sound, with a special focus on short vowel /ɛ/.</p>	

Oral and Written Production	 Spoken Interaction	SI.1. use one or two learned expressions of greeting, farewell, and politeness. SI.2. ask for something when pointing or gesturing to support the request. SI.3. understand and respond in a predictable pattern to simple questions about familiar things if the other person speaks slowly and clearly.
	 Spoken Production	SP.1. name some common objects and people in familiar environments.
	 Writing	W.1. print/write simple high-frequency words W.2. organize drawings or pictures within a graphic organizer (sequence or Venn diagram).

Learn to know	Learn to do	Learn to be and live in community	Suggested Mediation Strategies	Assessment Strategies
<p style="text-align: center;"><u>Grammar & Sentence Frame</u></p> <p><u>(S-V-C) sentences</u></p> <ul style="list-style-type: none"> - I love _____.(soccer, math, reading) - I feel _____.(happy, excited, and good) at school. - I like to <u>go to the playground</u> at school. <p><u>(S-V-C) sentences with To Be</u></p>	<p style="text-align: center;"><u>Functions</u></p> <ul style="list-style-type: none"> • Greeting people and responding to greetings, introductions, leave takings. • Recognizing school personnel and parts of the school. • Using classroom language 	<p style="text-align: center;"><u>Psycho-social</u></p> <ul style="list-style-type: none"> - Respecting the school personnel and classmates - Being responsible with school obligations - Helping your partner <p style="text-align: center;"><u>Sociocultural</u></p> <ul style="list-style-type: none"> - Greetings and leave-takings in 	<p style="text-align: center;"><u>Pre-teaching</u></p> <ul style="list-style-type: none"> - Using games, brain gym, songs, ice breakers, picture story as warm-up strategies. - Activating prior knowledge using brainstorming. - Introducing key vocabulary, sentence frames, grammar and sounds 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. 	

<p>– My notebook is _____ (red, blue, big, small)</p> <p>– Mrs. Rojas is the _____. (janitor, principal, teacher, cook)</p> <p>– My teacher is _____ (nice, good)</p> <p><u>Negative sentences with don't:</u></p> <p>– I don't like <u>to run</u> at school.</p> <p><u>Yes/No questions with do:</u></p> <p>– Do you like to <u>do homework</u>? Yes, I <u>do</u></p> <p>– Do you like to <u>study English</u>? Yes, I <u>do</u></p> <p><u>Information questions with do</u></p> <p>– How do you feel at school?</p> <p>– What do you like to do at school?</p> <p><u>Information questions with To Be</u></p> <p>– When is <u>Independence</u></p>	<ul style="list-style-type: none"> • Asking and answering questions related to favorite school activities. <p><u>Discourse Markers</u></p> <p>and, but</p> <p>– I love reading <u>but</u> I don't like math.</p> <p>– I feel happy <u>and</u> excited.</p> <p>– My teacher is nice <u>but</u> the principal not.</p>	<p>formal and informal ways (Hello, hi, how are you?, good bye, see you later, see you)</p> <p>– Participating in holidays and school activities</p> <p><u>Social Language Samples and idioms/ phrases</u></p> <ul style="list-style-type: none"> – It's awesome! – It's great! – It's amazing! 	<p><u>Oral and Written Comprehension</u></p> <p>Recognition of basic greetings</p> <ul style="list-style-type: none"> – Repeating choral or individual words and phrases related to greetings, farewells, and common expressions of politeness. – Planning: Stating the task goal, language and strategies involved. Identifying main details from conversations in a first listening. – Matching pictures to identify five or six forms of greetings and farewells and common expressions (Good morning, Sorry, Please, Thank-you) on a second listening with slow, clear enunciation on part of the speaker with self/co-assessment at the end of task. <p>Recognition of classroom instructions</p> <ul style="list-style-type: none"> – Listening to and reacting to classroom commands after first listening. – Responding physically at predictable times and with pictures to classroom commands with slow, clear enunciation on the part of the speaker after second listening. <p>Recognition of simple personal information questions</p> <ul style="list-style-type: none"> – Planning: Stating the task goal, 	<p>Using different types of technically designed instruments such as checklists, rubrics, the teacher collects information about how the learner:</p> <p>L.1. Recognizes basic greetings, farewells, and common expressions of politeness.</p> <p>L.2. Recognizes simple classroom instructions when expressed slowly and clearly.</p>
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<p><u>Day?</u> It's in <u>September</u>.</p> <ul style="list-style-type: none"> - Where is <u>the eraser</u>? - What are <u>the teachers</u> doing? <p><u>Personal pronouns:</u></p> <ul style="list-style-type: none"> - I, you, it <p><u>Possessive adjectives:</u></p> <p>my, your</p> <ul style="list-style-type: none"> - May I _____ borrow your ...? - This is my eraser. <p><u>Phonemic Awareness</u></p> <ul style="list-style-type: none"> - Letters of the alphabet - /e/...pen, pencil, red, rest <p><u>Vocabulary</u></p> <p>1. <u>Hi!</u> How are you <u>today</u>?</p> <p><u>Greetings:</u></p> <ul style="list-style-type: none"> - Hello, hi, good morning, good afternoon, good evening, <p><u>Leave-takings:</u></p>			<p>language and strategies involved.</p> <ul style="list-style-type: none"> - Listening to mini-conversations and identifying questions related to themes during first listening. - Recognizing simple questions related to learners' name, where he/she is from and likes and dislikes when spoken slowly and clearly by circling or matching pictures and simple questions during second listening. Acting conversations out in pairs or small groups. - Participating in self/co-assessment at the end of task using technically designed instruments. <p>Responding to questions</p> <ul style="list-style-type: none"> - Brainstorming and answering yes/no questions related to themes. - Planning: Stating the task goal and strategies involved.Reading short texts or stories during first reading for identifying specific details in oral form saying 'yes' or 'no' after a question has been posed by the teacher in a whole group and then pair work. - Answering yes/no questions in written form during second reading with teacher modeling and self/co-assessment using a variety of instruments. 	<p>L.3. Recognizes simple questions which directly concern them such as their name, where they are from, likes and dislikes.</p> <p>Using different types of technically designed instruments such as checklists, rubrics, the teacher collects information about how the learner:</p> <p>R.1. Answers yes/no questions about text heard.</p>
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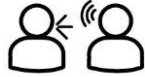


<p>– Good bye, bye, good night, see you later</p> <p>2. <u>My learning environment</u></p> <p><u>Nouns:</u></p> <p>– School items: eraser, sharpener, colored pencils, ruler, notebook, book</p> <p><u>Colors:</u></p> <p>– red, blue, yellow, green, brown, orange, pink, purple</p> <p><u>Action Verbs:</u></p> <p>– erase, write, color, play, study, sharpen, glue, rest</p> <p>3. <u>What do I do at school?</u></p> <p><u>School activities:</u></p> <p>– Study, draw, color</p> <p>– play soccer/ hide and seek</p> <p>– race, jump rope</p> <p><u>Months of the year</u></p> <p>4. <u>What I like about</u></p>			<p>Recognition of high frequency words</p> <ul style="list-style-type: none"> – Braintorming high-frequency words in pairs and small groups. – Planning: Stating the goal of task and strategies involved. – Underlining and circling high-frequency words during first reading in stories, songs and conversations related to the theme with teacher modeling and with self/co-asesment using a variety of instruments. Acting out the story, song or conversation during second reading. <p>Identification of sounds</p> <ul style="list-style-type: none"> – Imitating each sound of letter of the alphabet right after the teacher using pictures, songs, chants. – Recognizing each sound letter of the alphabet by associating letters with sounds. – Imitating suggested sound with a concrete item or picture representing the word which contains the phoneme in initial position. – Recognizing the /ε/ sound by matching the sound with words that have the sound in initial letters. <p style="text-align: center;"><u>Oral and Written Production</u></p> <p>Greeting people using greetings,</p>	<p>R.2. Recognizes some high frequency words and straightforward phrases in simple texts.</p> <p>R.PA3. Recognizes each sound of letters of the alphabet that form a word.</p> <p>R.PA4. Identifies the short vowel /ε/ in spoken words.</p> <p>Using technically designed instruments such as checklists and rubrics for self and co-asesment and with the guidance of</p>
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<p><u>school?</u></p> <p><u>School personnel:</u></p> <ul style="list-style-type: none"> - teacher, principal, janitor, cook, assistant, security guard, secretary <p><u>Adjectives:</u></p> <ul style="list-style-type: none"> - nice, friendly, kind, polite <p><u>Parts of the school:</u></p> <ul style="list-style-type: none"> - classroom, cafeteria, library, principal's office, soccer field <p><u>Size:</u></p> <ul style="list-style-type: none"> - big, small <p><u>Numbers:</u></p> <ul style="list-style-type: none"> - 1-10 <p><u>Likes, dislikes</u> I like ... I don't like ...</p> <p><u>Shape:</u></p> <ul style="list-style-type: none"> - rectangular 			<p>farewells and polite expressions</p> <ul style="list-style-type: none"> - Chanting greetings, leave-takings and expressions of politeness. - Saying a learned expression of greeting, farewell, and politeness when prompted to speak and with clear pronunciation (e.g., hello, good-bye, please, and thank you). - Planning: Stating goal of task, language and strategies involved. - Role playing and mimicking short easy dialogues, including personal introductions, greetings, leave-takings and expressions of politeness. - Using self/ co-assessment at the end of the task using a variety of instruments. <p>Responding to simple questions</p> <ul style="list-style-type: none"> - Chanting questions and answers related to likes and dislikes or description of objects at school. - Rehearsing a learned expression when prompted to speak and with clear pronunciation (e.g., name, age, and birthplace). - Planning: Stating the goal of the task, language and strategies involved. - Participating in short conversations asking and answering personal questions related to likes and dislikes or characteristics of objects using gesturing 	<p>the teacher, the learner:</p> <p>SI.1. Uses one or two learned expressions of greeting, farewell, and politeness.</p> <p>SI.2. Asks for something when pointing or gesturing.</p> <p>SI.3. Responds in a predictable pattern to simple questions about familiar things if the other person speaks slowly and clearly.</p>
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			<p>objects, people and activities.</p> <ul style="list-style-type: none"> – Dictating words in English studied in the unit for the teacher to repeat correctly and write them in English. – Writing first and ending letter of a high frequency word with teacher’s guidance. – Ordering pictures by category within a graphic organizer with step-by-step teacher modeling. – Participating collaboratively with a partner in printing the name next to each picture. – Participating collaboratively with a partner in printing the name next to each picture. – Using self/ co-assessment at the end of the task using a variety of instruments. <p style="text-align: center;">Integrated Mini-Project</p> <ul style="list-style-type: none"> – Planning, creating a (e.g., a mini book) in small collaborative groups to describe favorite school activities and parts of the school. – Rehearsing and briefly describing in oral or/and written form the integrated mini-project to the class.Participating in individual and peer assessment. 	<p>W.2. Organizes drawings or pictures within a graphic organizer.</p> <p>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 school, activities and people at school.</p>
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Level: 2°

Unit: 2

Scenario: Healthy Habits		Themes: 1. I Love my Body! 2. Healthy Habits Make me Feel Great! 3. Yummy and Good for my Tummy 4. I can be healthy and happy
Enduring understanding: Healthy people take care of themselves, eat well and exercise.		
Essential Question: How can people be healthy?		
Linguistic Competencies		Goals
Oral and Written Comprehension	 Listening	Learner can ... L.1. understand simple information about healthy habits (for example, "I need to exercise".) if the person speaks slowly and clearly, possibly with accompanying gestures. L.2. understand simple instructions, such as "Wash your face", "sleep well", or "brush your teeth" when expressed slowly and clearly, with accompanying gestures and pictures.
	 Reading	R.1. recognize some high frequency words and straightforward phrases in simple texts, if these words have been previously encountered and they are attached to a picture. R.2. participate in choral reading (clapping and chanting) in response to the rhyme and rhythm of a predictable patterned song or picture story that is read aloud. R.PA3. imitate each sound of letters of the alphabet that form a word, with a concrete item or picture representing the sound, with a special focus on short vowel / a /.
	 Spoken Interaction	SI.1. understand and respond in a predictable pattern to simple questions about familiar things if the other person speaks slowly and clearly.

Oral and Written Production	 <p>Spoken Production</p>	SP.1. use one or two learned expressions about healthy habits.
	 <p>Writing</p>	W.1. draw pictures of an event or character from a picture story or one main idea. W.2. organize drawings or pictures within a graphic organizer (sequence or Venn diagram). W.3. print/write simple high-frequency words

Learn to know	Learn to do	Learn to be and live in community	Suggested Mediation Strategies	Assessment Strategies
<u>Grammar & Sentence Frame</u> <u>Simple present tense sentence:</u> – To be healthy, I need to _____ (exercise, wash my hands, eat healthy food). – I like bananas. – I don't eat junk food. <u>Personal pronouns:</u> – I, you <u>Possessive adjectives:</u> – my, your	<u>Functions</u> – Identifying parts of the body – Describing habits and routines – Identifying healthy and unhealthy food – Asking and responding to questions about healthy habits	<u>Psycho-social</u> – Encouraging good hygiene to help the body. – Promoting healthy eating habits. – Increasing physical activity to keep the body healthy. <u>Sociocultural</u> – Participating in indoor and outdoor school activities. – Asking about	<u>Pre-teaching</u> – 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. <u>Oral and Written Comprehension</u>	Using technically designed instruments for self-assessment and with the guidance of the teacher, the learner:

<p><u>Demonstrative Pronouns</u></p> <ul style="list-style-type: none"> - This/These <p><u>Conjunction "and":</u></p> <ul style="list-style-type: none"> - I play soccer <u>and</u> run. - You <u>and</u> I eat healthy food. <p><u>Information questions:</u></p> <ul style="list-style-type: none"> - What healthy food do you eat? - What do you need/ have to do to be healthy? - How often do you <u>exercise</u>? I <u>sometimes</u> exercise. <p><u>Imperative forms</u></p> <ul style="list-style-type: none"> - Show me your... - Touch your ... <p><u>Phonemic Awareness</u></p> <ul style="list-style-type: none"> - Letters of the alphabet - Vowel /a/ <p>a...hand a...bad a...fat</p>	<p><u>Discourse Markers</u></p> <p>and, but</p> <ul style="list-style-type: none"> - I eat healthy food <u>but</u> I never exercise. - I play soccer <u>and</u> run. - You always wash your hands <u>but</u> you don't eat healthy. 	<p>other people's likes and dislikes.</p> <p><u>Social Language Samples and idioms/ phrases</u></p> <ul style="list-style-type: none"> - An apple a day keeps the doctor away. - Eat your vegetables, take your vitamins 	<p>Recognition of main details</p> <ul style="list-style-type: none"> - Eliciting and repeating words and phrases related to theme after the teacher chorally and individually. - Planning: Stating goal of task, language and strategies involved. Matching or circling basic information after first listening of stories or real-life conversations supported by drawings or repeated examples with slow, clear enunciation on the part of the speaker. - Recognizing main points from stories or real-life conversations in a second listening by arranging/numbering pictures. Participating in self/co-assessment using technically designed instruments. <p>Recognition of simple instructions</p> <ul style="list-style-type: none"> - Brainstorming words and phrases related to healthy habits with some repetition modeled by the teacher chorally and in pairs. - Reacting to slow and clear aural stimuli by pointing, drawing, matching or using body language after first listening. - Responding physically at predictable times and with pictures with slow, clear enunciation on the part of the speaker 	<p>L.1. Recognizes simple information about healthy habits and food if the person speaks slowly and clearly.</p> <p>L.2. Recognizes simple instructions to be healthy when expressed slowly and clearly.</p>
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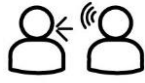


<p>a...have a...dance</p> <p style="text-align: center;"><u>Vocabulary</u></p> <p><u>1.I love my body</u></p> <p><u>Parts of the body:</u></p> <ul style="list-style-type: none"> - hands, fingers, ears, face, hair, teeth, legs, head, arms - Numbers from 1-20 <p><u>2.Healthy habits make me feel great</u></p> <p><u>Action Verbs:</u></p> <ul style="list-style-type: none"> - wash your hands, eat fruits, take a shower, brush your teeth, exercise, drink water, sleep well, eat vegetables <p><u>3.Yummy and good for my tummy</u></p> <p><u>Healthy food:</u></p> <ul style="list-style-type: none"> - cereal, grains 			<p>after second listening and participating in self/co-assessment using technically designed instruments</p> <p>Recognition of high frequency words</p> <ul style="list-style-type: none"> - Activating prior knowledge related to theme by looking at pictures or videos. - Planning: Stating the goal of task and strategies involved. Recognizing high frequency words from real-life dialogues and conversations related to the themes by circling, pointing and coloring them during first reading. - Matching high frequency words with pictures after choral reading of conversations or stories during second reading. - Clapping and chanting stories or conversations related with themes within a whole group or with a partner with teacher modeling. - Participating in self/co-assessment using technically designed instruments. <p>Identification of sounds</p> <ul style="list-style-type: none"> - Imitating each sound of letters of the alphabet right after the teacher using pictures, songs, chants. - Planning: Stating the goal of task and strategies involved. Identifying letters of the alphabet by matching pictures with sounds in initial position. - Imitating suggested sound with a 	<p>R.1. Recognizes some high frequency words and straightforward phrases in simple texts.</p> <p>R.2. Participates in choral reading</p> <p>R.PA3. Identifies each sound of letters of the alphabet that form a word.</p>
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<p><u>Junk Food:</u> – pizza, hamburger, coke</p> <p><u>Fruits:</u> – apple, orange, pineapple</p> <p><u>Vegetables:</u> – carrots, tomatoes,</p> <p><u>4. I can be healthy and happy</u></p> <p><u>Healthy habits</u></p> <p>– Take a shower – Wash my hands</p> <p><u>Toiletries:</u> – soap, toothbrush, toothpaste</p> <p><u>Adjectives:</u> – healthy, happy clean, energetic</p> <p><u>Adverbs of frequency:</u> – always, sometimes, never</p>			<p>concrete item or picture representing the word which contains the phoneme in initial position.</p> <p>– Matching sound /a/ with words that have the sound in initial letters.</p> <p>Participating in self/co-assessment using technically designed instruments</p> <p style="text-align: center;"><u>Oral and Written Production</u></p> <p>Short Information exchanges</p> <p>– Drilling and rehearsing of words and sentence frames related to body parts, healthy habits, food and action verbs.</p> <p>– Matching pictures with their corresponding names orally.</p> <p>– Repeating a learned expression when prompted to speak and with clear pronunciation (e.g. what do you have to do to be healthy?)</p> <p>Describing healthy habits</p> <p>– Planning: Stating the goal of task, language and strategies involved. Showing and telling favorite types of food.</p> <p>– Describing briefly family healthy habits and healthy food supported with visuals. Participating in self/co-assessment using technically designed instruments</p> <p>Expression of ideas through pre-writing</p> <p>– Planning: Stating the goal of task, language and strategies involved. Drawing collaboratively with a partner</p>	<p>R.PA.4. Identifies the short vowel/a/ in spoken word.</p> <p>Using different types of technically designed instruments such as checklists, rubrics, the teacher collects information about how the learner:</p> <p>SI.1. Responds in a predictable pattern to simple questions about familiar things.</p> <p>SP.1. Uses one or two learned expressions about healthy habits.</p> <p>W.1. Represents an event or character from a</p>
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			<p>one event or character from a story read aloud and copying one sentence extracted from the story that represents the event.</p> <ul style="list-style-type: none"> - Arranging or ordering a story after choral reading following a pattern given by the teacher. - Matching the pictures with a set of written expressions within graphic organizer related to the story - Creating an alphabet organizer or alphabet chart writing high frequency words related to body parts, food and healthy habits next to each picture. <p>Participating in self/co-assessment using technically designed instruments.</p> <p style="text-align: center;">Integrated Mini-Project</p> <ul style="list-style-type: none"> - Planning: State the goal of task, language and strategies involved. Collaborative creating a (Health Fair) in the classroom/school. Learners prepare stands/stations to show to small groups or whole class how they can have a healthy lifestyle. - Rehearsing and briefly describing the project to the class. - Participating in individual and group assessment. 	<p>picture story or one main idea.</p> <p>W.2. Organizes drawings or pictures within a graphic organizer.</p> <p>W.3. Prints/writes simple high-frequency words.</p> <p>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 healthy habits.</p>
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Level: 2°

Unit: 3

Scenario: Home Sweet Home		Themes: 1. A Visit from my Cousins 2. A Home Tour 3. What We do around the House 4. Cleaning the House
Enduring understanding: We can make our homes into special places where we care for the people and things.		
Essential Question: How can we make our homes into special places?		
Linguistic Competencies		Goals
Oral and Written Comprehension	 Listening	Learner can ... L.1. understand simple information about an object (e.g.the size and color of a stereo, who it belongs to, and where it is) if the person speaks slowly and clearly, possibly with accompanying gestures. L.2. recognize often spoken words similar to the languages with which they are familiar (e.g., sofa, table, picture)
	 Reading	R.1. recognize some high frequency words and straightforward phrases in simple texts, if these words have been previously encountered and they are attached to a picture. (e.g., bed, bedroom) R.2. answer yes/no questions about text heard that is supported by pictures R.PA.3. imitate each sound of letters of the alphabet that form a word, with a concrete item or picture representing the sound, particularly focusing on the short vowel /I/
Oral and Written Production	 Spoken Interaction	SI.1. understand and respond in a predictable pattern to simple questions about familiar things if the other person speaks slowly and clearly.

	 Spoken Production	<p>SP.1. name some common objects and people in familiar environments.</p> <p>SP.2. use one or two learned expressions to locate people and things</p>
	 Writing	<p>W.1. draw pictures of an event or character from a picture story or one main idea.</p> <p>W.2. print/write simple high-frequency words.</p>

Learn to know	Learn to do	Learn to be and live in community	Suggested Mediation Strategies	Assessment Strategies
<p style="text-align: center;"><u>Grammar & Sentence Frame</u></p> <p><u>Sentences using There is, this is</u></p> <ul style="list-style-type: none"> - This is my _____ (brother, sister, father, mother...) - This is the _____ (kitchen, living room...) - <u>There is a bed in the bedroom</u> <p><u>Simple present sentences:</u></p> <ul style="list-style-type: none"> - My house has <u>three bedrooms and a yard.</u> <p><u>Yes-no questions with is there</u></p> <ul style="list-style-type: none"> - Is there a _____ 	<p style="text-align: center;"><u>Functions</u></p> <ul style="list-style-type: none"> • Identifying extended family members • Recognizing parts of the house • Identifying family activities and chores • Locating household items, parts of the house and family members. <p style="text-align: center;"><u>Discourse Markers</u></p> <p style="text-align: center;">and, but</p>	<p style="text-align: center;"><u>Psycho-social</u></p> <ul style="list-style-type: none"> - Helping in the house - Respecting family members - Enjoying time with extended family <p style="text-align: center;"><u>Socio-cultural</u></p> <ul style="list-style-type: none"> - Participating in family gatherings and comparing similarities and differences among individuals and communities. - Participating in family activities and celebrations <p style="text-align: center;"><u>Social Language</u></p>	<p style="text-align: center;"><u>Pre-teaching</u></p> <ul style="list-style-type: none"> - 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. <p style="text-align: center;">Oral and Written Comprehension</p> <p style="text-align: center;">Recognition of specific information</p>	<p style="text-align: center;">.</p> <p>Using technically designed instruments for self-assessment and</p>

<p>(chair, bed, table) in the ____? (kitchen, bedroom, living room)</p> <p><u>Yes-No questions in simple present</u> – Does your sister ____ (play, read, study) in the ____? (bedroom, living room, kitchen) Yes, <u>s</u> /<u>he</u> does.</p> <p><u>Personal pronouns:</u> – he, she</p> <p><u>Possessive adjective:</u> – your</p> <p><u>Information questions with To Be</u> – Where is <u>the TV</u>? It's in the ____ (living room, bedroom)</p> <p>Information questions in simple present – Where does your father ____? (read, rest, eat)In</p>	<p>– There is a bed in the bedroom <u>but</u> there is not a table in the kitchen.</p> <p>– My house has three bedrooms <u>and</u> a yard.</p> <p>– This is my sister <u>but</u> this is not my mother.</p>	<p><u>Samples and idioms/ phrases</u></p> <ul style="list-style-type: none"> – Help yourself! – Please help me out! – Help out in the kitchen! – Elbow room 	<p>– Listening to samples of real-life conversations, stories, descriptions related to descriptions of household items at a slow pace for identifying general information at first listening.</p> <p>– Planning: Stating the goal of task, language and strategies involved. Identifying specific details by matching, drawing or pointing to real items being described with slow, clear enunciation on the part of the speaker during second listening and/or recognizing familiar language related to themes by answering yes/no questions or circling the object being described. Participating in self/co-assessment using technically designed instruments.</p> <p>Recognition of cognates</p> <ul style="list-style-type: none"> – Matching, drawing or pointing to pictures related to names of family members, parts of the house and family activities which are similar in English and Spanish (mother, visit, and garage) with slow, clear enunciation on the part of the speaker. Participating in self/co-assessment using technically designed instruments. <p>Recognition of high frequency words</p> <ul style="list-style-type: none"> – Brainstorming high-frequency words by looking at pictures, title of texts or stories and participating in choral reading with the teacher modelling. – Planning: Stating the goal of task, 	<p>with the guidance of the teacher, the learner:</p> <p>L.1. Recognizes simple information about a household item if the person speaks slowly and clearly</p> <p>L.2. Recognizes spoken words similar to the languages with which they are familiar.</p> <p>R.1. Recognizes some high frequency words and straightforward phrases in simple</p>
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<p>the _____.(living room, kitchen)</p> <p><u>Phonemic Awareness</u></p> <ul style="list-style-type: none"> Letters of the alphabet //...inside //...in //...kitchen //...big //...sit <p><u>Vocabulary</u></p> <ol style="list-style-type: none"> <u>A visit from my cousins</u> <p><u>Family members:</u></p> <ul style="list-style-type: none"> father, mother, brother, sister, grandfather, grandmother, uncle, aunt, cousin <ol style="list-style-type: none"> <u>A home tour</u> <p><u>Parts of the house:</u></p> <ul style="list-style-type: none"> Kitchen, bedroom, bathroom, living room, dining room, laundry, garage. 			<p>language and strategies involved.</p> <p>Circling, pointing or coloring high frequency words from stories, dialogues and conversations related to the themes during second reading.</p> <p>Participating in self/co assessment using technically designed instruments.</p> <p>Responding to questions</p> <ul style="list-style-type: none"> Participating in choral reading and individual reading of short texts related to themes and clarifying meaning of new words and phrases by asking questions to the teacher like what's the meaning of? Reviewing yes/ no questions in present simple. Planning: Stating the goal of task and strategies involved. Identifying specific details in oral form saying 'yes' or 'no' after a question has been posed by the teacher in a whole group with teacher modeling and then pair groups Completing the answers in written form with teacher modeling. <p>Participating in self/co-assessment using technically designed instruments.</p> <p>Identification of sounds</p> <ul style="list-style-type: none"> Imitating each sound of letters of the alphabet right after the teacher using pictures, songs, chants. Identifying the sounds that make up learned words. Repeating the short // sound using a 	<p>texts.</p> <p>R.2. Answers yes/no questions about text heard.</p> <p>R.PA3. Imitates and identifies each sound of letters of the alphabet that form a word.</p>
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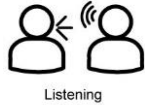

<p>3. <u>What we do around the house</u> <u>Verbs:</u> – sleep, cook, sit, eat, take a shower, study, watch TV, rest, play</p> <p><u>Numbers:</u> – 11-20</p> <p>4. <u>Cleaning the house</u> <u>Furniture and appliances:</u> – sofa, lamp, table, chair, bed, toilet, mirror, dresser, bookcase, stove, refrigerator, window, television</p>			<p>concrete item or picture representing the word which contains the phoneme in initial position.</p> <ul style="list-style-type: none"> – Matching a word, from a group of words, that has the same sound mentioned (in, pet, bed, rest). – Chanting, singing and playing guesing games with the sounds. <p style="text-align: center;"><u>Oral and Written Production</u></p> <p>Responding to questions</p> <ul style="list-style-type: none"> – Brainstorming and repeating sentences related to location of family members and household items. – Planning: Stating the goal of task, language and strategies involved. – Eliciting a learned expression when prompted to speak and with clear pronunciation (e.g.location of furniture) – Responding to personal questions related to family members and house description in a classroom survey or a short information exchange. <p>Participating in self/co-assessment using technically designed instruments.</p> <p>Naming common family members and house items</p> <ul style="list-style-type: none"> – Brainstroming and repeating key phrases right after modeling (e.g. this is my mother, this is the living room, this is the sofa.) with slow and clear pronunciation. – Planning: Stating the goal of task, language and strategies involved. 	<p>R.PA.4. Identifies the short vowel /I/in spoken word.</p> <p>Using different types of technically designed instruments such as checklists, rubrics, the teacher collects information about how the learner:</p> <p>SI.1. Responds in a predictable pattern to simple questions about familiar things.</p> <p>SP.1. Names some common objects and people in familiar environments.</p>
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			<p>Matching names of family members or parts of the house with pictures in oral form.</p> <ul style="list-style-type: none"> - Using a key word or phrase when prompted to speak and with clear pronunciation (e.g. household items and appliances at home.) <p>Participating in self/co-assessment using technically designed instruments.</p> <p>Location of people and household items</p> <ul style="list-style-type: none"> - Brainstorming and repeating names and locations of people and objects as teacher models. - Planning: Stating the goal of task and strategies involved. Using a learned expression when prompted to speak and with clear pronunciation (e.g.location of furniture). Describing family members and parts of the house in oral form using visuals. <p>Participating in self/co-assessment using technically designed instruments.</p> <p>Expressing ideas using pre-writing</p> <ul style="list-style-type: none"> - Planning: stating the goal of task, language and strategies involve. Ordering collaboratively with a partner a series of pictures related to a story read in class following a model given by the teacher - Copying one or two words under a picture-story taken from the reading guided by the teacher. - Creating a picture or drawing that 	<p>SP.2. Uses one or two learned expressions to locate people and things.</p> <p>W.1. Represents an event or character from a picture story or one main idea.</p> <p>W.2. Prints/writes simple high-frequency words.</p>
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			<p>represents one main idea from the story and copying a word or phrase that describes it.</p> <ul style="list-style-type: none"> - Completing initial and endings of high frequency words in a family tree with teacher’s guidance. - Participating in self/co-assessment using technically designed instruments <p style="text-align: center;">Intrgrated Mini-project</p> <ul style="list-style-type: none"> - Planning, creating collaborative (stories, mini-books, pictionaries, family albums) related to family and house, to share it within small groups or whole class. - Rehearsing and briefly describing the stories or mini-books, Pictionaries, family albums to class orally and in written form. - Participating in individual and peer assessment. 	<p>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 family and house.</p>
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Level: 2°

Unit: 4

Scenario: Loving and caring animals		Themes: <ol style="list-style-type: none"> 1. Barn or house? 2. Moo, Meow, and Cock-a-Doodle-Do 3. Living with Animals and Pets around me 4. Walk the Dog...and Other Ways to Care for Animals
Enduring understanding: Loving and taking care of animals is a part of growing up.		
Essential Question: Why is it important to take care of the animals?		
Linguistic Competencies		Goals
Learner can ...		
Oral and Written Comprehension	 Listening	<p>L.1. identifies colors, sizes, names of animals and numbers previously learned when heard in a short, simple recording delivered at a slow pace.</p> <p>L.2. understand simple information about an animal (for example, the size, color, and where it is) if the person speaks slowly and clearly, possibly with accompanying gestures.</p>
	 Reading	<p>R.1. recognize some high frequency words and straightforward phrases in simple texts, if these words have been previously encountered and they are attached to a picture.</p> <p>R.2. identify main characters by pointing, naming or labeling from a picture story that is read aloud.</p> <p>R.PA.3. imitate each sound of letters of the alphabet that form a word, with a concrete item or picture representing the sound, particularly focusing on short vowel /o/ in a spoken word if attached to a picture.</p>
		<p>SI.1. understand and respond in a predictable pattern to simple questions about familiar things if the other person speaks slowly and clearly.</p> <p>SI.2. ask what something is using learned expressions of language and by pointing to</p>

Oral and Written Production	 Spoken Interaction	an object. SI.3. express a lack of understanding.
	 Spoken Production	SP.1. name some common words or objects in familiar environments.
	 Writing	W.1. organize drawings or pictures within a graphic organizer (sequence or Venn diagram). W.2. print/write simple high-frequency words

Learn to know	Learn to do	Learn to be and live in community	Suggested Mediation Strategies	Assessment Strategies
<u>Grammar & Sentence Frame</u> <u>Sentences in simple present</u> – My favorite pet/ farm animal is the _____(dog, cat, duck, horse). – Dogs/Ducks have _____ (feathers, tail) – Birds/Horses live _____(on the farm, in a nest, in the barn)	<u>Functions</u> <ul style="list-style-type: none"> • Identifying farm animals and pets • Identifying where animals live and their actions. • Describing likes and dislikes related to animals and pets. 	<u>Psycho-social</u> <ul style="list-style-type: none"> – Working collaborative with partners and community. – Being sensitive to the needs of others including pets. – Expressing interest in doing research about animal’s needs and habitats. 	<u>Pre-teaching</u> <ul style="list-style-type: none"> – 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, 	

<p><u>Yes-No questions in simple present</u></p> <ul style="list-style-type: none"> - Do hens have feathers? Yes. - Do cows have fur? Yes. - Is this a lion? <p><u>Information questions in simple present:</u></p> <ul style="list-style-type: none"> - What is this? - What noise do cows make? Cows moo. - What do _____(animals, pets, dogs) need? Animals need _____(shelter, water, medicine, grooming) <p><u>Conjunctions:</u> and, but</p> <ul style="list-style-type: none"> - Birds have feathers <u>and</u> horses have hair. - Cows have fur, <u>but</u> roosters have feathers. <p><u>Phonemic Awareness</u></p>	<ul style="list-style-type: none"> • Describing how to take care of animals. <p><u>Discourse Markers</u></p> <p>And, but</p> <ul style="list-style-type: none"> - Birds have feathers <u>and</u> horses have hair. - Cows have fur, <u>but</u> roosters have feathers. 	<p><u>Sociocultural</u></p> <ul style="list-style-type: none"> - Identifying the needs of animals - Taking care of animals - Making animals' lives safe and comfortable <p><u>Social Language Samples and idioms and phrases</u></p> <ul style="list-style-type: none"> - Early bird - A dog is man's best friend - Getting your ducks in a row 	<p>sentence frames and idioms using pictures realia or technology.</p> <ul style="list-style-type: none"> - Participating in choral repetition and language practice. <p><u>Oral and Written Comprehension</u></p> <p>Identification of details in short descriptions</p> <ul style="list-style-type: none"> - Braintorming key vocabulary and phrases using pictures. - Planning: Stating the goal of task, language and strategies involved. Identifying the colors, names, sizes and numbers in animals by matching, painting, circling or pointing to pictures of pets, farm animals after a slow, clear short enunciation on the part of the speaker during first listening. - Identifying specific details from video descriptions, cartoons or stories at a slow and clear pace by circling, matching, drawing or pointing to pets or farm animals during second listening. - Participating in self/co-assessment using technically designed instruments. - Playing guessing games related to animals' descriptions using colors, sizes and numbers. <p>Recognition of high-frequency words and phrases in texts and stories</p> <ul style="list-style-type: none"> - Participating in choral and shared reading with teacher modeling and 	<p>Using technically designed instruments for self-assessment and with the guidance of the teacher, the learner:</p> <p>L.1. Recognizes colors, names of animals, sizes and numbers when heard in a short, simple recording delivered at a slow pace.</p> <p>L.2. Identifies simple information from descriptions of farm and domestic</p>
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<p>– Letters of the alphabet</p> <p>o...dog o...horse o...long o...on</p> <p style="text-align: center;"><u>Vocabulary</u></p> <p>1. <u>Barn or house?</u></p> <p><u>Plural of animals:</u></p> <p>– cats, dogs, birds, ducks, horses, cow</p> <p>2. <u>Moo, meow, and cock-a-doodle-do</u></p> <p>– Dogs bark – Cows moo – Birds sing – Cats meow – Roosters crow – Pigs oink</p> <p>3. <u>Living with animals and pets around me</u></p> <p><u>Farm animals:</u></p> <p>– hen, duck, pig, horse, cow, goose, rooster</p> <p><u>Pets:</u></p> <p>– dog, cat, rabbit,</p>			<p>supported with visual aids.</p> <p>– Planning: Stating the goal of task, language and strategies involved. Circling or underlining high frequency words from short descriptions, stories or conversations in written form related to the themes after choral reading. Acting out the story or conversation emphasizing high frequency words. Participating in self/co-assessment using technically designed instruments.</p> <p>Identification of specific information in a story</p> <p>– Planning: Stating the goal of task, language and strategies involved. Reading chorally a text or story related with the themes with slow and clear pronunciation.</p> <p>– Identifying main characters from a picture story by pointing to, drawing, matching, and acting out character traits and/or characters along with teacher in pairs or small groups. Participating in self/co-assessment using technically designed instruments.</p> <p>Identification of sounds</p> <p>– Imitating each sound of letters of the alphabet right after the teacher using pictures, songs, chants. Matching initial sounds with initial letters in words.</p> <p>– Identifying the letters and sounds that make up the learned words.</p>	<p>animals if the person speaks slowly and clearly.</p> <p>R.1. Recognizes some high frequency words and straightforward phrases in simple texts.</p> <p>R.2. Identifies main characters from a picture story.</p> <p>R.PA3. Identifies each sound of letters of the alphabet that form a word.</p> <p>R.PA4. Identifies the short vowel /ɔ/</p>
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<p>bird, turtle</p> <ul style="list-style-type: none"> - a tail, fur, feathers, <p><u>Like and dislikes</u></p> <ul style="list-style-type: none"> - animals, pets <p>4. <u>Walk the dog... and other ways to care for animals</u></p> <p><u>Animal care:</u></p> <ul style="list-style-type: none"> - food, shelter, water, medicine, exercise, training, grooming <p><u>Verbs:</u></p> <ul style="list-style-type: none"> - Feed, water, take care, clean, play, wash, live <p><u>Adjectives:</u></p> <ul style="list-style-type: none"> - Colors: brown, pink, gray, white, yellow - Furry, feathery 			<ul style="list-style-type: none"> - Repeating sound /ɔ/ with a concrete item or picture representing the word which contains the phoneme in initial position. - Matching the sound and word, from a group of words, that has the sound mentioned /ɔ/ (e.g. <i>dog, long, horse, bird</i>) <p style="text-align: center;"><u>Oral and Written Production</u></p> <p>Asking and responding to questions</p> <ul style="list-style-type: none"> - Brainstorming and rehearsing key words and sentence frames related to questions and answers about farm and domestic animals. - Listening and repeating questions like: what is this? Is this a lion or a horse? What noise does the dog make? Guided by the teacher using visuals. - Responding to information questions posed by the teacher or peers supported with visual aids. - Planning: Stating the goal of task, language focus and strategies involved. Asking and responding to questions related to preferences about animals in a survey with peers. Asking and responding to simple questions in guessing games, memory games or rotating circle. - Using body and facial gestures to show lack of understanding during interactions. 	<p>in spoken word.</p> <p>Using different types of technically designed instruments such as checklists, rubrics, the teacher collects information about how the learner:</p> <p>SI.1. Responds in a predictable pattern to simple questions about familiar things.</p> <p>SI.2. Asks simple questions to get information about animals' names.</p> <p>SI.3. Expresses a lack of understanding.</p>
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			<ul style="list-style-type: none"> - Gesturing sometimes accompanied by a learned expression (e.g., I don't know, "What is it?"). - Participating in self/co-assessment using technically designed instruments. <p>Naming common features of farm and domestic animals</p> <ul style="list-style-type: none"> - Brainstorming and repeating a key word or sentence frame right after it is modeled (It is a cat. Cats have fur.) by the teacher with slow and clear pronunciation. - Describing animals by chanting and singing supported with body language or visual aids. - Planning: Stating the goal of task, language focus and strategies involved. Describing favorite animal or unusual animal/ pet and its physical characteristics using visual aids or technology in a rotating circle. - Participating in self/co-assessment using technically designed instruments. <p>Expression of ideas through pre-writing</p> <ul style="list-style-type: none"> - Participating collaboratively with a partner in identifying pictures for animals' descriptions. - Completing initial and endings of words in story book about animals with teacher modeling. - Planning: Stating the goal of task, language focus and strategies involved. Creating illustrated charts or Venn diagrams for summarizing 	<p>SP.1. Names some common characteristics of animals or objects in familiar environments.</p> <p>W.1. Organizes drawings or pictures within a graphic organizer.</p> <p>W.2. Prints/writes simple high-frequency words.</p>
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			<p>various animals' characteristics using high frequency words, phrases and pictures.</p> <ul style="list-style-type: none"> - Participating in self/co assessment using technically designed instruments for revising spelling of words. <p style="text-align: center;">Intregrated Mini-Project</p> <ul style="list-style-type: none"> - Planning, creating collaboratively as a whole class or in small groups (storybooks or mini-books) showing types of animals and how to take care of animals and pets. Displaying it to small groups or whole class. - Rehearsing and briefly describing the mini-project orally to whole class. Participating in individual and peer assessment 	<p>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 and expressing how to care for animals.</p>
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Level: 2º

Unit: 5

Scenario: Fabulous Flora and Fauna		Themes: 1. A Nature Walk 2. Animals A to Z 3. Green Kingdom 4. Protecting Mother Nature
Enduring understanding: Humans, animals and plants are living things that need each other.		
Essential Question: How does nature help us?		
Linguistic Competencies		Goals
Oral and Written Comprehension	 Listening	Learner can ... L.1. recognize spoken words similar to the languages with which they are familiar (e.g., plant, air, orchid) L.2. understand simple information about an object (for example, the size and color of a leaf, what plant it belongs to) if the person speaks slowly and clearly, possibly with accompanying gestures.
	 Reading	R.1. recognize some high frequency words and straightforward phrases in simple texts, if these words have been previously encountered and they are attached to a picture. (e.g., big tree, red leaf) R.2. sequence pictures to show understanding of text heard or read that is supported by pictures in a heavily patterned book to include a clear beginning, middle, and end. R.PA.3. imitate each sound of letters of the alphabet that form a word, with a concrete item or picture representing the sound, particularly focusing on short vowel /ə / in a spoken word if attached to a picture.
Oral and Written Production	 Spoken Interaction	SI.1. understand and respond in a predictable pattern to simple questions about familiar things if the other person speaks slowly and clearly.

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	 Spoken Production	SP.1. name some common words or objects in familiar environments. SP.1. use one or two learned expressions of animals and plants.
	 Writing	W.1. organize drawings or pictures within a graphic organizer (sequence or Venn diagram). W.2. dictate words for the teacher to write.

Learn to know	Learn to do	Learn to be and live in community	Suggested Mediation Strategies	Assessment Strategies
<p align="center"><u>Grammar & Sentence Frame</u></p> <p><u>Sentences using To Be:</u></p> <ul style="list-style-type: none"> - A butterfly is _____ (beautiful, small, green) - <u>Rocks</u> are non-living things. <p><u>Sentences using simple present tense:</u></p> <ul style="list-style-type: none"> - Plants need _____ (air, soil, sun, water) <p><u>Imperatives:</u></p> <ul style="list-style-type: none"> - Point to the <u>leaf</u>. - Don't walk on the 	<p align="center"><u>Functions</u></p> <ul style="list-style-type: none"> • Identifying common living things and non-living things • Recognizing different types of animals in the different habitats in which they live. • Asking and giving information about different kinds of plants • Describing in simple form ways to protect Mother 	<p align="center"><u>Psycho-social</u></p> <ul style="list-style-type: none"> - Being concerned about protection of the environment - Being sensitive towards living things - Taking care of flora and fauna <p align="center"><u>Sociocultural</u></p> <ul style="list-style-type: none"> - Showing interest in the environment. - Participating in environmental celebrations: Earth Day - Promoting environmental 	<p align="center"><u>Pre-teaching</u></p> <ul style="list-style-type: none"> - 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. <p align="center"><u>Oral and Written Comprehension</u></p> <p>Recognition of familiar language</p> <ul style="list-style-type: none"> - Brainstorming and rehearsing familiar words and phrases related to 	<p align="center">.</p> <p>Using technically designed instruments for self-assessment and with the guidance of the teacher, the learner: L.1. Recognizes</p>

<p><u>grass.</u></p> <ul style="list-style-type: none"> - Plant a <u>tree.</u> <p><u>Information questions in simple present:</u></p> <ul style="list-style-type: none"> - Where do _____ (birds, squirrels, monkeys) live? _____(Birds, Squirrels, Monkeys) live in _____ (the garden, nests, parks, the forest) - What do _____(squirrels, butterflies, birds) eat? _____ Squirrels, Butterflies, Birds) eat _____ (nuts, nectar from flowers, fruit, insects), plants, seeds) - What do plants/forest animals need? Plants need _____ (water, sun, soil, rain, air), Forest animals need _____(food, water, sun, air) 	<p>Nature.</p> <p><u>Discourse Markers</u></p> <p>and, but</p> <ul style="list-style-type: none"> - The birds are beautiful <u>but</u> not snakes. - The trees have many leaves <u>and</u> flowers. - The frogs live in the water <u>but</u> monkeys in the forest. 	<p>protection</p> <p><u>Social language Samples and idioms/phrases</u></p> <ul style="list-style-type: none"> - Think green! - Green thumb - Fresh as a daisy 	<p>themes (e.g., plant, air, orchid).</p> <ul style="list-style-type: none"> - Planning: Stating the goal of task, language focus and strategies involved. Matching, drawing or pointing to pictures related to wild animals and plants after slow clear enunciation on the part of the speaker. <p>Recognition of specific information</p> <ul style="list-style-type: none"> - Braintorming key vocabulary and sentence frames using pictures. - Imitating chorally and individually words and sentence frames related to wild animals and their habitats after modeling by the teacher. - Planning: Stating the goal of task, language focus and strategies involved. Identifying wild animals and their habitats by matching, painting, circling or pointing to pictures of pets, farm animals after a slow, clear short enunciation on the part of the speaker during first listening. - Identifying specific details from video descriptions, cartoons or stories at a slow and clear pace by circling, matching, drawing or pointing to pets or farm animals during second listening. - Participating in co-assessment using technically designed instruments. - Playing guessing games related to animals' descriptions using colors, sizes and numbers. <p>Recognition of high frequency words</p> <ul style="list-style-type: none"> - Eliciting high frequency words in pairs/ 	<p>spoken words similar to the languages with which they are familiar.</p> <p>L.2. Recognizes specific information about wild animals and their habitats if the person speaks slowly and clearly.</p> <p>R.1. Recognizes</p>
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<p><u>Phonemic Awareness</u></p> <ul style="list-style-type: none"> Letters of the alphabet <p>/ə/</p> <ul style="list-style-type: none"> u...sun u...bug u...under u...nut u...sunny u...mud <p><u>Vocabulary</u></p> <p>1. <u>A nature walk</u></p> <p><u>Natural Resources:</u></p> <ul style="list-style-type: none"> River, pond (small Lake), mountain, beach <p><u>Non-living things:</u></p> <ul style="list-style-type: none"> Water, air, rocks/stones,soil, <p><u>Habitats:</u></p> <ul style="list-style-type: none"> In (dry, cold, wet) weather, in the forest, in the soil, on a tree, on land, in water <p>2. <u>Animals A to Z</u></p> <p>Forest Animals:</p>			<p>small groups or whole class.</p> <ul style="list-style-type: none"> Planning: Stating the goal of task, language focus and strategies involved. Listening to and circling high frequency words from stories related to the themes during first reading. Pointing, circling or coloring high frequency words in a text or conversation with teacher modeling during second reading. <p>Understanding main ideas in a short story or text</p> <ul style="list-style-type: none"> Clapping and chanting stories within a whole group with teacher modeling. Planning: Stating the goal of task, language focus and strategies involved. Pointing, naming and labeling main characters from a picture story that is read aloud individually, in small groups or whole class. Arranging 3-4 pictures of a short story with clear events after much teacher modeling within a whole group. Participating in co-assessment using technically designed instruments. <p>Identification of sounds</p> <ul style="list-style-type: none"> Imitating each sound of letters of the alphabet right after the teacher using pictures, songs, chants. Matching the letter of the alphabet with the initial letter of known words. Imitating /ə/ sound with a concrete item or picture representing the word which 	<p>some high frequency words and straightforward phrases in simple text.</p> <p>R.2. Sequences pictures to show understanding of text heard or read.</p> <p>R.PA3. Imitates each sound of letters of the alphabet that form a word.</p> <p>R.PA4. Identifies the short vowel /ə/ in spoken word.</p>
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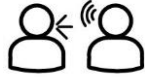


<ul style="list-style-type: none"> - squirrel, butterfly, ant, snake, fish, frog, alligator, birds, parrot, monkey <p><u>Insects:</u></p> <ul style="list-style-type: none"> - butterfly, spider, bee, ant, fly <p>3. <u>Green kingdom</u></p> <p><u>Flora:</u></p> <ul style="list-style-type: none"> - tree, leaves, flower, seed, bush, grass <p><u>Adjectives:</u></p> <ul style="list-style-type: none"> - Beautiful <p><u>Sizes:</u></p> <ul style="list-style-type: none"> - small, long <p><u>Colors:</u></p> <ul style="list-style-type: none"> - black, grey, green <p>4. <u>Protecting Mother Nature</u></p> <ul style="list-style-type: none"> - Don't throw garbage on the rivers. - Don't cut trees - Don't burn trash 			<p>contains the phoneme in initial position.</p> <ul style="list-style-type: none"> - Matching sound with words that has the sound in initial letters, e.g.sun/bug/nut/bush. <p style="text-align: center;"><u>Oral and Written Production</u></p> <p>Responding to questions</p> <ul style="list-style-type: none"> - Eliciting, drilling and rehearsing information questions and sentence frames related to wild animals' descriptions and their habitats by participating in a rotating circle. - Planning: Stating the goal of task, language focus and strategies involved. Participating in short information exchanges using a learned expression as a response to simple questions, when prompted to speak with clear pronunciation (e.g., what a plant is like? a plant has seeds and roots) on the part of the speaker. Responding to questions related to theme in a short classroom survey or guessing game. - Participating in self/co-assessment using technically designed instruments. <p>Naming common family members and house items</p> <ul style="list-style-type: none"> - Brainstorming and rehearsing names and characteristics of animals and plants. - Participating in games using a learned expression when prompted to speak and with clearer pronunciation (e.g., kinds of animals and plants). 	<p>.</p> <p>Using different types of technically designed instruments such as checklists, rubrics, the teacher collects information about how the learner:</p> <p>SI.1. Responds in a predictable pattern to simple questions about familiar things</p> <p>SP.1. Names some common words or objects in familiar environments.</p>
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			<ul style="list-style-type: none"> - Identifying in pairs and small groups animals, plants and their habitats in oral form using visuals. <p>Giving information about animals and plants</p> <ul style="list-style-type: none"> - Imitating a key word or phrase right after it is modeled with slow and clear pronunciation. (e.g., parts of plants). - Planning: Stating the goal of task, language focus and strategies involved. Matching names of animals with their characteristics and habitats in a guessing game. Participating in self/co-assessment using technically designed instruments. <p>Expression of ideas through pre-writing</p> <ul style="list-style-type: none"> - Identifying pictures related to the themes. - Planning: Stating the goal of task, language focus and strategies involved. Ordering pictures by category in a graphic organizer with step-by-step teacher modeling and participating collaboratively with a partner or within a group. - Writing words below each of the pictures to complete the story using words given by the teacher. Participating in self/co-assessment using technically designed instruments. <p style="text-align: center;">Integrated Mini-Project</p> <ul style="list-style-type: none"> - Planning, creating collaboratively 	<p>SP.2. Uses one or two learned expressions of animals and plants.</p> <p>W.1. Organizes drawings or pictures within a graphic organizer.</p> <p>W.2. Writes key words to complete a story given by the teacher.</p> <p>IMP. Using different types of technically designed instruments to assess the overall accomplishment of unit goals, the teacher collects information about how learners</p>
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			<p>stories, mini-books or a classroom safari to present animals in different habitats (e.g., flashcards, plastic animal toys) to small groups or whole class.</p> <ul style="list-style-type: none"> - Rehearsing and briefly describing the stories or mini-books, classroom safari to whole class. - Participating in individual and peer-assessment. 	<p>apply emergent language competences in oral and written comprehension and oral and written production to describe ways to preserve the flora and fauna.</p>
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Level: 2°

Unit: 6

Scenario: A Change of Scenery		Themes: 1. Rain, Rain, Go Away 2. Try this on 3. May I Have a Bite? 4. Please Tell me What's Fun
Enduring understanding: The beaches, mountains, cities and towns of Costa Rica give us lots of different things to do.		
Essential Question: What is special about visiting different places in Costa Rica?		
Linguistic Competencies		Goals
Oral and Written Comprehension	 Listening	L.1. understand words, names, and numbers previously learned when heard in a short, simple recording delivered at a slow pace. L.2. understand simple information about an object (for example, the size and color of a jacket, when to wear it, and where it is) if the person speaks slowly and clearly, possibly with accompanying gestures.
	 Reading	R.1. make predictions based on cover, title and illustrations with instructional support. R.2. answer yes/no questions about text heard that is supported by pictures R.PA3. imitate and identify each sound of letters of the alphabet that form a word, with a concrete item or picture representing the sound. R.PA4. identify the short vowels /a/, /ɛ/, /i/, /ɔ/, /ə/ in spoken word if attached to a picture.
Oral and Written Production	 Spoken Interaction	SI.1. ask what is something using learned expressions of language by pointing to an object. SI.2. understand and respond in a predictable pattern to simple questions about familiar things if the other person speaks slowly and clearly.

 <p>Spoken Production</p>	<p>SP.1. name some common objects in familiar environments.</p>
 <p>Writing</p>	<p>W.1. draw pictures of an event or character from a picture story or one main idea.</p> <p>W.2. print/write simple high-frequency words</p>

Learn to know	Learn to do	Learn to be and live in community	Suggested Mediation Strategies	Assessment Strategies
<p><u>Grammar & Sentence Frame</u></p> <p><u>Simple present</u></p> <ul style="list-style-type: none"> - I wear _____(sandals, shorts) - I eat _____(ice cream, fish, rice) - I like to _____(swim, fly a kite, collect seashells) at the beach. <p><u>Sentence using subject + "to be" + adjective:</u></p> <ul style="list-style-type: none"> - At the beach the weather is _____(cloudy, sunny) 	<p><u>Functions</u></p> <ul style="list-style-type: none"> • Identifying typical weather conditions in Costa Rica • Identifying kinds of clothing to wear in different weather conditions • Identifying types of food • Asking and giving information about things to do and see in 	<p><u>Psycho-social</u></p> <ul style="list-style-type: none"> - Respecting other people's interests - Relaxing is good for the mind and body - Showing interest in the lifestyles of others. <p><u>Sociocultural</u></p> <ul style="list-style-type: none"> - Showing interest in people's activities and celebrations - Expressing admiration 	<p><u>Pre-teaching</u></p> <ul style="list-style-type: none"> - 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 and graphic organizers. - Modeling and repetition - Clarifying vocabulary, grammar, sentence frames and idioms using pictures realia or technology. - Participating in choral repetition and language practice. <p><u>Oral and Written Comprehension</u></p> <p>Identification of weather conditions, fun activities and ordinal numbers</p> <ul style="list-style-type: none"> - Imitating chorally and individually words and phrases related to weather 	<p>Using technically designed instruments for self-assessment and with the guidance of the teacher, the learner:</p> <p>L.1. Recognizes</p>

<p><u>Question and answers using "can"</u></p> <ul style="list-style-type: none"> - What can you do _____ (at the beach, in the mountains, in the city)? I can _____(visit the zoo, swim, camp) - What can you eat _____ (at the beach, in the mountains)? <p><u>Questions in simple present:</u></p> <ul style="list-style-type: none"> - What's the weather like _____ (at the beach, in the city, at the beach)? - What do you wear _____ (in the city, at the beach)? - What's your favorite activity _____ (at the beach, in the mountains)? To... 	<p>different places.</p> <p><u>Discourse Markers</u></p> <p>and, but</p> <ul style="list-style-type: none"> - I wear sandals <u>but</u> not wear shorts at the beach. - There is foggy weather in the mountains <u>and</u> near the volcano. - The beach is beautiful <u>but</u> the weather is hot. 	<ul style="list-style-type: none"> - Sharing experiences and concerns <p><u>Social Language Samples and idioms/phrases</u></p> <ul style="list-style-type: none"> - Party is over - Take it easy - Surf's up! 	<p>conditions, fun activities and ordinal numbers modeled by the teacher after activation of prior knowledge using videos, stories and pictures.</p> <ul style="list-style-type: none"> - Planning: Stating the goal of task, language focus and strategies involved. Listening to short dialogues, weather forecasts with help of technology (youtube, other resources) and identifying general ideas related to themes during first listening. - Recognizing specific details by matching, pointing or circling after slow and clear aural stimuli during second listening. - Filling out charts with the information heard. Participating in co-assessment using technically designed instruments. <p>Making predictions</p> <ul style="list-style-type: none"> - Looking at pictures, title and cover of a storybook to anticipate meanings and content. - Planning: Stating the goal of task and strategies involved. Stating what the story is about by filling in a graphic organizer or prediction chart in pairs or groups. Participating in co-assessment using technically designed instruments. <p>Responding to questions</p> <ul style="list-style-type: none"> - Participating in choral and individual reading of short texts related to weather, types of activities and places. - Planning: Stating the goal of task, language focus and strategies involved. 	<p>specific information related weather conditions, activities and numbers previously learned when heard in a short, simple recording delivered at a slow pace.</p> <p>L.2. Recognizes simple information about clothing and outdoor activities if the person speaks slowly and clearly.</p> <p>R.1. Makes predictions based on cover, title and illustrations with instructional support.</p> <p>R.2. Answers yes/no questions about text heard.</p>
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<p><u>Phonemic Awareness</u></p> <ul style="list-style-type: none"> – Letters of the alphabet <p>/ɛ/ (pen, pencil, red, rest)</p> <p>/æ/ (hand, bad, have)</p> <p>/i/ (in, kitchen, big, sit)</p> <p>/ɔ/ (dog, horse, long, on)</p> <p>/ə/ (sun, bug, nut, mud)</p> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> – <u>Rain, rain, go away</u> <p><u>Weather conditions:</u></p> <ul style="list-style-type: none"> – Rainy, sunny, cloudy, windy, foggy, cold, hot – <u>Try this on</u> <p><u>Clothing:</u></p>			<p>Identifying specific details in oral form saying 'yes' or 'no' after a question has been posed by the teacher in a whole group with teacher modeling and then pair groups during first reading.</p> <ul style="list-style-type: none"> – Answering yes/no questions orally for comprehension and then completing the answers in written form with teacher modeling. Participating in co-assessment using technically designed instruments. <p>Identification of sounds</p> <ul style="list-style-type: none"> – Imitating each sound of letters of the alphabet right after the teacher using pictures, songs, chants. – Identifying the letters and sounds that make up learned words. – Imitating sounds of a concrete item or picture representing the word which contains the phoneme in initial position. – Identifying and discriminating short vowels in words heard aloud. – Identifying the word, from a group of words that has the same sounds mentioned. Participating in self/co-assessment using technically designed instruments. <p><u>Oral and Written Production</u></p> <p>Asking information questions about weather</p> <ul style="list-style-type: none"> – Listening and repeating questions related to weather conditions, favorite food, favorite activities and clothing. 	<p>R.PA3. Imitates each sound of letters of the alphabet that form a word.</p> <p>R.PA4. Identifies short vowels in spoken words.</p> <p>Using different types of technically designed instruments such as checklists, rubrics, the teacher collects information about how the learner:</p> <p>SI.1. Asks for</p>
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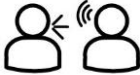


<ul style="list-style-type: none"> - t-shirt, shorts, sandals, umbrella, sunglasses, hat, boots, swimsuit, sweater, raincoat, socks - <u>May I have a bite?</u> <p><u>Food:</u></p> <ul style="list-style-type: none"> - iced drink, fish, rice and beans, rice with milk, fruit salad, scrambled eggs <p><u>Typical food:</u></p> <ul style="list-style-type: none"> - vigoron, casados, gallo pinto, beef tamale - <u>Please tell me what's fun</u> <p><u>Activities to do at: beach, mountains, city</u></p> <p><u>other Places:</u></p> <ul style="list-style-type: none"> - swim, fly a kite, fish, collect 			<ul style="list-style-type: none"> - Planning: Stating the goal of task, language focus and strategies involved. - Participating in classroom surveys and interviews. - Asking simple questions in guessing games, memory games or rotating circle. <p>Responding to questions</p> <ul style="list-style-type: none"> - Eliciting and rehearsing sentence frames related to preferences about spare activities, food and clothing. - Planning: Stating the goal of task, language focus and strategies involved. - Rehearsing, drilling and using a learned expression when prompted to speak and with clearer pronunciation (e.g., I like to swim at the beach) in an information-gap activity or role-play. - Responding to questions related to preferences about activities, food and clothing in oral exchanges with peers. - Participating in self/co-assessment using technically designed instruments. <p>Naming places and common activities</p> <ul style="list-style-type: none"> - Eliciting and imitating key words and phrases right after they are modeled (I walk in the mountains. I wear hiking shoes) with slow and clear pronunciation. - Planning: Stating the goal of task, language focus and strategies involved. - Identifying individual and group preferences related to outdoor activities supported with body language and visuals in oral form. - Describing things to do at the beach, in 	<p>specific information about weather conditions, favorite food, favorite activities and clothing using learned expressions of language.</p> <p>SI.2. Responds in a predictable pattern to simple questions about familiar things if the other person speaks slowly and clearly.</p> <p>SP.1. Names some common activities in familiar environments.</p>
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<p>seashells</p> <ul style="list-style-type: none"> - hike, camp, go: mountain biking, horseback riding, bird-watching - tour visit, museum, market, malls, zoo - volcano, rainforest, amusement park 			<p>the mountains and in the city using internalized language.</p> <ul style="list-style-type: none"> - Talking about favorite activities, places and clothes to wear using pictures. - Participating in self/co-assessment using technically designed instruments. <p>Expression of ideas thorough pre-writing</p> <ul style="list-style-type: none"> - Brainstorming key words and sentence frames in pairs or groups with teacher’s guidance. - Planning: Stating the goal of task, language focus and strategies involved. - Arranging or drawing a picture story after choral reading. - Drawing an event or character from the story collaboratively with a partner. - Writing high frequency words or senteces below the picture story. Participating in self/co-assessment using technically designed instruments. <p style="text-align: center;">Integrated Mini-Project</p> <ul style="list-style-type: none"> - Planning and creating a mini-book collaboratively about favorite seasons, weather reports in different provinces of Costa Rica, clothing and activities for a classroom display and report to small groups or whole class. - Rehearsing and briefly describing a mini-book about favorite seasons, clothing and activities. - Participating in individual and peer-assessment. 	<p>W.1. Represents an event or character from a picture story or one main idea.</p> <p>W.2. Prints/writes simple high-frequency words.</p> <p>IMP. Using different types of technically designed instruments to assess the overall accomplishment of unit goals, the teacher collects information about</p>
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				how learners apply emergent language competences in oral and written comprehension and oral and written production to describe weather conditions, favorite outdoor activities, food and clothing and ask for and give information.
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Level: 3°

Unit: 1

Scenario:		Themes:	
Our Family “to Do” List		<ol style="list-style-type: none"> 1. Family Chores 2. Things I Like to Do to Help my Family 3. Can you Help me? 4. Where is the Broom? 	
Enduring understanding: I can do chores around my house and help me and my family be happier.			
Essential Question: How do you help your family every day?			
Linguistic Competencies		Goals	
Oral and Written Comprehension	 Listening	L.1. understand the most important information in a straightforward talk provided something is already known about the subject and the talk is accompanied by pictures or drawings. L.2. respond to comprehension questions about key vocabulary words that have been modeled, repeated, or labeled.	
	 Reading	R.1. understand short text in picture books and illustrated material, using illustrations to recognize text topic. R.2. comprehend short readings analyze and enjoy texts. 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. interact in a simple way provided others are prepared to repeat, rephrase, and speak slowly. SI. 2. provide one word answers to basic questions indicating time e.g.day, time of day.)	

	 <p>Spoken Production</p>	<p>SP.1. talk briefly about the duties each family member has around the house.</p> <p>SP.2. express preferences.</p>
	 <p>Writing</p>	<p>W.1. copy or print/write words being learned in class and connect them to pictures.</p> <p>W.2. fill in gapped text using a word list of familiar words.</p>

Learn to know	Learn to do	Learn to be and live in community	Suggested Mediation Strategies	Assessment Strategies
<p><u>Grammar & Sentence Frame</u></p> <p><u>Common nouns</u></p> <ul style="list-style-type: none"> - This is a <u>mop</u>. - This is a <u>broom</u>. <p><u>Singular personal subjective pronouns</u></p> <ul style="list-style-type: none"> - <u>She</u> cleans. - <u>He</u> makes the bed. - <u>I</u> set the table. <p><u>Interrogative sentences beginning with "What."; "Where"; "Who"</u></p> <ul style="list-style-type: none"> - <u>What</u> is this? - <u>Where</u> is the broom? 	<p><u>Functions</u></p> <ul style="list-style-type: none"> • Naming household items. • Expressing likes and dislikes in regard to household chores. • Making simple requests. • Asking and answering questions about location of house items. <p><u>Discourse Markers</u></p>	<p><u>Psycho-social</u></p> <ul style="list-style-type: none"> - Showing gratitude, appreciation and respect towards own and others' family members. - Learning how to handle emotions and emergencies in the family. - Promoting equality for both genders and cooperation within group activities. <p><u>Sociocultural</u></p> <ul style="list-style-type: none"> - Recognizing 	<p><u>Pre-teaching</u></p> <ul style="list-style-type: none"> - 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. 	

<p>– <u>Who</u> mops the floor?</p> <p><u>Simple Present Tense (Regular verbs)</u></p> <p>– My mom <u>cooks</u> dinner.</p> <p>– I <u>like</u> to sweep the floor.</p> <p>– I <u>don't</u> like to mop.</p> <p><u>Frequency adverbs:</u></p> <p>– My mom <u>always</u> cooks dinner.</p> <p>– My dad <u>sometimes</u> sweeps the floor.</p> <p>– My brother <u>never</u> mops the floor.</p> <p><u>Time expressions</u></p> <p>– My mom cleans the house <u>every day</u>.</p> <p>– <u>Every Saturday</u>, my dad washes the car.</p> <p><u>Simple sentences with subject/verb/object</u></p> <p>– I need a <u>broom</u>.</p> <p>– She sets the <u>table</u>.</p>	<p>and, but, because</p> <p>– My mom cooks <u>and</u> cleans.</p> <p>– I like to sweep <u>but</u> I don't like to mop.</p> <p>– I love you to pieces, <u>because</u> you are my Mon.</p>	<p>nonverbal and body language for an effective communication.</p> <p>– Promoting using social phrases and good manners when asking for something (“Please” “Thank you”).</p> <p><u>Social Language Samples and idioms/phrases</u></p> <p>– “To do list”</p> <p>– Run errands</p> <p>– Home sweet home</p> <p>– There's no place like home.</p> <p>– I love you to pieces.</p>	<p><u>Oral and Written Comprehension</u></p> <p>Identifying general and specific information</p> <p>– Imitating chorally and individually words and phrases related to family members and chores after activation of prior knowledge using videos, stories and pictures.</p> <p>– Planning: Stating the goal of task, language focus and strategies involved. Listening to short conversations related to family activities to get general information by answering oral questions posed by the teacher.</p> <p>– Identifying details from aural stimuli by answering questions and acting upon the information heard.</p> <p>– Acting out key words and phrases in the information heard using body language. Participating in self/co-assessment using technically designed instruments.</p> <p>Getting the gist of a story</p> <p>– Activating prior knowledge brainstorming ideas related to stories, using pictures and explaining key vocabulary and phrases. Reading chorally and individually short texts.</p> <p>– Planning: Stating the goal of task, language focus and strategies involved.</p> <p>– Identifying key vocabulary by circling them.</p> <p>– Predicting the content of texts by</p>	<p>Using technically designed instruments for self-assessment and with the guidance of the teacher, the learner.</p> <p>L.1. Recognizes the most important information in a straightforward talk.</p> <p>L.2. Responds to comprehension questions about key vocabulary words.</p> <p>R.1. Gets the gist of short texts in picture books and illustrated material.</p> <p>R.1.2. Uses illustrations to</p>
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<p><u>Possessive Pronouns</u></p> <ul style="list-style-type: none"> - <u>My</u> mom cleans the house. - His bedroom is tidy. - Her books are on her bed. <p><u>verb + coordinating conjunction + verb</u></p> <ul style="list-style-type: none"> - My mom cooks <u>and</u> cleans. - I like to sweep <u>but</u> I don't like to mop. <p><u>Prepositions of time</u></p> <ul style="list-style-type: none"> - <u>On Saturdays</u>, everybody helps around the house. <ul style="list-style-type: none"> - <u>Modal "can"</u> - <u>Can</u> you pass me a broom? - <u>Can</u> you help me? <p style="text-align: center;"><u>Phonemic Awareness</u></p> <p><u>Vowel and consonant combination</u></p> <ul style="list-style-type: none"> - an: <u>can</u>, <u>man</u>, <u>fan</u>, <u>ran</u>, <u>and</u>, <u>hand</u>, - ad: <u>sad</u>, <u>mad</u>, <u>dad</u>, <u>had</u>, - am: <u>ham</u>, <u>jam</u>, 			<p>using pictures and known key words with teacher's guidance.</p> <ul style="list-style-type: none"> - Getting the gist of short stories by filling in graphic organizers, charts or answering questions. - Completing an oral cloze or written sentence frames using language that is presented in a pattern. (e.g., Every morning, I _____). - Matching icons or diagrams with words/concepts. <p>Acting out stories</p> <ul style="list-style-type: none"> - Participating in choral reading and shared reading by verbally stating the words of predictably patterned stories, songs or poems. - Rehearsing stories and conversations aloud. - Acting out stories or events using key words and pictures. Participating in self/co-assessment using technically designed instruments. <p>Decoding words</p> <ul style="list-style-type: none"> - Brainstorming and listening to one-syllable word families that end with the same sounds. - Circling words that end with the same sounds. - Categorizing groups of words that end with the same sounds in a graphic organizer. - Blending spoken simple onsets and rhymes to form real words (onset /s/ and rhyme /ad/). 	<p>recognize text topic.</p> <p>R.2. Appreciates readings analyze and enjoy texts.</p> <p>R.PA.3. Blends English graphemes using knowledge of word parts, syllabification and phonemic awareness.</p>
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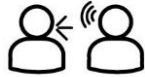

<p><u>Pam, Sam,</u> – ab: <u>cab, lab, nab, tab,</u></p> <p style="text-align: center;"><u>Vocabulary</u></p> <p><u>1. Family chores</u></p> <p><u>Family members:</u> – Mother/mom, father/dad, brother</p> <p><u>Rooms of the house:</u> – Kitchen, bedroom,</p> <p><u>Family chores/duties</u> – mop, sweep, wash, dust, iron, Cook, wash, tide up</p> <p><u>2. What do you like to do in your house to help your family?</u></p> <p><u>Expressing likes and dislikes</u> – I <u>like</u> to wash the dishes, but I <u>don't like</u> to mop the floor. – My father <u>likes</u> to clean the house, but he <u>doesn't like</u> to wash the dishes.</p>			<p>– Reading regularly spelled one-syllable words represented by single letters. (e.g., fat, ham, hand). Participating in self/co-assessment using technically designed instruments.</p> <p style="text-align: center;"><u>Oral and Written Production</u></p> <p>Responding to questions in information exchanges</p> <p>– Activating prior knowledge by clapping and chanting stories and conversations within sentence frames.</p> <p>– Planning: Stating the goal of task, language focus and strategies involved. Acting out conversations and answering questions in a rotating circle. Using key words and learned phrases in an oral cloze, dialogue or written sentence frame (e.g.who, what, where, when). Answering yes/no questions and information questions by selecting answers from a list of choices.</p> <p>– Participating in oral tasks like role-playing, simulations and information exchanges using learned phrases for asking questions and making requests. (e.g., I need a _____; Can you pass me a (an) _____ (broom, iron)? Participating in self/co-assessment using technically designed instruments.</p> <p>Telling time using days of the week</p>	<p>Using different types of technically designed instruments such as checklists, rubrics, the teacher collects information about how the learner:</p> <p>SI.1. Provides one word answers to basic questions.</p> <p>SI.2. Interacts in a simple way, provided others are prepared to repeat, rephrase, and speak slowly.</p>
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<p><u>Frequency adverbs:</u> – always, sometimes, never</p> <p><u>3. Can you help me?</u></p> <p><u>Making request</u> – Can you ... help me/ pass me? Sure! – I need to ... – Please ...</p> <p><u>4. Where is the broom?</u></p> <p><u>Household items</u> – Broom, washing machine, mop, wastebasket, dish washer, dustpan</p> <p><u>Prepositions:</u> – In front of, next to, on.</p> <p><u>Expressions:</u> – Where is the dustpan? It is next to the garbage collector</p>			<ul style="list-style-type: none"> – Brainstorming and rehearsing different forms for telling time. – Planning: Stating the goal of task, language focus and strategies involved. Participating in short exchanges in a rotating circle using key words and learned phrases in an oral cloze, dialogue or written sentence frame (e.g.-On Saturdays, I clean my bedroom.) Participating in self/co assessment using technically designed instruments. <p>Talking about family duties</p> <ul style="list-style-type: none"> – Planning: Stating the goal of task, language focus and strategies involved. Using key words and learned phrases in an oral cloze, dialogue or written sentence frame. (e.g., my dad cooks and makes dinner.) Describing family duties in an information exchange supported with visuals. Participating in self/co assessment using technically designed instruments. <p>Expressing preferences</p> <ul style="list-style-type: none"> – Brainstorming and rehearsing key words related to family duties. – Planning: Stating the goal of task, language focus and strategies involved. Participating in classroom surveys. Using key words and learned phrases in short dialogues, or personal descriptions using pictures. (e.g., I like _____ but I do not like _____.) 	<p>SI.3. Indicates time in short exchanges.</p> <p>SP.1. Talks about the duties each family member has around the house.</p> <p>SP.2. Expresses preferences related to family duties.</p>
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			<p>Participating in co-assessment using technically designed instruments.</p> <p>Labeling pictures with words</p> <ul style="list-style-type: none"> - Brainstorming key words and sentence frames in pairs or groups with teacher’s guidance. - Planning: Stating the goal of task, language focus and strategies involved. Labeling objects, pictures, or diagrams from word/phrase banks. Completing expository cloze sentences or short texts using word banks with visual support. (e.g., my dad_____ the house.) Participating in co-assessment using technically designed instruments. <p>Integrated Mini-Project</p> <ul style="list-style-type: none"> - Planning, creating collaboratively a classroom mini book describing what each family member does to help in the house using recycled materials, paper, cardboard or technology for reporting to small groups or whole class. - Rehearsing and briefly describing the personal pages in the mini book to the class. - Participating in individual assessment. 	<p>W.1. Copies or prints/writes words.</p> <p>W.2. Fills in gapped texts using a word list of familiar words.</p> <p>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 family members and duties and asking for and giving information.</p>
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Level: 3°

Unit: 2

Scenario: <p style="text-align: center;">Families Celebrate Together!</p>		Themes: <ol style="list-style-type: none"> 1. What Is There to Celebrate? 2. My Family's Special Dates 3. When is your Birthday? 4. Sharing Family Celebrations! 	
Enduring understanding: Each family celebrates in a different way, but the important thing is that we do it together.			
Essential Question: How do our families celebrate together?			
Linguistic Competencies		Goals	
Oral and Written Comprehension	 Listening	L.1. understand the most important information in a straightforward talk provided something is already known about the subject and the talk is accompanied by pictures or drawings. L.2. understand most of a short story when it is read slowly and clearly, and is accompanied by pictures or drawings. L.3. understand numbers, times and other pieces of short information, if given slowly and clearly.	
	 Reading	R.1. read simple, short texts, word by word and identify the main information, recognizing previously encountered words and parts of words. R.2. comprehend readings and enjoy texts. R.PA3. decode English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness.	

Oral and Written Production	 Spoken Interaction	<p>SI.1. interact in a simple way provided others are prepared to repeat, rephrase, and speak slowly.</p> <p>SI.2. answer simple questions using individual words, expressions, or short sentences.</p>
	 Spoken Production	<p>SP.1. talk briefly about family celebrations and traditions indicating time when describing family celebrations. (e.g., day, month).</p> <p>SP.2. express how he/she is feeling.</p>
	 Writing	<p>W.1. copy or print/write words being learned in class and connect them to pictures.</p> <p>W.2. fill in gapped texts using a word list of familiar words.</p>

Learn to know	Learn to do	Learn to be and live in community	Suggested Mediation Strategies	Assessment Strategies
<p><u>Grammar & Sentence Frame</u></p> <p><u>Personal pronouns</u></p> <ul style="list-style-type: none"> - I go to the park with my family. - We have dinner together. <p><u>Simple present</u></p> <ul style="list-style-type: none"> - My family and I make different things together at Christmas. 	<p><u>Functions</u></p> <ul style="list-style-type: none"> • Naming family traditions and celebrations. • Describing family traditions and celebrations • Telling time and dates. • Asking for and 	<p><u>Psycho-social</u></p> <ul style="list-style-type: none"> - Expressing appreciation and gratitude. - Identifying one's and others' feelings. - Demonstrating empathy. - Showing respect for families' traditions and celebrations. <p><u>Sociocultural</u></p>	<p><u>Pre-teaching</u></p> <ul style="list-style-type: none"> - 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, 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 	

<p>– We <u>sing</u> Karaoke.</p> <p>– We <u>play</u> soccer.</p> <p><u>Simple present tense (irregular verbs)</u></p> <p>– My family <u>goes</u> to church.</p> <p>– My family <u>has</u> lunch together.</p> <p>– We <u>have</u> lunch on Sunday.</p> <p><u>Singular possessive pronoun</u></p> <p>– <u>My</u> family celebrates birthdays.</p> <p>– <u>Your</u> family plays together.</p> <p><u>Interrogative sentences beginning with "What."; "Where"</u></p> <p>– <u>What</u> does your family do on Christmas?</p> <p>– <u>Where</u> do you go with your family on Sundays?</p> <p>– <u>What</u> time do you have lunch everyday?</p>	<p>giving basic information about family traditions and celebrations.</p> <p><u>Discourse Markers</u> and, but, because</p> <p>– My family <u>and</u> I celebrate birthdays together.</p> <p>– My family is together for Christmas <u>but</u> not Independence Day.</p> <p>– My mom always makes a cake for my birthday <u>because</u> I invite the family.</p>	<p>– Maintaining eye contact during conversation.</p> <p>– Remaining silent when others are talking.</p> <p><u>Social Language Samples and idioms/phrases</u></p> <p>– It’s time to celebrate!</p> <p>– Happy Birthday!</p> <p>– Happy New Year!</p> <p>– Family that plays together stays together.</p> <p>– Family ... where life begins & love never ends.</p> <p>– There is no place like home.</p>	<p>language practice.</p> <p><u>Oral and Written Comprehension</u></p> <p>Identification of main points</p> <p>– Making a list of key words heard in conversations/ stories/ read aloud during first listening.</p> <p>– Planning: Stating the goal of task, language focus and strategies involved. Identifying main points by arranging pictures or objects, completing a facts chart and acting out the information after the audio stimuli during second listening</p> <p>Finding main ideas in a short story</p> <p>– Participating in choral and shared reading of stories related to family celebrations during first listening.</p> <p>– Planning: Stating the goal of task, language focus and strategies involved. Sequencing and labeling pictures to show the events in the story, main characters and setting during second listening. Identifying main ideas by matching pictures with written words, completing graphic organizers or answering questions. Participating in self-assessment using technically designed instruments.</p> <p>Identification of specific information</p> <p>– Identifying general details from conversations and descriptions during first listening related to family celebrations.</p>	<p>Using technically designed instruments for self and co-assessment and with the guidance of the teacher, the learner:</p> <p>L.1. Recognizes the most important information in a straightforward talk</p> <p>L.2. Recognizes most of a short story when it is read slowly and clearly.</p>
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<p><u>Yes/no questions</u></p> <ul style="list-style-type: none"> - <u>Do you go to church in holy week?</u> - - <u>Is your birthday in July?</u> <p><u>Time expressions</u></p> <ul style="list-style-type: none"> - <u>Every Christmas</u>, we eat tamales and share gifts. - <u>Every Sunday</u>, we eat “Olla de Carne” for lunch. - <u>For my birthday</u>, my family makes a cake. <p><u>Frequency adverbs</u></p> <ul style="list-style-type: none"> - We <u>always</u> have breakfast together. - We <u>sometimes</u> go fishing. <p><u>Prepositions of time</u></p> <ul style="list-style-type: none"> - My mom’s birthday is <u>on</u> July 12th. - The party is usually <u>at</u> 4:00 p.m. 			<ul style="list-style-type: none"> - Filling out charts with specific times, dates, months and years during second listening. Participating in self-assessment using technically designed instruments. <p>Getting the gist of short texts</p> <ul style="list-style-type: none"> - 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 the goal of task, language focus and strategies involved. Identifying main points by circling or coloring high frequency words from real-life descriptions, stories, songs and conversations related to the themes. <p>Understanding short texts</p> <ul style="list-style-type: none"> - 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 two events which are related within a story by matching, labeling or drawing. - Acting out or retelling a story or event using key words and pictures. Participating in co-assessment using technically designed instruments. <p>Identification of sounds</p> <ul style="list-style-type: none"> - Chanting and singing word families with 	<p>L.3. Recognizes numbers, times and other pieces of short information, if given slowly and clearly.</p> <p>R.1. Identifies the main information from simple, short texts.</p> <p>R.2. Recognizes previously encountered words and parts of words.</p>
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<p>– We eat lunch and play soccer together on Sundays.</p> <p>Phonemic Awareness <u>Vowel and consonant combination</u> ap: <u>cap</u>, <u>gap</u>, <u>map</u>, <u>tap</u>, <u>nap</u> ag: <u>bag</u>, <u>nag</u>, <u>tag</u>, <u>wag</u>, <u>rag</u> op: <u>hop</u>, <u>mop</u>, <u>pop</u>, <u>stop</u>, <u>top</u> og: <u>bog</u>, <u>cog</u>, <u>dog</u>, <u>fog</u>, <u>hog</u>, <u>jog</u>, <u>log</u>,</p> <p>Vocabulary</p> <p>1. <u>What’s there to celebrate?</u></p> <p><u>Expressions:</u></p> <p>– What’s your favorite family celebration? It’s Christmas.</p> <p><u>Special family times</u></p> <p>– Birthday parties. – Christmas dinner. – New Year’s party. – Holy week. – Independence Day. – Annexation Day.</p>			<p>same sounds in final position.</p> <ul style="list-style-type: none"> – Repeating word families with the sounds / ap/ / ag/ /op/ /og/ in final position to predict the pronunciation of learned or new words. – Identifying final endings that make-up word families by matching concrete items or pictures representing the word which contains the phonemes in final position. – Participating in pairs blending spoken simple onsets and rimes to form real words. <p>Oral and Written Production</p> <p>Information Exchanges</p> <ul style="list-style-type: none"> – Eliciting and rehearsing of key words and and sentence frames related to family celebrations – Participating in mixed question and answer drills and information-gap activities (e.g., when is your birthday? When is Independence day?). – Planning, rehearsing and performing short dialogues and role-plays according to themes and language functions. <p>Responding to questions</p> <ul style="list-style-type: none"> – Using key words and sentence frames – Planning, rehearsing and performing role-plays using questions and answers related to family celebrations. Participating in surveys, interviews and information-gap activities. Participating in co-assessment using technically 	<p>R.PA.4. Blends English graphemes and phonemes using knowledge of word parts.</p> <p>Using different types of technically designed instruments such as checklists, rubrics, the teacher collects information about how the learner:</p> <p>SI.1. Interacts in a simple way.</p> <p>SI.2. Answers simple questions using individual words, expressions, or short sentences.</p>
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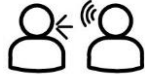


<p>– New Year’s Celebration.</p> <p><u>2. My Family’s Special Dates</u> <u>Expressions:</u></p> <ul style="list-style-type: none"> - How do you celebrate your birthday? <p><u>Verbs:</u></p> <ul style="list-style-type: none"> - meet with friends - celebrate - drink - have a party - receive presents/gifts - have a birthday cake - invite relatives - go to the beach - go out with my family <p><u>3. When is your birthday?</u></p> <p>Expressions</p> <ul style="list-style-type: none"> - When is your birthday? It’s on June 9th. - When is your dad’s birthday? 			<p>designed instruments.</p> <p>Description of family celebrations</p> <ul style="list-style-type: none"> – Reviewing learned key vocabulary phrases and sentence frames related family celebrations and traditions. – Planning, rehearsing and presenting short descriptions of family celebrations and traditions including dates and times using key words and learned phrases and sentence frames (e.g.my birthday is on April 10.). – Planning an oral presentation for expressing likes, dislikes and personal feelings related to celebrations in a collaborative way. – Rehearsing and performing presentation in pairs or groups. Participating in self-assessment using technically designed instruments. <p>Expressing ideas through writing</p> <ul style="list-style-type: none"> – Brainstorming key words and sentence frames in pairs or groups with teacher’s guidance. – Planning: Stating the goal of task, language focus and strategies involved. Creating pictures or drawings collaboratively with a partner that represent the main ideas from a story and copying words or sentences that describe them. – Completing a text about family celebrations using words from a list. 	<p>SP.1. Talks about family celebrations and traditions.</p> <p>SP.1.2. Indicates time when describing family celebrations.</p> <p>SP.2. Expresses how they are feeling.</p> <p>W.1. Copies or prints/writes words.</p> <p>W.2. Fills in gapped text using a word list.</p> <p>IMP. Using different types of technically designed</p>
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<p>It's on August 25th..</p> <p>- When is Annexation day? It's on July 25th..</p> <p><u>Activities together:</u></p> <ul style="list-style-type: none"> - I <u>always</u> visit grandma on Sundays. - I <u>sometimes</u> watch TV with my parents. - I <u>usually</u> go to the movies. <p><u>Prepositions:</u></p> <ul style="list-style-type: none"> - on, at, in <p><u>Months of the year.</u></p> <p>-January</p> <p><u>Days of the week.</u></p> <p>-Monday</p> <p><u>Ordinal/Cardinal numbers</u></p> <p>1 to 31. 1st to 31st</p> <p>4.Sharing family celebrations!</p> <p>Special family meals</p>			<ul style="list-style-type: none"> - Participating in shared writing about events or characters from familiar stories. (e.g., volunteering words in a whole class activity when writing a new story). Participating in co-assessment using technically designed instruments. <p style="text-align: center;">Integrated Mini-Project</p> <p>Planning and creating collaboratively a family album about their traditions and celebrations collaboratively. Preparing a presentation; rehearsing it and reporting it to class.</p>	<p>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 family celebrations and special dates and asking for and giving information using key vocabulary and sentence frames.</p>
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<ul style="list-style-type: none">- We make tamales.- We eat rice with chicken.- We cook honey pumpkin. <p><u>Special family times</u></p> <ul style="list-style-type: none">- Birthday parties, Christmas dinner, New Year's party. <p><u>Special family activities</u></p> <ul style="list-style-type: none">- Having a family reunion.- Going to the river.- Visiting relatives.- Having a picnic.- Having a party.- Going to a parade.				
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Level: 3°

Unit: 3

Scenario: May I Help You?		Themes: 1. Is He the Cashier or the Clerk? 2. Going to a Store! 3. Where do I Get some Fresh Vegetables? 4. How Much does it Cost?
Enduring understanding: People provide goods and services to meet the needs of my community.		
Essential Question: How do people in my community meet their needs?		
Linguistic Competencies		Goals
Oral and Written Comprehension	 Listening	Learner can ... L.1. understand simple information about a place (for example, what to get and who works there) if the person speaks slowly and clearly. L.2. understand numbers, times and other pieces of short information, if given slowly and clearly. L.3. understand simple questions about key vocabulary words that have been modeled, repeated, or labeled.
	 Reading	R.1. comprehend a text heard or read that is supported by pictures in a heavily patterned book by sequencing pictures to include a clear beginning, middle, and end. R.2. comprehend readings and enjoy texts. R.PA.3. decode English graphemes and phonemes using knowledge of blending, word parts, syllabification and phonemic awareness.
Oral and Written Production	 Spoken Interaction	SI.1. interact in a simple way provided others are prepared to repeat, rephrase, and speak slowly. SI.2. answer simple questions using individual words, expressions, or short sentences.

“Educating for a New Citizenship”

	 <p>Spoken Production</p>	<p>SP.1. name goods and services in the community</p> <p>.</p> <p>S.P.2. provide basic information about familiar things and ideas.</p>
	 <p>Writing</p>	<p>W.1. copy or print/write words being learned in class and connect them to pictures.</p> <p>W.2. use emerging knowledge of words to write authentic texts.</p>

Learn to know	Learn to do	Learn to be and live in community	Suggested Mediation Strategies	Assessment Strategies
<p><u>Grammar & Sentence Frame</u></p> <p><u>Singular common nouns</u></p> <ul style="list-style-type: none"> - This is a <u>bakery</u>. - He is a _____ (baker/ butcher). - I can buy shoes at the <u>shoe store</u>. <p><u>Simple present tense regular verbs</u></p> <ul style="list-style-type: none"> - The mechanic <u>repairs</u> cars. - The butcher <u>sells</u> meat. - The chef <u>cooks</u> food. 	<p><u>Functions</u></p> <ul style="list-style-type: none"> - Identifying community helpers. - Naming goods and services in the community. - Asking and responding to questions about goods and services in the community. - Recognizing and using numbers and prices. 	<p><u>Psycho-social</u></p> <ul style="list-style-type: none"> - Expressing appreciation and gratitude towards community helpers - Showing respect to people and to what they do. <p><u>Sociocultural</u></p> <ul style="list-style-type: none"> - Responding to peer/adult initiated greetings and farewells. - Interacting using social phrases, manners and 	<p><u>Pre-teaching</u></p> <ul style="list-style-type: none"> - 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. 	<p>Using technically designed instruments for self-</p>

<p><u>Noun as modifier</u></p> <ul style="list-style-type: none"> - This is a <u>shoe</u> store. - This is a <u>clothing</u> store. - This is a <u>food</u> market. <p><u>Interrogative sentences beginning with "What."; "who"; "Where"</u></p> <ul style="list-style-type: none"> - <u>Where</u> can I get _____ (toothpaste/pet food)? - <u>Who</u> sells bread? - <u>What</u> does the <u>butcher</u> sell? <p><u>Simple sentences with subject/verb/object</u></p> <ul style="list-style-type: none"> - I need a pair of shoes. - She needs a dress. - They buy books <p><u>Modal: can</u></p>	<p><u>Discourse Markers</u></p> <p>and, but, because</p> <ul style="list-style-type: none"> - This store sells shoes <u>and</u> clothes. - The cake is delicious <u>but</u> the food not. - The chef is cooking <u>because</u> there is a party. 	<p>personal space. ("Please" "Thank you" and "Excuse me".)</p> <ul style="list-style-type: none"> - Using social cues (body language, tone of voice, facial expression) to understand communication. <p><u>Social Language</u></p> <p><u>Samples and Idioms/ phrases</u></p> <ul style="list-style-type: none"> - Can I help you? - The store is open 24/7. - I'm just looking, thank you. - <u>A penny saved is a penny earned</u> 	<p><u>Oral and Written Comprehension</u></p> <p>Recognition of simple information about a place</p> <ul style="list-style-type: none"> - Getting the gist of conversations and dialogues related to community helpers, goods, and services during first listening. - Identifying specific information related to community helpers, goods, and services in the community by filling out charts during second listening. Participating in self - assessment with teacher's guidance. <p>Identification of specific information</p> <ul style="list-style-type: none"> - Getting the gist of conversations and dialogues by listening to descriptions and dialogues related to community helpers, goods, and services in the community during first listening. - Identifying key words and phrases by filling out charts with specific information related to places, addresses, schedules and prices. - Matching pictures, writing words, drawing or acting upon the information. Participating in self-assessment with teacher's guidance. <p>Identification of key words</p> <ul style="list-style-type: none"> - Brainstorming key vocabulary related to questions where can I get? (<u>How much</u> is it?) - Planning: Stating the goal of task, 	<p>assessment and with the guidance of the teacher, the learner:</p> <p>L.1. Recognizes simple information about a place.</p> <p>L.2. Recognizes numbers, times and other pieces of short information, if given slowly and clearly.</p>
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<p>Minimal pair sounds: 3: / ɔ:</p> <ul style="list-style-type: none"> - work / walk - bird / bored - fur / for - shirt / short - sir / saw <p style="text-align: center;"><u>Vocabulary</u></p> <p>1. <u>Is he the cashier or the clerk?</u></p> <p><u>Community helpers:</u></p> <ul style="list-style-type: none"> - Baker, butcher, salesman/woman, cashier, hair dresser, mechanic, chef, farmer, waiter, waitress <p><u>Community services:</u></p> <ul style="list-style-type: none"> - Bank, school, church - post office, restaurant, - bakery, drugstore, - grocery store, butchery - hardware store - Shoe store, clothing store, and bookstore 			<p>story/conversation and acting it out. Participating in co-assessment with teacher’s guidance.</p> <p>Identification and decoding of sounds</p> <ul style="list-style-type: none"> - Using basic phonetic spelling to write words in a notebook by, - Creating lists of words and labeling pictures as part of a drafting phase in writing. - Completing words with given endings. - Participating in chanting and singing of word families ending in (ob,ip,ig,in) - Combining sounds to form new words. - Repeating words with common prefixes, suffixes and roots including the endings -tion, -sion. - Rehearsing minimal pair sounds: work / walk bird / bored fur / for shirt / short sir / saw <p style="text-align: center;"><u>Oral and written production</u></p> <p>Asking for and giving information</p> <ul style="list-style-type: none"> - Eliciting and rehearsing of words and phrases related to family celebrations. - Answering questions using key words and learned phrases in a rotating circle. (e.g., who, what, where). - Planning: Stating the goal of task, language focus and strategies involved. Participating in mixed 	<p>heard or read sequencing pictures.</p> <p>R.PA.3. Uses inventive spelling to write familiar words.</p> <p>R.PA.3.1. Blends spoken phonemes to form two-letter words.</p> <p>R.PA.3.2. Reads English graphemes with the ending (tion, -sion) and the phonemes 3: / ɔ: using knowledge of phonemic awareness.</p> <p>Using different types of technically designed instruments such as checklists, rubrics, the teacher collects information about how the learner:</p> <p>SI.1. Interacts in a simple way.</p>
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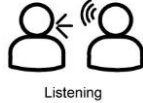

<p>2. <u>Going to a store!</u></p> <p><u>Offering help</u></p> <ul style="list-style-type: none"> - Can I help you? - How can I help you? <p><u>Asking for something</u></p> <ul style="list-style-type: none"> - (Hello) Can I have ... please? <p><u>Verbs Actions</u></p> <ul style="list-style-type: none"> - Buy, sell, pay, cost, help, look for, eat, serve <p>3. <u>Where do I get some fresh vegetables?</u></p> <p><u>Food</u></p> <ul style="list-style-type: none"> - fruits, vegetables, - meat, bread, cakes <p><u>Nouns</u></p> <ul style="list-style-type: none"> - household items, - shoes, clothes, glasses, - books, medicines, - newspaper, magazines, pet food, cashier, customer. <p>4. <u>How much does it</u></p>			<p>question and answer guessing games, information-gap activities (e.g., where is the bus station? Where can I get bread?). Participating in co-assessment with teacher’s guidance.</p> <ul style="list-style-type: none"> - Brainstorming learned key vocabulary phrases and sentence frames for asking for and giving information. - Planning: Stating the goal of task, language focus and strategies involved. Participating in information exchanges or simulations at a store/supermarket or mall gesturing consistently accompanied by a learned expression (e.g., I need a ..., How much..?) Rehearsing short conversations and then performing them. Participating in co-assessment with teacher’s guidance. <p>Naming common community helpers and goods and services</p> <ul style="list-style-type: none"> - Repeating a key word or phrase right after it is modeled with slow and clear pronunciation. - Matching names of community helpers with goods and services in oral form using pictures - Identifying community helpers and places of the community in an interview or oral presentation with clear pronunciation. <p>Talking about familiar topics</p>	<p>.</p> <p>SI.2.Answers simple questions using individual words, expressions, or short sentences.</p> <p>.</p> <p>SP.1. Names goods and services in the community with clear pronunciation.</p> <p>.</p>
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<p><u>cost?</u></p> <p><u>Ordinal Numbers</u></p> <ul style="list-style-type: none"> - 1-100. - How much is this? <p><u>Prices</u></p>			<ul style="list-style-type: none"> - Reviewing learned key vocabulary phrases and sentence frames related to community helpers and good and services. - Planning: Stating the goal of task, language focus and strategies involved. Describing community and community helpers using visuals in an oral way. Participating in self-assessment with teacher’s guidance. <p style="text-align: center;"><u>Written Production</u></p> <ul style="list-style-type: none"> - Brainstorming the names of people and things related to community helpers and goods and services. - Naming objects, pictures, or diagrams from word/phrase banks. - Writing first and ending letter of words in a picture story with teacher modeling. - Writing high-frequency words to complete familiar texts with accurate spelling. <p style="text-align: center;">Intregrated Mini-Project</p> <ul style="list-style-type: none"> - Planning, creating a collaborative community map with community helpers to describe the community to whole class or small groups. - Rehearsing and briefly describing community to whole class. - Participating in individual and peer-assessment. 	<p>SP.2. Provides basic information about community and community helpers using visuals.</p> <p>W.1.Copies or prints/writes words.</p> <p>W.2.Uses emerging knowledge of words to write authentic texts.</p> <p>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</p>
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				oral and written production to describe community helpers, goods and services and ask for and give information using key vocabulary and sentence frames.
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Level: 3°

Unit: 4

Scenario: Getting around town!		Themes: 1. A Day in my Community 2. Help! I Need a Pair of Shoes 3. Walk this Way 4. Step-by-Step Directions
Enduring understanding: Each city or town is unique with different places and different things to do.		
Essential Question: What does our community look like?		
Linguistic Competencies		Goals
Oral and Written Comprehension		Learner can ... L.1. understand the most important information in a straightforward talk provided something is already known about the subject and the talk is accompanied by pictures or drawings. L.2. understand simple questions about key vocabulary words that have been modeled, repeated, or labeled. L.3. understand simple instructions including directions (e.g., on the corner, next to the post office, across from the grocery store.) for getting to a place.
		R.1. recognize short text messages as well as short greetings (e.g., “be careful,” “excuse me.”) R.2. comprehend a text heard or read that is supported by pictures in a heavily patterned book by sequencing pictures to include a clear beginning, middle, and end. 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. meet and take leave of people using appropriate expressions. SI.2. ask for the location of a familiar place and answer this type of question if asked clearly.
	 Spoken Production	SP.1. name some common words or objects in familiar environments (e.g.hospital, grocery store, school). SP.2. describe the location of familiar places using short sentences.
	 Writing	W.1. draw pictures of an event or character from a picture story or one main idea. W.2. fill in gapped text using a word list of familiar words.

Learn to know	Learn to do	Learn to be and live in community	Suggested Mediation Strategies	Assessment Strategies
<p style="text-align: center;"><u>Grammar & Sentence Frame</u></p> <p><u>Imperative verbs</u></p> <ul style="list-style-type: none"> - Walk this way! - Stop!, Go! - Turn right/ Left. <p><u>Prepositions of location</u></p> <ul style="list-style-type: none"> - The bank is <u>near</u> the grocery store. - The hospital is <u>behind</u> the police station. - The school is <u>next</u> to the fire station. 	<p style="text-align: center;"><u>Functions</u></p> <ul style="list-style-type: none"> - Locating buildings and places in the community. - Asking for help to find places in the community - Following information to get to a place. - Giving step by step directions. 	<p style="text-align: center;"><u>Psycho-social</u></p> <ul style="list-style-type: none"> - Requesting for help politely. - Helping people when they are lost. <p style="text-align: center;"><u>Sociocultural</u></p> <ul style="list-style-type: none"> - Interacting using eye contact, social phrases and manners (“Please” “Thank you” and “Excuse 	<p style="text-align: center;"><u>Pre-teaching</u></p> <ul style="list-style-type: none"> - 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 	

<p><u>Interrogative sentences beginning with "What"; Where"</u></p> <ul style="list-style-type: none"> - <u>Where</u> is the hospital/ post office , please? - <u>Where</u> can I find a bank? - Where is he/she going? - <u>What</u> is this? <p><u>Yes/no questions with "be"</u></p> <ul style="list-style-type: none"> - <u>Is</u> this the fire station? - <u>Are</u> you going to the restaurant? <p><u>Pronouns (he, she, I, we)</u></p> <ul style="list-style-type: none"> - <u>He/she</u> is going to the hospital. - <u>I</u> am going to the post office. <p><u>Simple sentences with subject/verb/object</u></p> <ul style="list-style-type: none"> - I have a headache. I need a (an) 	<p><u>Discourse Markers</u></p> <ul style="list-style-type: none"> - The bank <u>and</u> the police station are near. - The hospital is far from the city <u>but</u> the doctor is there. - Please stop <u>because</u> the hospital has an emergency. 	<p>me".)</p> <ul style="list-style-type: none"> - Taking into consideration a person's nonverbal language when they are communicating . <p><u>Social Language</u></p> <p><u>Samples and idioms/phrases</u></p> <ul style="list-style-type: none"> - Excuse me, sir/madam! - I'm lost! - Traffic jam - Walk this way - Don't text and drive - Everybody buckle up, please 	<p>and language practice.</p> <p><u>Oral and Written Comprehension</u></p> <p>Identification of specific information</p> <ul style="list-style-type: none"> - Brainstorming key words and phrases related with themes using dialogues, conversations, stories videos/pictures/illustrated books. - Matching pictures with words when listening to dialogues, descriptions and/or stories during first listening. - Identifying key vocabulary words and phrases related to location of places in the community by completing a graphic organizer or a map from oral stimuli during second listening. Participating in self-assessment with teacher's guidance. - Acting out the information heard. <p>Identification of key words</p> <ul style="list-style-type: none"> - Brainstorming and rehearsing key vocabulary related to questions (<u>How can I get there?</u> Could you tell me the way to the gas station?) - Planning: Stating the goal of task, language focus and strategies involved. Underlining, circling key words and phrases related to theme as a way to show comprehension of questions in a conversation during first listening. - Answering questions in oral form using key words from the conversation heard during second listening. Participating in self-assessment with teacher's 	<p>Using technically designed instruments for self-assessment and with the guidance of the teacher, the learner:</p> <p>L.1. Identifies the most important information in a straightforward talk.</p> <p>L.2. Responds to comprehension questions about key vocabulary words.</p>
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<p>aspirin.</p> <ul style="list-style-type: none"> - I want a (an) doughnut. <p><u>Present progressive</u></p> <ul style="list-style-type: none"> - Excuse me sir. I <u>am looking for</u> a restaurant. - I <u>am going to</u> the bank. - She <u>is going</u> to the bookstore. <p><u>Adjectives (colors) - nouns</u></p> <ul style="list-style-type: none"> - The <u>red light</u> means “stop.” - The <u>yellow light</u> means “be careful.” - The <u>green light</u> means “go” <p><u>Adverbs</u></p> <ul style="list-style-type: none"> - <u>First</u>, turn right. - <u>Then</u>, walk straight ahead. - <u>Next</u>, turn left. <p><u>Modals can/could</u></p> <ul style="list-style-type: none"> - <u>Can/could</u> you 			<p>guidance.</p> <p>Identifying directions and following them</p> <ul style="list-style-type: none"> - Listening to real life conversations/ videos, etc. - Planning: stating the goal of task, language focus and strategies involved. Completing a community map by matching pictures with words or circling a place on a map during first listening. - Identifying key phrases related to the theme by following 2 or 3 instructions to find a place in the community after second listening. - Performing the instructions after they have been demonstrated or supported visually and used within a predictable structure (e.g., first... and then...). - Participating in self-assessment with teacher’s guidance. <p>Identification of specific information</p> <ul style="list-style-type: none"> - Brainstorming key words and sentences related to theme using visuals and games. - Participating in read-aloud, shared reading, and independent reading of familiar texts. - Identifying specific information in short messages by circling or coloring high frequency words from real-life conversations and descriptions. - Matching icons or diagrams with words/concepts. 	<p>L.3.1. Recognizes and follows basic 1 to 2 step instructions from peers for getting to a place.</p> <p>R.1. Recognizes specific information in short text messages including short greetings.</p>
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<p>help me ?</p> <ul style="list-style-type: none"> - How <u>can</u> I get to the hospital? - <u>Could</u> you tell me the way to fire station? <p><u>“Where” adverbs</u> (here, there)</p> <ul style="list-style-type: none"> - How can I get <u>there</u>? - The hospital is right <u>here</u>. <p style="text-align: center;"><u>Phonemic Awareness</u></p> <ul style="list-style-type: none"> - it: <u>bit</u>, <u>fit</u>, <u>hit</u>, <u>kit</u>, <u>sit</u> - ill: <u>pill</u>, <u>mill</u>, <u>will</u>, <u>fill</u> - ug: <u>bug</u>, <u>mug</u>, <u>hug</u>, <u>rug</u> - ub: <u>cub</u>, <u>rub</u>, <u>tub</u> - up: <u>cup</u>, <u>up</u>, <u>pup</u>, <p><u>Minimal pair sounds: j / dʒ</u></p> <ul style="list-style-type: none"> - your / jaw - yet / jet - yolk / joke 			<p>Sequencing events in texts</p> <ul style="list-style-type: none"> - 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 and circling key words and phrases. - Identifying the topic from text read aloud by matching, labeling titles with texts during first reading guided by the teacher. - Arranging 5 - 6 pictures of a short story with a partner after much teacher modeling during second reading. - Participating in co- assessment with teacher’s guidance. <p>Identification and decoding of sounds</p> <ul style="list-style-type: none"> - Participating in chanting and singing of word families ending in (it,ill,ug,ub,up) - Combining sounds to form new words. - Identifying sounds /j,dʒ/ by practicing minimal pair sounds: j / dʒ your / jaw yet / jet yolk / joke year / jeer yob / job - Identifying word families related to themes with initial sounds :/ bl, dr, st/ - Practicing blending sounds to form new words using word games (including but not limited to: bl, dr, st). 	<p>R.2. Shows understanding of texts read sequencing pictures correctly.</p> <p>R.PA4. Blends English graphemes and phonemes.</p> <p>Using different types of technically designed instruments such as checklists, rubrics,</p>
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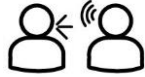


<p>– year / jeer – job / job</p> <p>Blends (including but not limited to: bl, dr, st)</p> <p><u>Vocabulary</u></p> <p>1. <u>A day in my community</u></p> <p><u>Classroom language</u></p> <p>– Library, daycare center, post office, police station, fire station, bus station, grocery store, dental clinic, bank, hospital, school, movie theater</p> <p>2. <u>Help! I need a pair of shoes</u></p> <p><u>Directions</u></p> <p>– on your left/ right, next to, next to, across from, between, go straight ahead, behind, go up/down, walk,</p>			<p><u>Oral and Written Production</u></p> <p>Information exchanges</p> <p>– Brainstorming learned key vocabulary phrases and sentence frames. Planning: Stating the goal of task, language focus and strategies involved. Participating in dialogues, information gap activities using key words and learned phrases</p> <p>– (e.g., Good morning, Excuse me sir, thank you so much) and performing them.</p> <p>– Planning, rehearsing dialogues and information exchanges within a sentence frame (e.g., where is the bank? The bank is next to the supermarket) and performing them. Participating in co- assessment with teacher’s guidance.</p> <p>Naming common instructions and places in the community</p> <p>– Repeating a key word or phrase right after it is modeled with slow and clear pronunciation.</p> <p>– Identifying places of the community in an interview or oral presentation with clear pronunciation.</p> <p>– Planning, rehearsing a short oral presentation about the community. Performing it to the whole class.</p> <p>– Planning: Stating the goal of task, language focus and strategies involved. Describing location of places in the community in a group oral presentation.</p>	<p>the teacher collects information about how the learner:</p> <p>SI.1. Meets and takes leave of people using appropriate expressions.</p> <p>SI.2. Asks for the location of a familiar object.</p> <p>SP.1. Names some common words or objects in familiar environments.</p> <p>SP.2. Describes location of familiar places using short sentences.</p>
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<p>turn right / left</p> <p>3. <u>Walk this way</u></p> <ul style="list-style-type: none"> - Traffic signs, traffic light, stop sign, go sidewalk, street, intersection, bridge, corner, block, stop, crosswalk, be careful <p>4. <u>Step by step directions</u></p> <p><u>Expressions:</u></p> <ul style="list-style-type: none"> - Hello, hi, excuse me, thank you, you're welcome, sir/madam <p><u>Colors:</u></p> <ul style="list-style-type: none"> - red, green, yellow 			<p>Answering questions using key words and learned phrases about getting around the community. Participating in co-assessment with teacher's guidance.</p> <p style="text-align: center;"><u>Written Production</u></p> <ul style="list-style-type: none"> - Brainstorming ideas and organizing them in a graphic organizer or mind map. - Drawing or selecting pictures that represent the main idea and details of a story and writing captions using a sentence/patterned text frame. - Revising sentences with peers and teacher. - Brainstorming ideas and organizing them in a graphic organizer or mind map. - Completing sentence frames to answer specific questions related to the location of places in the community. Checking spelling. Participating in co-assessment with teacher's guidance. <p style="text-align: center;">Integrated Mini-Project</p> <ul style="list-style-type: none"> - Planning, creating role-plays and simulations to ask for and give information to get around the community using maps, traffic lights, using sentence frames and unit vocabulary to report it in an oral and written way to the class. 	<p>W.1. Represents an event or character from a picture story or one main idea.</p> <p>W.2. Answers simple questions using individual words, expressions, or short sentences</p> <p>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</p>
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				describing places in the community and asking for and giving information using key vocabulary and sentence frames.
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Level: 3°

Unit: 5

Scenario:		Themes:	
Fun Places and Spaces		<ol style="list-style-type: none"> 1. Let's Go Outside 2. Indoor Fun on a Rainy Day 3. Come on! Make-up your Mind 4. Are you Ready to Have Fun? 	
Enduring understanding: When we are with the right people, doing things we enjoy, any place could be fun.			
Essential Question: What makes a place fun?			
Linguistic Competencies		Goals	
		Learner can ...	
Oral and Written Comprehension	 Listening	<p>L.1. recognize the names of outdoor and indoor activities and their locations.</p> <p>L.2. understand what is being said provided people speak slowly and carefully, and with significant pauses.</p> <p>L.3. understand simple instructions including directions (e.g., The soccer field is next to the gym.)</p>	
	 Reading	<p>R.1. understand short text in picture books and illustrated material by pick out the main information.</p> <p>R.PA 2. decode English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness.</p>	
Oral and Written Production	 Spoken Interaction	<p>SI.1. interact in a simple way, provided others are prepared to repeat, rephrase, and speak slowly.</p> <p>SI.2. answer simple questions using individual words, expressions, or short sentences.</p>	

	 Spoken Production	SP.1. describe instructions for playing games SP.2. express preferences about sparetime activities.
	 Writing	W.1. copy or print/write words being learned in class and connect them to pictures. W.2. fill in gapped text using a word list of familiar words

Learn to know	Learn to do	Learn to be and live in community	Suggested Mediation Strategies	Assessment Strategies
<p><u>Grammar & Sentence Frame</u></p> <p><u>Adverbs of frequency</u></p> <ul style="list-style-type: none"> - I always play basketball on the weekends. - I <u>sometimes</u> play soccer after school. - I <u>never go</u> camping. <p><u>-ing nouns and noun phrases</u></p> <ul style="list-style-type: none"> - I enjoy <u>playing basketball</u> - I love <u>playing soccer.</u> - My favorite outdoor activity is playing <u>volleyball.</u> <p><u>like + noun / ing form</u></p>	<p><u>Functions</u></p> <ul style="list-style-type: none"> - Recognizing play time outdoor activities. - Recognizing play time indoor activities. - Telling preferences about outdoor or indoor activities <p>Giving and following instructions for</p>	<p><u>Psycho-social</u></p> <ul style="list-style-type: none"> - Demonstrating affection and empathy toward peers - Allowing others to express themselves - Showing cooperation within group activities <p><u>Sociocultural</u></p> <ul style="list-style-type: none"> - Taking turns appropriately during simple 	<p><u>Pre-teaching</u></p> <ul style="list-style-type: none"> - 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. <p><u>Oral and Written Comprehension</u></p> <p>Identification of specific information</p>	<p>Using technically designed instruments for self-assessment and with the guidance of the teacher, the learner:</p> <p>L.1. Recognizes the names of outdoor</p>

<p>– I <u>like tennis</u></p> <p>– I <u>like playing tennis</u></p> <p><u>love + noun / ing form</u></p> <p>– He <u>loves football</u></p> <p>– He <u>loves watching football</u></p> <p><u>enjoy + noun / ing form</u></p> <p>– I <u>enjoy sports</u></p> <p>– I <u>enjoy playing sports</u></p> <p><u>-ing Adjectives</u></p> <p>– I like swimming because it's relaxing.</p> <p>– Swimming is exciting.</p> <p>– Surfing the net is <u>interesting.</u></p> <p><u>subject + "to be" + adjective (S-V-C)</u></p> <p>– <u>The park is a fun place to play games.</u></p> <p>– <u>The playground is a nice place to play with my friends.</u></p> <p><u>Nouns</u></p> <p>– I play soccer on a <u>field.</u></p> <p>– He plays tennis on a</p>	<p>playing games</p> <p><u>Discourse</u></p> <p><u>Markers</u></p> <p>and, but, because</p> <p>– My favorite outdoor activities are camping and swimming.</p> <p>– I like to play tennis <u>but</u> I don't like hiking.</p> <p>– I don't like hiking <u>because</u> walking is difficult for me.</p>	<p>games</p> <p>– Remaining quiet when others are talking.</p> <p>– Obeying game rules</p> <p><u>Social Language</u></p> <p><u>Samples and idioms/phrases</u></p> <p>– Ready. Set. Go!</p> <p>– I'm out!</p> <p>– Breaking the rules!</p> <p>– More fun than a barrel of monkeys</p> <p>– They're neck and neck now.</p> <p>– Give it your best shot</p>	<p>– Brainstorming key words and phrases related with themes using dialogues, conversations, stories videos/pictures/illustrated books.</p> <p>– Identifying key words and phrases by listening to descriptions and dialogues related to outdoor and indoor activities during first listening.</p> <p>– Matching pictures, writing words or acting upon the information during second listening.</p> <p>Identification of details</p> <p>– Identifying, circling or coloring high frequency words from real-life descriptions, stories, songs and conversations related to the themes.</p> <p>– Identifying key phrases related to the theme by following 2 or 3 instructions after second listening.</p> <p>– Performing the instructions after they have been demonstrated or supported visually and used within a predictable structure (e.g., first... and then....).</p> <p>Participating in self assessment with teacher's guidance.</p> <p>Making predictions</p> <p>– Brainstorming key words and phrases related with themes using dialogues, conversations, stories videos/pictures/illustrated books.</p> <p>– Looking at pictures, title and cover of a storybook and stating what the story is about in pairs or groups. Completing oral cloze or written sentence frames</p>	<p>and indoor activities.</p> <p>L.2. Recognizes what is being said provided people speak slowly and carefully</p> <p>L.3.1. Follows simple instructions including directions.</p> <p>R.1. Recognizes main points in short texts in picture books and illustrated material.</p>
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<p><u>table.</u></p> <ul style="list-style-type: none"> - She likes swimming in the <u>river</u>. <p><u>Coordinating conjunction</u></p> <ul style="list-style-type: none"> - I hate running, <u>but</u> I really like playing baseball. - I like dancing, <u>but</u> I love listening to music. <p><u>Interrogative sentences beginning with "What."; "Where"; "Who"</u></p> <ul style="list-style-type: none"> - <u>What</u> do you like doing in your free time? - <u>Where</u> is the gym? - <u>Who</u> is playing tennis? <p><u>Yes/no questions</u></p> <ul style="list-style-type: none"> - Is she running? - Is he playing cards? - Do you like playing chess? <p><u>Prepositions of location</u></p> <ul style="list-style-type: none"> - She plays basketball <u>on</u> a court. - She likes swimming <u>in</u> the river. - I like exercising <u>at</u> the gym. 			<p>using language that is presented in a pattern. (e.g., she likes swimming, dancing, and reading.)</p> <ul style="list-style-type: none"> - Identifying main points by ordering a story/conversation matching pictures with short descriptions and completing a graphic organizer. <p>Identification of sounds</p> <ul style="list-style-type: none"> - Imitating each sound of letters of the alphabet right after the teacher using pictures, songs, chants. - Saying, independently, each letter sound (e.g., a- Alajuela, b-butterfly, c-Cartago). - Identifying short vowel sounds (-un, -ut, -et, -eg) in orally stated single-syllable words. (e.g., fun, cut, pet, leg, etc.) - Decoding English graphemes that sound different in Spanish and English. <p><u>Oral and written production</u></p> <p>Responding to questions</p> <ul style="list-style-type: none"> - Eliciting and rehearsing of words and phrases related to indoor and outdoor activities. - Planning: Stating the goal of task, language focus and strategies involved. - Answering questions using key words and learned phrases in a rotating circle. (E.g., who, what, where). - Participating in mixed question and answer guessing games, information-gap activities, <u>what</u> do you like doing in your free time? Answering information 	<p>R.PA.2. Imitates the letters of the alphabet in order.</p> <p>R.PA.2.1. Reads English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness.</p> <p>Using different types of technically designed instruments such as checklists, rubrics, the teacher collects information about how the learner:</p> <p>SI.1. Interacts in a simple way.</p> <p>SI.2. Answers simple questions</p>
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<p><u>Modals can</u></p> <ul style="list-style-type: none"> – How <u>can</u> I get to the gym? – Who <u>can</u> go to the corner? <p><u>Imperatives</u></p> <ul style="list-style-type: none"> – Walk – Turn left/ right. – Go ___ straight/ to the corner <p><u>Adverbs</u></p> <ul style="list-style-type: none"> – <u>First</u>, shuffle the cards. – <u>Then</u>, deal the cards – <u>Next</u>, throw the dice <p><u>Phonemic Awareness</u></p> <p><u>Ng</u>:</p> <ul style="list-style-type: none"> – playing, watching, running, jumping – un: bun, fun, nun, sun – ut: but, cut, hut, nut – et: get, jet, let, met, net, pet, set, vet, 			<p>questions in an oral interview related to preferences.</p> <ul style="list-style-type: none"> – Participating in co-assessment with teacher’s guidance. <p>Descriptions of preferences related hobbies</p> <ul style="list-style-type: none"> – Brainstorming learned key vocabulary phrases and sentence frames. Planning: Stating the goal of task, language focus and strategies involved. Describing instructions to play favorite games using visual aids. Rehearsing it and performing it to small groups or whole class. Participating in co-assessment with teacher’s guidance. <p>Expressing Preferences</p> <ul style="list-style-type: none"> – Eliciting and rehearsing sentence frames related to preferences and spare-time activities. – Planning a presentation about personal preferences related to spare activities and free time, using key words and learned phrases or sentence frames. (e.g., I like _____ but I don't like _____.) Rehearsing it and performing it. Participating in co-assessment with teacher’s guidance. <p><u>Written Production</u></p> <ul style="list-style-type: none"> – Brainstorming ideas and organizing them in a graphic organizer or mind map. – Drawing or selecting pictures that represent the main idea and details in a 	<p>using individual words, expressions, or short sentences.</p> <p>SP.1. Describes instructions for playing games.</p> <p>SP.2. Expresses preferences about spare time activities.</p> <p>W.1. Copies or prints/writes words.</p> <p>W.2. Fills in gapped text using a word list of familiar words.</p>
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<p>wet – eg: leg, beg, peg, Meg, egg</p> <p><u>Vocabulary</u></p> <p>1. <u>Let`s Go Outside</u></p> <p><u>Outdoor activities</u> – Volleyball, basketball, baseball, hiking, running, swimming, horse riding, fishing, go to amusement park</p> <p>2. <u>Indoor Fun on a Rainy Day</u></p> <p><u>Indoor activities</u> – Listen to music, dancing, watching movies, playing video games, surfing the internet – Soccer field, basketball court, ring, track, pool, table, stadium, baseball diamond</p> <p>3. <u>Come on! Make up your mind.</u></p> <p><u>Verbs</u> – Play, like, love, go, watch, listen, sing,</p>			<p>story and writing captions using a sentence/patterned text frame.</p> <ul style="list-style-type: none"> – Copying/writing words to complete chants following a model. – Completing an expository cloze sentence or paragraph using words from a list with visual support. (e.g., she is running at the _____.) Participating in self-assessment with teacher`s guidance. <p>Integrated Mini-Project</p> <ul style="list-style-type: none"> – Planning and creating a collage- mural in a collaborative and creative way representing favorite indoor and outdoor activities. Planning an oral exposition, rehearsing it and performing it for whole class or within small groups. Participating in self- and co-assessment with teacher`s guidance. 	<p>IMP. Using different types of technically designed instruments to assess the overall accomplishment of unit goals, the teacher collects information about how learners apply competences in oral and written comprehension and oral and written production for describing favorite indoor and outdoor activities and asking for and giving information using key vocabulary and sentence frames.</p>
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<p>paint, cook, act, dance, exercise, ride, skate, hike, run, fish, swim</p> <p><u>Adjectives</u> – Interesting, exciting, relaxing, energizing</p> <p><u>Adverbs</u> – Always, often, sometimes, never</p> <p>4. <u>Are you Ready to Have Fun?</u></p> <p><u>Giving instructions</u> – Shuffle the cards. – It’s your turn. – You miss a turn. – Move your counter. – Pass the dice, please. – Throw the dice – Don’t look at my cards!</p> <p><u>Directions</u> – on your left, on your right, next to, opposite, next to , across from, between, go straight ahead.</p>				
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Level: 3°

Unit: 6

Scenario: <p style="text-align: center;">Welcome to Costa Rica</p>		Themes: <ol style="list-style-type: none"> 1. Costa Rica: a Diverse Country 2. Where can I Go? 3. How will I Get There? 4. Exploring Costa Rica: no Better Place to Be
Enduring understanding: The majority of Ticos will be more than happy to offer everyone an unforgettable welcome to this country.		
Essential Question: What does it mean to welcome someone?		
Linguistic Competencies		Goals
Oral and Written Comprehension	 <small>Listening</small> Listening	L.1. understand most of a short story when it is read slowly and clearly, and is accompanied by pictures or drawings. L.2. respond to questions about key vocabulary words that have been modeled, repeated, or labeled. L.3. understand numbers, times and other pieces of short information, if given slowly and clearly.
	 <small>Reading</small> Reading	R.1. read simple, short texts, word by word and pick out the main information. R.2. decode English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness.
Oral and Written Production	 <small>Spoken Interaction</small> Spoken Interaction	SI.1. meet and take leave of people using appropriate expressions. SI.2. interact in a simple way, provided others are prepared to repeat, rephrase, and speak slowly. SI.3. provide one word answers to basic questions.

		<p>SP.1. provide basic information about familiar things and ideas.</p>
		<p>W.1. print/write simple descriptions of everyday objects (e.g., a brief description of their country and its touristic attractions).</p> <p>W.2. copy or print/write words being learned in class and connect them to pictures.</p>

Learn to know	Learn to do	Learn to be and live in community	Suggested Mediation Strategies	Assessment Strategies
<p><u>Grammar & Sentence Frame</u></p> <p><u>Simple present (irregular verbs)</u></p> <ul style="list-style-type: none"> – Costa Rica <u>has beautiful volcanoes, beaches, and mountains.</u> – Borucas make beautiful masks and paintings. – Beaches always <u>have restaurants and kayaking.</u> <p><u>Present progressive</u></p> <ul style="list-style-type: none"> – We <u>are going</u> there 	<p><u>Functions</u></p> <ul style="list-style-type: none"> • Talking about the diversity of Costa Rica. • Asking and responding about attractions in Costa Rica • Getting to know the possible ways to get to tourist destinations • Asking to find out what things they enjoy 	<p><u>Psycho-social</u></p> <ul style="list-style-type: none"> – Showing respect to foreigners or people from a different cultural background. <p><u>Sociocultural</u></p> <ul style="list-style-type: none"> – Welcoming people to Costa Rica in a friendly way. – Meeting new people is a pleasure for the Ticos 	<p><u>Pre-teaching</u></p> <ul style="list-style-type: none"> – 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, 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. – <p><u>Oral and written Comprehension</u></p>	<p>Using technically designed instruments for self and co assessment and with the</p>

<p>by car.</p> <ul style="list-style-type: none"> - She <u>is going</u> there by bus. - I <u>am swimming</u>. <p><u>There is/there are</u></p> <ul style="list-style-type: none"> - In San José <u>there are</u> a lot of museums. - <u>There are relaxing</u> beaches in Limón. - <u>There is</u> a cablecar community in Buenos Aires de Puntarenas. <p><u>Modal can for offering advice</u></p> <ul style="list-style-type: none"> - In San José you can find <u>museums, zoos, and theaters</u>. - In Costa Rica you can practice <u>surfing, , hiking, and kayaking</u>. <p><u>Adjectives for describing places</u></p> <ul style="list-style-type: none"> - Monteverde is a <u>fascinating place</u> to visit. - Arenal Volcano is really <u>famous</u>. - Manuel Antonio beach is very 	<p>more in Costa Rica</p> <p><u>Discourse</u></p> <p><u>Markers</u></p> <p>And, but, because</p> <ul style="list-style-type: none"> - Beaches in Costa Rica always have hotels <u>and</u> restaurants. - There is an excellent view of the volcano <u>but</u> there is not a restaurant. - The river is not for swimming because it is dirty. 	<p><u>Social Language</u></p> <p><u>Samples and idioms/phrases</u></p> <ul style="list-style-type: none"> - Showing off my country - No better place to be - We have lots of option for travel in Costa Rica - Hit the road - Travel light. - Bright and early 	<p>Identification of main points</p> <ul style="list-style-type: none"> - Brainstorming key words and phrases related with themes using dialogues, conversations, stories videos/pictures/illustrated books. - 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. - Sequencing and labeling pictures to show the events in the story, main characters and setting. - Participating in self assessment with teacher’s guidance. <p>Identification of key words</p> <ul style="list-style-type: none"> - Brainstorming key vocabulary related to questions (<u>Where</u> would you like to go? <u>How</u> do you get there?) - Underlying, circling key words and phrases to answer specific questions during first listening. - Pointing to or drawing a picture of the vocabulary terms during second listening. <p>Identification of specific information</p> <ul style="list-style-type: none"> - Brainstorming key vocabulary and sentence frames related to shedules and prices. 	<p>guidance of the teacher, the learner:</p> <p>L.1. Recognizes most of a short story when it is read slowly and clearly.</p> <p>L.2. Identifies specific information to answer questions about key vocabulary words.</p> <p>L.3. Identifies numbers and times in short oral exchanges.</p>
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<p><u>exciting and crowded</u> for tourists.</p> <p><u>Wh- questions</u></p> <ul style="list-style-type: none"> - <u>What</u> can I do there/ for you/? - <u>Where</u> would you like to go? - <u>How</u> do you get there? <p><u>Prepositions</u></p> <ul style="list-style-type: none"> - I go <u>by</u> plane - I go <u>on</u> foot. <p style="text-align: center;"><u>Phonemic Awareness</u></p> <ul style="list-style-type: none"> - en: <u>ten</u>, <u>pen</u>, <u>men</u>, <u>den</u>, - ed: <u>bed</u>, <u>red</u>, <u>wed</u>, <u>led</u>, - ell: <u>tell</u>, <u>bell</u>, <u>sell</u>, <u>well</u>, - all: <u>call</u>, <u>tall</u>, <u>wall</u>, <u>fall</u>, <ul style="list-style-type: none"> - Practicing minimal pair sounds: æ / ʌ - cat / cut - ankle / uncle - ran / run 			<ul style="list-style-type: none"> - Planning: Stating the goal of task, language focus and strategies involved. Identifying key words and phrases by listening to descriptions and dialogues related to people, transportation and places in Costa Rica during first listening. - Identifying specific information related to places, addresses, bus schedules and prices by filling out charts during second listening. - Matching pictures, writing words, drawing or acting upon the information heard. Participating in self-assessment with teacher's guidance. <p>Identification of main points</p> <ul style="list-style-type: none"> - Brainstorming key words and phrases related with themes using dialogues, conversations, stories videos/pictures/illustrated books. - Planning: Stating the goal of task, language focus and strategies involved. Participating in read-aloud, shared reading and independent reading of familiar texts during first reading and answering questions. - Identifying, circling or coloring main points from real-life descriptions, stories, songs and conversations related to the themes during second reading. - Matching icons or diagrams with words/concepts. Participating in co- 	<p>R.1. Reads simple, short texts, word by word and picks out the main information.</p>
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<p>– drank / drunk – match / much</p> <p>– Practicing vowel consonant combinations to form several words: /m/, /s/, /a/, /t/, /n/, /p/</p> <p><u>Vocabulary</u></p> <p><u>1.Costa Rica: a diverse country</u></p> <p>What can you say about Costa Rican people?</p> <p><u>Cultural diversity</u></p> <p><u>Indigenous peoples:</u> bribris, cabecares, ngöbes, bugles, T terrabas, chorotegas, huetares, malekus, borucas</p> <p><u>Afrodescendents</u></p> <p><u>Multinational diversity</u> Nicaraguan, Canadian, Chinese</p> <p><u>Adjectives:</u> – Beautiful, different,</p>			<p>assessment with teacher’s guidance.</p> <p>Identifying and decoding sounds</p> <ul style="list-style-type: none"> – Imitatating each sound of letters of the alphabet right after the teacher using pictures, songs, chants. – Participating in chanting and singing of word families ending in (en,ed,ell,all) – Completing words with given endings. – Categorizing groups of words that begin with the same initial sound (aliteration) or end with the same final sound (rhyme) in a graphic organizer. – Descriminating minimal pair sounds: æ / ʌ by circling the odd sound in a set of words. – Blending onsets and rhymes to form and read new words by playing spelling and word games. <p><u>Oral and Written Production</u></p> <p>Exchanges of information</p> <ul style="list-style-type: none"> – Brainstorming learned key vocabulary phrases and sentence frames related to greetings and leave takings. – Planning, rehearsing, participating in information-gap activities and dialogues using learned phrases in an oral cloze, dialogue or written sentence frame 	<p>R.2. Blends phonemes and letters in spoken/ written words to read words.</p> <p>Using different types of technically designed instruments such as checklists, rubrics, the teacher collects information about how the learner:</p> <p>SI.1. Meets and takes leave of people using appropriate expressions.</p>
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<p>exciting, interesting, colorful</p> <p><u>2.Where can I go?</u></p> <p><u>Natural sites</u> – Mountains, rivers, lakes, national parks, beaches</p> <p><u>Entertainment:</u> – Theater, concert hall, shopping center, museums, zoos, sport center, stadium, nightclub</p> <p><u>3.How will I get there?</u></p> <p><u>Means of transportation</u> Plane, car, ship, bicycle, bike, bus, horse, foot, ferry</p> <p>Action verbs:</p> <p>Ride, go, take, run</p> <p>Exploring Costa Rica: no better place to be</p> <p><u>Sport activites</u> – Swimming, climbing, sailing, snorkeling, caving,</p>			<p>(e.g., It was nice meeting you. See you later!). Participating in co-assessment with teacher’s guidance.</p> <p>Responding to questions</p> <ul style="list-style-type: none"> – Eliciting and rehearsing of words and phrases related to vacation and places to go. – Planning: Stating the goal of task, language focus and strategies involved Interacting in mixed question and answer exchange and/or information-gap activities (e.g., where is Manuel Antonio? How can I get there?). – Answering yes/no questions and/or information questions in guessing games. Participating in co-assessment with teacher’s guidance. – Brainstorming learned key vocabulary phrases and sentence frames. Planning: Stating the goal of task, language focus and strategies involved. Answering questions in a talk show or oral interview using key words and learned phrases about getting around the community and places to visit.(e.g.,who, what, where). – Rehearsing it and performing it. Participating in co-assessment with teacher’s guidance. 	<p>SI.2. Interacts in a simple way.</p> <p>SP.2. Provides one word answers to basic questions.</p> <p>SP.1. Provides basic information about familiar things and</p>
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<p>canoeing, surfing</p> <p>Events:</p> <ul style="list-style-type: none"> – Music festivals, arts festivals, religious festivals, carnivals, parades 			<p>Presenting information orally</p> <ul style="list-style-type: none"> – Selecting learned key vocabulary phrases and sentence frames related to theme and language functions (e.g., tourist attractions). – Planning: Stating the goal of task, language focus and strategies involved. Organizing an oral presentation collaboratively, rehearsing it and reporting it using notes and visuals as support. Participating in co- assessment with teacher’s guidance. <p style="text-align: center;"><u>Written Production</u></p> <ul style="list-style-type: none"> – Brainstorming ideas and organizing them in a graphic organizer or mind map. – Drawing or selecting pictures that represent the main idea and details in a story and writing captions using a sentence/patterned text frame. – Copying/writing simple sentences to describe a place from a model given by the teacher. – Completing an expository cloze sentence or paragraph using a word/sentence bank with visual support. (e.g., she is running at the _____.) – Revising spelling of words in sentences. Participating in co- assessment with teacher’s guidance. <p style="text-align: center;">Integrated Mini-Project</p>	<p>ideas.</p> <p>W.1. Prints/writes simple descriptions of everyday objects</p> <p>W.2. Copies or prints/writes words.</p> <p>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 tourist attractions in Costa</p>
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			<ul style="list-style-type: none"> – Planning, rehearsing and describing collaboratively an interesting town or city in your country that tourists might enjoy, including place, transportation, location, attraction and facilities. – Planning collaboratively an oral exposition, rehearsing it and performing it to whole class. 	<p>Rica. Asking for and giving information using key vocabulary and sentence frames.</p>
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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 or evaluator marks the presence or absence of the attribute being assessed.

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

Co-assessment: judgments 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 requested for help regarding the ideas and/or language needed 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, rehearsing 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 soil 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 sample 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-encouragement, 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 and 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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